

## Increasing Student's Interest in Learning through Fun Board Media at Ban Buketamong School

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**ABSTRACT.** This study is motivated by the low level of interest in learning among fourth-grade students in Islamic Religious Education (PAI) at Ban Buketamong School, Narathiwat Province, Southern Thailand. Conventional teaching methods were found to be less engaging, resulting in limited student participation and motivation during the learning process. Therefore, this research aims to enhance students' interest in learning through the use of Fun Board media as an interactive instructional tool. This study employed the Classroom Action Research (CAR) method, based on the Kemmis and McTaggart model, comprising planning, action, observation, and reflection stages. The research was conducted in two cycles, with each cycle comprising two meetings. The subjects of this study were 25 fourth-grade students. Data were collected through observation and documentation techniques. The data analysis was carried out both qualitatively and quantitatively, using percentage calculations to measure students' learning interest. The pre-cycle results indicated that 68%–76% of students were categorized as having low learning interest (Less category), with no students achieving the Good or Very Good categories across all indicators. In Cycle I, there was a noticeable improvement, with 48%–56% of students reaching the Good category. Furthermore, in Cycle II, the results showed a significant increase, with over 80% of students achieving the Good and Very Good categories, and no students remaining in the Less or Enough categories. These findings demonstrate that using Fun Board media effectively increases students' interest in PAI learning. The implication of this research suggests that interactive and engaging learning media can be a practical solution for improving student motivation and participation in the Classroom.

**Keywords:** *Interest in Learning, Fun Board, Learning Media, Islamic Religious Education.*

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### INTRODUCTION

Interest in learning falls within the affective domain, which plays a strategic role in determining the level of student engagement during the learning process in elementary school (Sabil et al., 2024). Learning interest functions as an internal builder that fosters attention, curiosity, and students' readiness to actively engage in learning activities designed by the teacher (Izzah & Magfiroh, 2025; Stefani & Karim, 2026; Zulaiha et al., 2024). The low interest in learning among students is often reflected in their passive attitude, minimal participation, and weak response to the learning stimuli provided by the teacher (Daheri et al., 2022; Hasan et al., 2024; Talibo & Sutrisno, 2025; Zarkasi et al., 2024). The condition of low interest in learning is still commonly found in lessons dominated by the lecture method and lacking support from the use of varied and innovative learning media (Sugiarti et al., 2025). Therefore, the interest in learning becomes a crucial issue that

needs to be studied scientifically because it directly affects the quality of the learning process at the elementary school level (Anam et al., 2025; Kempa et al., 2025; Mariani et al., 2024).

Conventional learning is still viewed as one of the dominant factors contributing to the low interest in learning among students; the one-way learning pattern tends to limit students' cognitive and emotional engagement, potentially leading to boredom in learning (Greene et al., 2004; Harahap, 2024; McHugh et al., 2010; Ritonga et al., 2025). The limited variation in learning methods makes it difficult for students to maintain focus and attention for relatively long periods (Nara Puspitaningrum & Heru Purnomo, 2025). In this case, the use of learning media has the potential to reduce student boredom with the lecture method, which has so far been predominantly used by teachers (Abdullah et al., 2025; Ayshara & kamil, 2024; Biru & Arifin, 2025; Bukar et al., 2022).

Based on observations conducted in the fourth-grade class at Ban Buketamong School, particularly in the subject of Islamic Religious Education (PAI), it was found that the majority of the 25 students showed a lack of interest during the learning process: 72% (18 students) were categorized as Less (L) in the indicator of showing expressions of happiness and enthusiasm, and 76% (19 students) were categorized as Less (L) in focusing on the teacher's explanations. Additionally, in an interview with the fourth-grade PAI teacher at Ban Buketamong School, Mr. Saniran Doloh, he revealed that in the learning process, he still heavily uses lecture and discussion methods. He considers these methods to be quite effective for some students but acknowledges that the students are less interactive, and the usual methods used are often perceived as less engaging. These findings indicate that the majority of students still have very low interest in the subject of Islamic Religious Education (PAI).

The condition indicates a need for interactive learning media that aligns with the developmental characteristics of fourth-grade elementary school students. The appropriate use of media is expected to elicit expressions of joy and enthusiasm from students, focus on the teacher's explanations, actively participate in discussions, desire to learn more about the material, and complete activities thoroughly, in accordance with the learning interest characteristics proposed by Slameto (Slameto, 2015). In this context, Fun Board media can be one of the relevant solutions because it can provide more varied and engaging learning. Fun Board media is a form of educational board game media designed to actively involve students thru the concept of learning while playing. The use of this media allows for interaction among students, cooperation in groups, and emotional engagement during the learning process. This is in line with the research findings (Usamah et al., 2024) shows that Educational Board Game media can increase students' interest in learning because it provides a concrete and meaningful learning experience.

Several previous studies have attempted to increase students' interest in learning thru the application of interactive learning boards. From the results of the research (Daniah et al., 2025; Devi & Neviyarni, 2025; Fadillah & Adlini, 2025; Habil et al., 2025; Lingga & Rambe, 2026) learning board media such as crossword puzzles have been proven to attract students' attention and increase their interest in the material being studied. In addition, the research results (Agustin & Kaliwanovia, 2025) in using the Educaplay board media, effective in creating an enjoyable learning atmosphere.

Nevertheless, most of the research still treats learning interest as a supporting variable, rather than as the main focus of in-depth study. Moreover, research specifically examining the use of Fun Board media in Islamic Religious Education (PAI) learning in elementary schools is still very limited. Although various studies have discussed efforts to enhance learning interest through innovative learning media, there are still gaps that have not been filled, particularly in examining learning interest as a phenomenon analysed comprehensively from both process and outcome aspects of learning. These limitations indicate that the approaches used in previous research tend to focus on the general effectiveness of media, without exploring in greater depth how these media influence the dynamics of student engagement during the learning process.

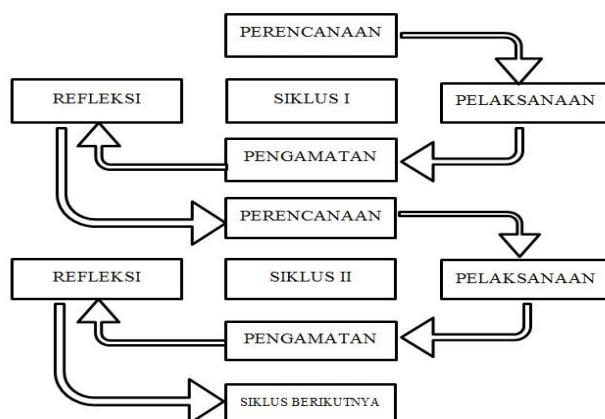
In this context, this study aims to address the shortcomings of previous research by placing learning interest as the main variable systematically examined. This research not only seeks to quantitatively measure the increase in learning interest but also provides a deeper insight into changes in behaviour, engagement, and student responses during the learning process. Thus, this research offers a new perspective in the study of PAI learning, particularly regarding the use of Fun Board media as a means to create more interactive, meaningful, and student-centered learning.

This research aims to increase the learning interest of fourth-grade students in the subject of PAI through the application of Fun Board media. This study is expected to provide a more comprehensive understanding of the effectiveness of interactive learning media in enhancing learning interest, as well as to address the limitations of previous research by making learning interest the main variable.

The hypothesis in this study is that the application of Fun Board media can significantly increase students' interest in learning compared to conventional teaching. Thus, this research is expected to provide empirical contributions as well as serve as an alternative solution to improve the quality of PAI learning in elementary schools.

## METHOD

The type of research used in this study is Classroom Action Research (CAR). Classroom Action Research (CAR) is a type of research conducted by teachers in their own classrooms with the aim of continuously improving and enhancing the quality of the learning process and outcomes (Muhammad Azis et al., 2023). The PTK design used follows the Kemmis and McTaggart model, which consists of four stages: planning, implementation, observation, and reflection. In this case, teachers and researchers will be actively involved in achieving the desired learning objectives. Thus, classroom action research contributes positively to improving the quality of education in the school environment.



**Figure 1:** Design CAR model Kemmis and Mc. Taggart

This research was conducted at Ban Buketamong School, located in Narathiwat Province, Thailand. To collect data, the researcher selected 24 students from the fourth grade at Ban Buketamong School as research subjects. The object of this research is the Improvement of Student Interest in Learning Islamic Religious Education thru the Utilization of Fun Board Media. The research procedure begins with the pre-cycle stage, followed by the implementation of Cycle I and Cycle II. Each cycle is conducted in two meetings. The data collection techniques used include observation and documentation.

Observation is one of the data collection techniques conducted thru direct observation of activities or events taking place in the field. This technique allows researchers to obtain factual and contextual data because the information is collected based on real situations (Dahlia et al., 2025; H. J. Putri & Murhayati, 2025). Documentation is a data collection technique carried out by reviewing various written documents related to the research variables, such as notes, transcripts, books, meeting minutes, archives, and other administrative documents. Thru documentation, researchers can obtain historical, administrative, or descriptive data to complement and strengthen the findings obtained from other data collection (Ardiansyah et al., 2023).

The data analysis technique in this study systematically integrates qualitative and quantitative approaches. Qualitative analysis is carried out thru stages of data reduction, structured data presentation, conclusion drawing, and formulation of findings relevant to the research focus (Safarudin et al., 2023). The quantitative approach is used to determine the level of success of the action, namely thru the calculation of the percentage of students' interest in learning development (Syahroni, 2022), by using the formula:

$$P = \frac{f}{n} \times 100\%$$

Description:

f = Number of students

n = Total number of students

P = Percentage of calculated results

The success of the actions in this study is determined based on the increase in students' interest in learning. The actions are considered successful if 80% or more than 20 students show an improvement in learning interest in the Good (G) category across all indicators. This research is expected to provide an overview of the effectiveness of using Fun Board media, while also serving as a reference for teachers in designing innovative, enjoyable, and useful PAI lessons.

## **RESULT AND DISCUSSION**

This research evaluates the effectiveness of the Fun Board Media in increasing students' learning interest thru three stages: Pre-cycle stage, Cycle I, and Cycle II. Each cycle is conducted in 2 meetings. Data were collected thru direct observation and documentation, then the results of measuring students' learning interest were processed using a scoring system with 4 categories: Less (L), Enough (E), Good (G) and Very Good (VG).

### **Result Pre Cycle**

Before conducting the research using the Fun Board media, the researcher first carried out observations and data collection regarding the initial conditions of the students who would receive the intervention, namely the fourth-grade students at Ban Buketamong School, Narathiwat Province, Thailand. The results of the observation of students' learning interest in the pre-cycle stage in the subject of Islamic Religious Education are as follows:

**Table 1** Results of Student Learning Interest Observation at the Pre-Cycle Stage

No.	Indicator	Category				Number of Students
		L	E	G	VG	
1.	The students showed expressions of happiness and enthusiasm.	18 72%	7 28%	0 0%	0 0%	25 100%
2.	The students are focused on listening to the teacher's explanation.	19 76%	6 24%	0 0%	0 0%	25 100%
3.	Students actively participate during discussions.	19 76%	6 24%	0 0%	0 0%	25 100%
4.	The student showed a desire to learn more about the material being studied.	18 72%	7 28%	0 0%	0 0%	25 100%
5.	The students continue to strive to complete the activity despite facing difficulties.	17 68%	8 32%	0 0%	0 0%	25 100%

Based on the data presented in the table, out of the total 25 students who were the subjects of the study, not a single student reached the Good and Very Good interest in learning categories. As many as 18 students (72%) show less expression of happiness and enthusiasm, on the indicator of focusing on the teacher's explanation and actively participating during discussions, as many as 19 students (76%) fall into the less category. Showing a desire to know more about the material being studied, 18 students (72%) fall into the enough category, and 17 students (68%) still fall into the less category for completing activities when experiencing difficulties.

The findings at this pre-cycle stage indicate that, in general, students' interest in learning in the subject of Islamic Religious Education is still lacking. This serves as a reflective basis for the researcher to take more directed and systematic actions. Therefore, the research proceeded to Cycle I by implementing the use of Fun Board media as a learning strategy.

### CYCLE I FIRST MEETING

The implementation of the first meeting of Cycle I was conducted and focused on the introduction and initial application of the Fun Board media. The learning activities included: opening and presentation of objectives, explanation of media usage, learning activities thru questions and challenges on the Fun Board, providing reinforcement to students, and a brief reflection at the end of the lesson. This meeting aims to capture students' attention and foster their initial interest in the media used and PAI learning.

Based on the observation results from the first meeting of Cycle I, the students' learning interest data is presented in the following table:

**Table 2** Results of Student Learning Interest Observation at the First Meeting of Cycle I

No.	Indicator	Category				Number of Students
		L	E	G	VG	
1.	The students showed expressions of happiness and enthusiasm.	13 52%	5 20%	7 28%	0 0%	25 100%
2.	The students are focused on listening to the teacher's explanation.	14 56%	5 20%	6 24%	0 0%	25 100%
3.	Students actively participate during discussions.	13 52%	6 24%	6 24%	0 0%	25 100%
4.	The student showed a desire to learn more about the material being studied.	13 52%	7 28%	5 20%	0 0%	25 100%

5.	The students continue to strive to complete the activity despite facing difficulties.	12 48%	7 28%	6 24%	0 0%	25 100%
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Based on the data presented in the table, the level of student interest in learning during the first meeting of Cycle I is still dominated by the categories of Less (L) and Enough (E). The dominance of the Poor category is evident from the percentages ranging from 48% to 56% across all observed indicators. Meanwhile, the Good (G) category only falls within the range of 20%–28%, and no students have reached the Very Good (VG) category across all indicators.

### CYCLE I SECOND MEETING

The second meeting in Cycle I, the learning activities began with a review of the material and activities from the previous meeting as a form of reinforcement, with an emphasis on increasing student participation and active involvement. Next, PAI learning thru the Fun Board media was conducted in groups to encourage interaction and collaboration among students. In the activity, students discussed, completed the challenges available on the media, and participated in healthy and directed competitions.

The implementation of this second meeting aims to enhance student activity and participation more optimally compared to the previous meeting. Based on the observation results conducted during the implementation of Cycle I in the second meeting, the obtained data is presented in the following table:

**Table 3** Results of Student Learning Interest Observation in Cycle I Stage Second Meeting

No.	Indicator	Category				Number of Students
		L	E	G	VG	
1.	The students showed expressions of happiness and enthusiasm.	4 16%	7 28%	13 52%	1 4%	25 100%
2.	The students are focused on listening to the teacher's explanation.	5 20%	7 28%	12 48%	1 4%	25 100%
3.	Students actively participate during discussions.	4 16%	6 24%	14 56%	1 4%	25 100%
4.	The student showed a desire to learn more about the material being studied.	6 24%	6 24%	13 52%	0 0%	25 100%
5.	The students continue to strive to complete the activity despite facing difficulties.	5 20%	7 28%	13 52%	0 0%	25 100%

Based on the data in the table, there is an increase in students' interest in learning compared to the previous meeting. The good category (G) is starting to dominate almost all indicators, while the percentage of the Less category (L) has decreased quite drastically. Additionally, there are already students who have reached the very good (VG) category in several indicators. On the indicator of students showing expressions of happiness and enthusiasm, 52% (13 students) are in the good category and 4% (1 student) in the very good category. Meanwhile, the less category decreased to 16% (4 students). On the indicator of focusing on the teacher's explanation, 48% (12 students) are in the good category and 4% (1 student) in the very good category, while the less category decreased to 20% (5 students). This data shows that students' concentration in paying attention to the teacher's explanation is improving. Nevertheless, there are still some students in the enough category, 28% (7 students), who require more attention. The indicator of participation

in discussions shows the most outstanding results, with 56% (14 students) in the good category and 4% (1 student) in the very good category. The percentage of the less satisfactory category is only 16% (4 students). As many as 52% (13 students) fall into the good category and 24% (6 students) into the less satisfactory category for the indicator of the desire to know more about the material. Meanwhile, for the indicator of completing activities despite difficulties, 52% (13 students) are in the good category and the less satisfactory category decreased to 20% (5 students). This shows that most students have started to demonstrate perseverance and are not easily discouraged in completing tasks despite facing difficulties.

Thus, the actions taken in Cycle I have started to show positive results in increasing students' learning interest. However, further efforts are still needed in the next cycle to optimize the results and encourage more students to achieve the specified level of success.

## CYCLE II FIRST MEETING

Cycle II, the first meeting, was conducted as a follow-up to the reflection results from the previous cycle. In this stage of the first meeting of Cycle II, the researcher considered the weaknesses found in Cycle I. The improvements made included adding variations in challenges on the Fun Board media, strengthening interest enhancement strategies thru rewards, and adjusting the group division method to make student interaction and collaboration more effective.

The implementation focuses on strengthening intrinsic learning interest and applying healthy competition among students. The learning process is designed to be more interactive, with the implementation of a points and rewards system as a stimulus to increase student enthusiasm and engagement. In addition, students are given a more dominant role in operating the Fun Board and completing learning challenges, while teachers function as facilitators and activity directors.

Based on the observation results conducted during the first meeting of Cycle II, data regarding students' learning interest levels is presented in the following table.

**Table 4** Results of Student Learning Interest Observation in Cycle II Phase One Meeting

No.	Indicator	Category				Number of Students
		L	E	G	VG	
1.	The students showed expressions of happiness and enthusiasm.	0 0%	6 24%	17 68%	2 8%	25 100%
2.	The students are focused on listening to the teacher's explanation.	0 0%	7 28%	16 64%	2 8%	25 100%
3.	Students actively participate during discussions.	0 0%	6 24%	18 72%	1 4%	25 100%
4.	The student showed a desire to learn more about the material being studied.	0 0%	7 28%	17 68%	1 4%	25 100%
5.	The students continue to strive to complete the activity despite facing difficulties.	0 0%	7 28%	18 72%	0 0%	25 100%

Based on the results of observing students' learning interest in Cycle II, first meeting with 25 students, in general, the learning interest falls into the good category. In all indicators, there were no students in the poor category (0%). The percentage of students in the good and very good categories ranges from 64% to 72% across each indicator. In the aspect of expressions of happiness and enthusiasm, 68% (17 students) are in the good category and 8% (2 students) in the very good category. In the aspect of focusing on the teacher's explanation and the desire to learn more about the material, each reached 72% in the good and very good categories. Participation in discussions

showed 76% in the good and very good categories, while diligence in completing tasks reached 72% in the good category without any very good category.

Thus, the students' interest in learning in the first meeting of Cycle II has shown quite good progress, but further improvement efforts are still needed. Therefore, actions need to be continued in the second meeting of Cycle II to optimize the increase in students' learning interest and ensure the achievement of the set targets.

### **CYCLE II SECOND MEETING**

The second meeting in Cycle II focused on optimizing students' learning interest thru the refinement of Fun Board media application. The challenges presented were designed to be more varied and challenging compared to the previous meeting, with the aim of maintaining enthusiasm and consistently increasing student engagement.

In its implementation, special attention is given to increasing students' confidence in answering questions, expressing opinions, and actively participating in groups. Additionally, teachers observe the consistency of students' activity during the learning process as an indicator of the development of sustained interest in learning.

The activities in the second meeting of Cycle II aim to assess the extent to which the increase in students' interest in learning has reached the established success indicators, and to ensure that the changes occurring are not temporary, but rather show a stable and significant upward trend in Islamic Religious Education. Based on the results of the observations conducted during the implementation of Cycle II, second meeting, the data obtained is presented in the table below:

**Table 5** Results of Student Learning Interest Observation in the Second Meeting of Cycle II

No.	Indicator	Category				Number of Students
		K	C	B	SB	
1.	The students showed expressions of happiness and enthusiasm.	0 0%	0 0%	23 92%	2 8%	25 100%
2.	The students are focused on listening to the teacher's explanation.	0 0%	0 0%	22 84%	3 12%	25 100%
3.	Students actively participate during discussions.	0 0%	0 0%	21 84%	4 16%	25 100%
4.	The student showed a desire to learn more about the material being studied.	0 0%	0 0%	22 88%	3 12%	25 100%
5.	The students continue to strive to complete the activity despite facing difficulties.	0 0%	0 0%	23 92%	2 8%	25 100%

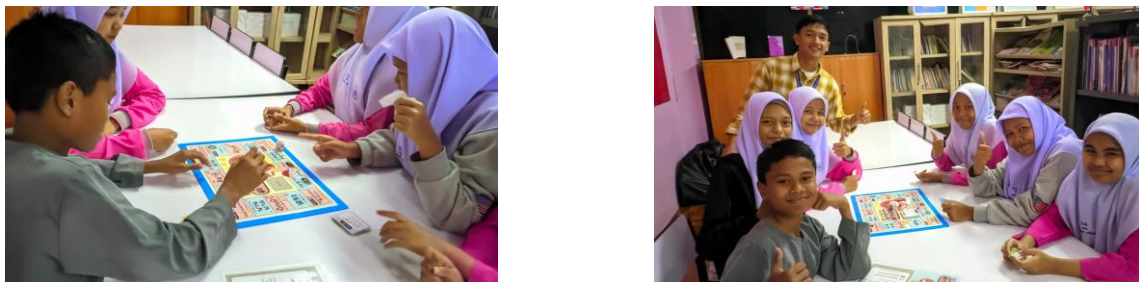
Based on the data presented in the table, all indicators show positive achievements. At this stage, no students were found in the Less (L) or Enough (E) categories, so all students fell into the Good (G) and Very Good (VG) categories. In the indicator of expressing happiness and enthusiasm in participating in learning, 92% (23 students) were in the Good category and 8% (2 students) in the Very Good category. In the indicator of attention to the teacher's explanation, 88% (22 students) were in the Good category, while 12% (3 students) were in the Very Good category. Student activity in discussion activities showed 84% (21 students) in the Good category and 16% (4 students) in the Very Good category. Furthermore, in the indicator of the desire to deepen the studied material, 88% (22 students) were in the Good category and 12% (3 students) in the Very Good category. As for the indicator of perseverance in completing tasks despite facing difficulties, 92% (23 students) were in the Good category and 8% (2 students) in the Very Good category.

Based on the data analysis results in Cycle II, it was found that students' interest in learning the subject of Islamic Religious Education thru the application of the Fun Board media has reached the Good (G) category according to the established indicators. The use of Fun Board media has proven effective in increasing students' interest in learning and has met the research success criteria.

Overall, the implementation of actions from the pre-cycle to Cycle II shows a consistent increase in student motivation and interest in learning the PAI subject at Ban Buketamong School, Narathiwat Province, Thailand. The improvement is evident from the percentage data showing significant progress in each cycle, thus it can be concluded that the implementation of the Fun Board media has a positive and sustainable impact on the learning process.

Media Fun Board is an effective learning tool that supports the enhancement of students' interest in learning. The use of media in the educational process not only serves as an aid in delivering material but also has the ability to spark new interests, foster curiosity, and encourage active student participation in learning activities. Moreover, the appropriate use of media can provide positive psychological stimulation, such as increased attention, concentration, and enthusiasm for learning among students.

Therefore, the selection and use of learning media must align with the formulated learning objectives, so that its presence truly supports the achievement of the expected competencies.



**Figure 2.** Learning using Fun Board Media

## Discussion

Interest in learning plays a very important role in the learning process, both for students and teachers. For students, interest in learning serves as an internal motivator that fosters enthusiasm, perseverance, and readiness to actively engage in learning (Daulay et al., 2024; Pasaribu et al., 2025; Sholihah et al., 2024; Urooj et al., 2024; Widiyana, 2022). For teachers, understanding the level of students' learning interest serves as a foundation in designing effective teaching strategies to maintain and enhance their (Fatimah et al., 2024).

In this study, the Fun Board media is used as a learning innovation to increase students' interest in the subject of Islamic Religious Education. Unlike conventional approaches, Fun Board is designed in the form of an educational game that integrates elements of challenge, group cooperation, and healthy competition. Thru interactive activities such as answering questions, completing missions, and earning points or rewards, students are actively engaged in the learning process. This approach makes learning more interesting, participatory, and meaningful, thereby fostering a more optimal interest in learning (Aisah et al., 2024; Arif et al., 2025; Arisqa & Anas, 2025; Rokhman et al., 2025; Tanjung et al., 2023; Wulandari et al., 2025).

The use of game-based learning media is an innovative strategy that not only increases student interest but also strengthens material comprehension thru direct learning experiences (Agya et al., 2025; Safitri et al., 2025). The integration of visual elements, physical activities, and social interactions in game-based learning helps create a dynamic classroom atmosphere. (Artanti et al., 2023; Salfianti et al., 2024). In the implementation of the Fun Board, students do not just passively

receive information, but actively build knowledge thru discussion, collaboration, and problem-solving.

Giving appreciation to groups or individuals who actively participate has been proven to enhance students' intrinsic interest (Haris et al., 2025; Puspitasari et al., 2024; Siahaan et al., 2024). The point and reward system in the game serves as positive reinforcement that encourages students to be more enthusiastic. Furthermore, constructive communication between teachers and students during activities creates a supportive and enjoyable learning atmosphere (Cahyani et al., 2026; Fiqriah et al., 2025). The cooperation between teachers and parents also supports the sustainability of students' interest in learning outside the school environment (Syafiah et al., 2025).

The research results show that the implementation of Fun Board media in Islamic Religious Education at Ban Buketamong School, Narathiwat Province, Thailand, has a positive impact on increasing students' interest in learning. At the pre-cycle stage, students' interest in learning was still in the sufficient category and did not meet the established success indicators. Some students even showed a low level of interest, so more engaging and interactive learning innovations are needed. After the implementation of the Fun Board thru two action cycles, there was a significant and uniform increase in the category of student learning interest.

At the pre-cycle stage, the majority of students fall into the less and sufficient categories. This condition indicates that learning dominated by the lecture method has not yet been able to optimally build students' affective engagement. These findings are in line with the (Simbolon et al., 2025) which states that the dominance of one-way learning contributes to the low interest and participation of elementary school students. Similarly (RimahDani et al., 2023) asserting that the low variation in learning strategies is a hindrance to the development of interest in learning at the elementary education level.

In Cycle I, the first meeting, the observation results showed that there were no students who reached the Very Good (VG) interest category, and only 20%-28% of students were in the Good (G) category. This condition indicates that the initial implementation of the Fun Board media has not yet fully provided an optimal impact on the improvement of students' learning interest. However, in the second meeting of Cycle I, there was a sufficiently positive development in each indicator. This improvement indicates a positive response from students toward the use of the Fun Board media as a more interactive and participatory learning innovation. The results show that students' adaptation to new learning media requires a process, but gradually it can increase engagement and enthusiasm for learning.

More progressive development was observed in Cycle II. In the first meeting, the percentage of students in the Good (B) category increased within a range of 64%-72% with no students in the Poor (K) category. This indicates that the improvement in teaching strategies and the optimization of using the Fun Board media in Cycle II began to yield more effective results. The peak improvement occurred in the second meeting of Cycle II, where no students were found in the categories of Less (L) or Enough (E), resulting in all students being in the categories of Good (G) and Very Good (VG).

Overall, the findings of this study affirm that the use of Fun Board media has a significant positive impact on increasing students' interest in learning in Islamic Religious Education (PAI). The increase in the proportion of students in the Good (G) and Very Good (VG) categories serves as an indicator of the success of the intervention conducted. The implications of these results highlight the importance of innovative learning media that are interactive and activity-based in creating an engaging and meaningful learning atmosphere. Therefore, educators are advised to optimize the use of Fun Board media or similar media as a pedagogical strategy to enhance both student interest and the quality of learning outcomes.

This finding is in line with the ARCS model (Attention, Relevance, Confidence, Satisfaction) proposed by (Li & Keller, 2018) which emphasizes the importance of attracting attention, building relevance, boosting confidence, and creating learning satisfaction. The application of the Fun

Board can capture students' attention thru enjoyable activities (attention), present material relevant to learning needs (relevance), boost self-confidence thru successfully completing challenges (confidence), and provide satisfaction thru a points and rewards system (satisfaction). Thus, the use of the Fun Board media has proven effective in continuously increasing students' interest in learning in Islamic Religious Education.

Moreover, the findings of this research can also be interpreted thru the intrinsic-extrinsic motivation theory in educational psychology (Khotimah & Wahyuningtyas, 2023) The point and reward system in Fun Board serves as external reinforcement, but over time it develops into intrinsic motivation when students begin to show enthusiasm without always being driven by rewards. Thus, this research confirms that game-based learning media not only provides temporary stimulation but can also internalize students' learning motivation sustainably (Ivanović, 2024; Permadi et al., 2026; R. A. P. Putri et al., 2024; Reynolds, 2016).

In the perspective of educational management, the results of this study emphasize the importance of pedagogical leadership by teachers in managing learning innovations. Teachers do not only play the role of content deliverers, but also as learning managers who are capable of designing media, managing group dynamics, and creating a supportive classroom climate. In line with the (Ahyani et al., 2024; Aisah et al., 2025; Sugiarti, Hendriawan, et al., 2025) The effectiveness of learning media highly depends on the teacher's ability to systematically integrate it into lesson planning and evaluation.

Overall, this discussion emphasizes that the increase in learning interest is not the result of a single factor, but rather a combination of media innovation, pedagogical strategies, psychological reinforcement, and effective classroom management. The Fun Board media has proven to be a catalyst for change. Therefore, the use of Fun Board learning media can be recommended as a strategy for the sustainable improvement of PAI learning quality.

## CONCLUSION

Based on the results of the research that has been conducted, this study has produced several important key findings: First, the use of Fun Board media has proven effective in increasing students' interest in learning the subject of Islamic Religious Education (PAI). This improvement is significantly observed from the initial condition (pre-cycle) which was dominated by low and moderate categories, to the majority being in the good and very good categories by the end of cycle II. An interesting finding is that not only was there a quantitative increase, but also a change in students' learning behavior, becoming more active, enthusiastic, and engaged during the learning process. This shows that game-based educational media can create a more enjoyable and participatory learning atmosphere.

Second, in terms of academic contribution, this research reinforces previous findings regarding the effectiveness of innovative learning media in enhancing learning interest, while also offering a new perspective by placing learning interest as the main variable, particularly in the context of PAI learning in elementary schools. Additionally, this research introduces the use of Fun Board media as an alternative learning medium that not only focuses on cognitive aspects but is also capable of integrating students' affective and psychomotor aspects. Thus, this research contributes to the development of more holistic and student-centered learning strategies.

However, this study has several limitations. The research was conducted only in one class with a limited sample size, so the generalization of the research results still needs to be done with caution. In addition, the research approach used is still limited to the Classroom Action Research (CAR) design, so it does not yet reflect effectiveness on a broader and more diverse scale. Therefore, subsequent research is recommended to involve a larger sample, a more diverse school context, and to use more varied research methods, such as experiments or mixed methods, in order to obtain more comprehensive results. Further research is also important to support more precise educational policy-making in improving the quality of learning, particularly in fostering students' interest in studying.

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