



FAMILY ROLE MODELING, PROJECT-BASED LEARNING, AND AUDIO-VISUAL MEDIA: ITS INFLUENCE ON ISLAMIC EDUCATION INTEREST AND ACHIEVEMENT

Ahmad Fahmi¹, Abd. Haris^{(✉)2}, Shonhadji³

Universitas KH. Abdul Chalim Pacet, Mojokerto, East Java, Indonesia

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(✉)Correspondence To:

abd.haris@uin-malang.ac.id

Abstract: The study aimed to analyze the influence of family role modeling education, the implementation of the Project-Based Learning method, and the use of audio-visual learning media on students' learning interest and academic achievement. This research employed a quantitative approach using a survey design involving students from Islamic junior high schools in Gunung Sindur District, Bogor Regency. Data were collected through questionnaires developed based on indicators of the research variables and analyzed using Structural Equation Modeling based on Partial Least Squares to examine the relationships among variables in the proposed research model. The results indicate that family role modeling education, the Project-Based Learning method, and the use of audio-visual learning media have a positive and significant relationship with the improvement of students' learning interest. Furthermore, students' learning interest was found to contribute significantly to the improvement of their academic achievement in Islamic Religious Education. These findings demonstrate that the combination of family support, the implementation of project-based instructional strategies, and the use of engaging learning media can create a more interactive and effective learning experience for students. This study indicates to the development of educational practices by emphasizing the importance of synergy between the family environment, pedagogical innovation, and the use of educational technology in improving the quality of the learning process and students' learning outcomes.

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INTRODUCTION

Learning interest and academic achievement in Islamic Religious Education (IRE) serve as pivotal determinants in shaping both the cognitive competence and moral character of Muslim students (Harefa et al., 2023; Krawitz et al., 2024; Rijal, 2023). Sustained interest in this subject ensures that students do

not merely memorize theological concepts but actively internalize ethical principles into their daily conduct. When students possess a high level of learning interest, it naturally drives them to engage more deeply with the instructional materials presented in class. This psychological engagement subsequently manifests in superior academic achievement, reflecting a comprehensive mastery of religious values and practices (Fu, 2023; Holly et al., 2023; Latif et al., 2025; Munif & Sulaiman, 2023). Therefore, maintaining a high standard of student interest and achievement in IRE is essential for achieving holistic educational objectives. Ultimately, these two dependent variables operate as critical indicators of whether a religious curriculum successfully fosters spiritual and academic growth (Beribe, 2023; Sapuadi et al., 2024; Tomlinson, 2023).

Despite its profound importance, a concerning phenomenon observed in many educational institutions reveals a significant decline in students' interest and achievement regarding Islamic Religious Education. Many students increasingly perceived IRE as a monotonous and highly abstract subject that revolves primarily around rote memorization rather than practical application. This widespread disengagement is clearly reflected in declining examination scores and a noticeable lack of enthusiasm during classroom discussions. Furthermore, a visible gap exists where high cognitive scores on paper do not always translate into corresponding moral and behavioral achievements in daily school life. This disconnect highlighted a critical pedagogical failure in making religious education relevant and appealing to the contemporary generation. Consequently, contemporary schools are faced with the urgent challenge of addressing these motivational and academic deficiencies before they undermine the core mission of religious schooling.

To bridge this evident gap and revitalize student engagement, educational frameworks must integrate a tripartite synergy consisting of family role modeling, Project-Based Learning (PjBL), and interactive audio-visual media. Family role modeling education provides the foundational domestic reinforcement where children witness the practical manifestation of Islamic values enacted by their parents. Concurrently, the implementation of Project-Based Learning in the classroom shifts the educational paradigm from passive listening to active, collaborative, and experiential problem-solving (Aitkenhead et al., 2024; Andika Ikhfa Nurdian et al., 2024; Farrow et al., 2024; Pan et al., 2023). This instructional strategy is further enhanced by the strategic deployment of audio-visual learning media, which translates abstract theological doctrines into concrete, visually stimulating representations (Arro'uf et al., 2024; Mukhsin et al., 2024; Syamsuni et al., 2025). By combining these three elements, educators can create a holistic learning ecosystem that addresses both the emotional and cognitive dimensions of modern learners. Therefore, this integrated approach is proposed as a comprehensive solution to stimulate intrinsic interest and elevate academic outcomes in IRE.

Extensive scholarly literature has separately examined the independent contributions of domestic environments and innovative pedagogy toward

student developmental outcomes. Previous studies consistently demonstrate that positive parental reinforcement and active behavioral modeling significantly predict higher student academic resilience and moral compliance (Faidah et al., 2024; Fang et al., 2024; Lee et al., 2024; Wiratih et al., 2026). Concurrently, existing research within instructional design confirms (Algurén, 2025; Saad & Zainudin, 2024; Takyi et al., 2023) that experiential frameworks like Project-Based Learning foster critical thinking and increase student classroom participation across various disciplines. Furthermore, numerous empirical investigations have highlighted how digital multimedia and audio-visual tools effectively lower cognitive load and enhance knowledge retention among contemporary digital-native students. However, most of these prior investigations have treated domestic support, classroom instructional strategies, and learning media as isolated variables within separate analytical frameworks. This compartmentalization leaves a notable empirical void regarding how these distinct factors simultaneously interact to influence specific religious education outcomes.

The urgency of this study lies in the critical need to address the compounding educational challenges of the digital era, where traditional teaching methods are no longer sufficient to sustain student interest. Investigating these variables simultaneously is paramount because classroom innovations cannot achieve maximum efficacy without the alignment of domestic moral reinforcement from the family. The core novelty of this research stems from its comprehensive approach, which integrates family role modeling, PjBL, and audio-visual media into a single, cohesive structural model targeting Islamic Religious Education. While previous literature heavily focuses on secular subjects, this study explicitly contextualizes these modern pedagogical and environmental dynamics within the spiritual framework of IRE. By doing so, this research addresses a vital empirical gap and provides a fresh, multi-dimensional perspective on student academic development. Consequently, this study offers essential insights that are highly time-sensitive for contemporary curriculum developers and educational psychologists alike.

Driven by these theoretical and empirical considerations, the primary purpose of this research is to analyze and evaluate the concurrent influence of family role modeling education, Project-Based Learning, and audio-visual learning media on students' learning interest and academic achievement within Islamic Religious Education. This study specifically focuses on quantifying both the direct effects of these three independent variables and their collective impact on the targeted student outcomes. Through rigorous empirical analysis, the investigation seeks to determine which specific factor serves as the strongest predictor of student success in religious studies. Additionally, the scope of this inquiry is designed to clarify how domestic reinforcement and classroom innovations can be strategically aligned to optimize the learning process. Ultimately, the focus remains dedicated to producing data-driven conclusions that can actively guide educators in designing a more effective, engaging, and holistic religious learning environment.

RESEARCH METHOD

This study employed a quantitative research approach using a survey design to examine the relationships among family role modeling education, the implementation of Project-Based Learning, the use of audio-visual learning media, students' learning interest, and their academic achievement in Islamic Religious Education. The research was conducted in Islamic junior high schools located in Gunung Sindur District, Bogor Regency, Indonesia. The population of the study consisted of students enrolled in Islamic Religious Education classes at the junior secondary level. From this population, a sample of students was selected using a purposive sampling technique based on predetermined criteria, including students who had participated in learning activities that involved Project-Based Learning and the use of audio-visual instructional media. Data were collected through a structured questionnaire designed to measure the research variables. The questionnaire consisted of several sections representing the constructs examined in the study, namely family role modeling education, Project-Based Learning, audio-visual learning media, students' learning interest, and academic achievement. Each construct was operationalized through a set of indicators developed based on relevant theoretical frameworks in educational research. The questionnaire items were measured using a Likert scale ranging from strongly disagree to strongly agree, allowing respondents to express their level of agreement with each statement.

Prior to the main data collection process, the research instrument was evaluated to ensure its validity and reliability. The validity test was conducted to assess the extent to which the questionnaire items accurately represented the constructs being measured. Meanwhile, the reliability test was performed to determine the internal consistency of the measurement instrument. These procedures were necessary to ensure that the data collected were both accurate and dependable for further statistical analysis. The collected data were analyzed using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach (Libarkin & Kurdziel, 2023; Ragin, 2024). This analytical technique was selected because it allows researchers to simultaneously examine multiple relationships among latent variables within a single structural model. The SEM-PLS analysis involved two main stages: the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model). The outer model assessment aimed to verify the validity and reliability of the indicators used to measure each construct, while the inner model assessment was conducted to analyze the relationships and predictive effects among the variables included in the research framework. In addition, descriptive statistical analysis was performed to provide an overview of the characteristics of the respondents and the distribution of responses for each research variable. The results of these analyses were then used to identify patterns in students' perceptions regarding family role modeling education, the implementation of Project-Based Learning, the use of audio-visual learning media, their learning interest, and their academic achievement in Islamic Religious Education.

RESULT AND DISCUSSION

Result

The results of this study are presented based on the stages of statistical analysis conducted using Structural Equation Modeling with the Partial Least Squares (SEM-PLS) approach. The analysis includes descriptive statistics of the research variables, evaluation of the measurement model (outer model), and evaluation of the structural model (inner model) to examine the relationships among family role modeling education, Project-Based Learning, audio-visual learning media, students' learning interest, and academic achievement in Islamic Religious Education. The descriptive analysis provides an overview of respondents' perceptions regarding the variables examined in this study. The results indicate that students generally reported positive perceptions of family role modeling education, the implementation of Project-Based Learning, and the use of audio-visual learning media in the learning process. The average scores for these variables fall within the high category, indicating that most respondents perceive that their parents demonstrate positive role modeling behaviors, that teachers have implemented project-based learning activities in the classroom, and that audio-visual learning media are utilized in instructional practices. In addition, students' learning interest in Islamic Religious Education was also reported at a relatively high level, while their academic achievement showed a moderate to high distribution based on the evaluation results obtained from the learning assessment.

The evaluation of the measurement model (outer model) was conducted to assess the validity and reliability of the research instruments used to measure the latent variables. Convergent validity was evaluated through the outer loading values of each indicator.

Table 1. AVE Test Results

Variable	Average Variance Extracted
Family Role Model Education (X1)	0.554
PBL Learning Method (X2)	0.681
Use of Audio-Visual Media (X3)	0.647
Learning Interest (Z)	0.652
Learning Achievement (Y)	0.675

Source: Data processed by researchers (2025)

The results indicate that all indicators have outer loading values above the acceptable threshold, demonstrating that the indicators adequately represent their respective constructs. The Average Variance Extracted (AVE) values for each construct also exceed the recommended minimum value of 0.50, indicating that the constructs explain a sufficient proportion of variance in their indicators. Thus, it can be concluded that each variable in this study has a strong ability to explain the variance of its constituent indicators. These results also confirm that the constructs used in the research model have been measured accurately and can be relied upon for use in the next stage of analysis, namely testing construct

reliability and discriminant validity to ensure internal consistency and differences between latent variables in the SEM-PLS model.

Reliability testing was conducted using Cronbach's alpha and composite reliability values. The results show that all constructs have Cronbach's alpha and composite reliability values above the commonly accepted threshold of 0.70, indicating a satisfactory level of internal consistency among the measurement indicators. These findings confirm that the measurement model meets the required standards of validity and reliability, allowing the analysis to proceed to the structural model evaluation.

Table 2. Reliability Test Results

Variabel	Cronbach's Alpha	Composite Reliability	Note
Family Exemplary Education (X1)	0.735	0.832	Reliable
PBL Learning Method (X2)	0.766	0.864	Reliable
Use of Audio-Visual Media (X3)	0.732	0.846	Reliable
Learning Interest (Z)	0.822	0.882	Reliable
Learning Achievement (Y)	0.840	0.892	Reliable

Source: Data processed by researchers (2025)

Based on the reliability test results presented in Table 4.11, it can be seen that all variables in this study demonstrated an excellent level of internal consistency, indicated by the Cronbach's Alpha and Composite Reliability (CR) values, all of which were above the minimum limit of 0.70. This indicates that the indicators used in each construct have a good ability to measure the intended concept consistently and stably.

The evaluation of the structural model (inner model) was conducted to examine the relationships among the variables in the research framework. The coefficient of determination (R^2) values indicate the proportion of variance explained by the independent variables in predicting the endogenous variables. The results show that the variables of family role modeling education, Project-Based Learning, and audio-visual learning media collectively explain a substantial proportion of the variance in students' learning interest. Furthermore, students' learning interest contributes to explaining the variance in academic achievement in Islamic Religious Education. The following is a diagram of the SEM model used in this study, which illustrates the relationship between the variables of family exemplary education (X1), the Project Based Learning method (X2), the use of audio-visual media (X3), learning interest (Z), and learning achievement (Y). The diagram shows the direction of the relationship and influence between the variables tested through the SEM-PLS approach using SmartPLS 4.0.

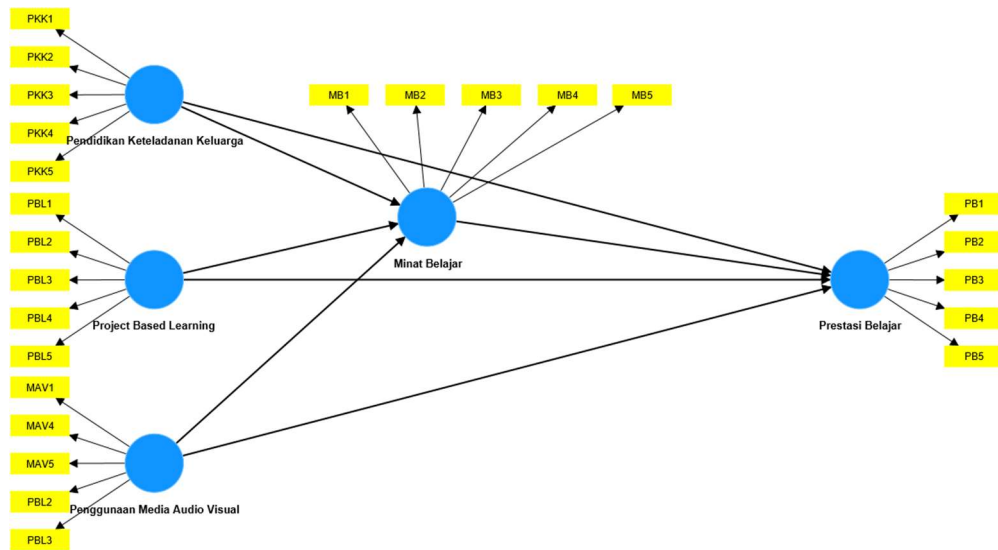


Figure 1. SEM-PLS Model Diagram

Based on the PLS-SEM path diagram, this research model tests the structural relationship between three independent variables on the dependent variable by involving one mediating variable (intervening). In detail, the independent variables consist of family exemplary education (measured through the PKK1-PKK5 indicators), project based learning (measured through the PBL1-PBL5 indicators), and the use of audio visual media (measured through the MAV1, MAV4, MAV5, PBL2, PBL3 indicators). The three variables are modeled to have a direct effect on both learning interest as a mediating variable (measured through the MB1-MB5 indicators) and learning achievement as the final dependent variable (measured through the PB1-PB5 indicators). In addition to the direct effect, this diagram also shows an indirect effect where the learning interest variable connects (mediating) the three independent variables towards student learning achievement. The reflective relationship in each construct is indicated by the direction of the arrow pointing from the blue circle (latent construct) towards the yellow box (manifest indicator), indicating that this measurement model uses a reflective measurement model approach.

Hypothesis testing was conducted by examining the path coefficients and their corresponding significance levels obtained through the bootstrapping procedure in SEM-PLS. The results indicate that family role modeling education has a positive and statistically significant effect on students' learning interest. Similarly, the implementation of Project-Based Learning demonstrates a positive and significant relationship with students' learning interest. The use of audio-visual learning media also shows a positive and significant influence on students' learning interest in Islamic Religious Education. In addition, the results reveal that students' learning interest has a positive and significant effect on their academic achievement. This finding indicates that higher levels of interest in learning are associated with improved academic performance in Islamic Religious Education. The statistical results demonstrate that learning interest functions as an important factor associated with students' learning outcomes.

Overall, the structural model analysis confirms that the variables examined in this study are statistically related within the proposed research framework. Family role modeling education, the implementation of Project-Based Learning, and the use of audio-visual learning media show significant relationships with students' learning interest, while learning interest demonstrates a significant relationship with academic achievement in Islamic Religious Education. These results describe the empirical patterns observed in the data collected from the respondents in this study.

Discussion

The structure of this research model, which integrates various variables, strongly resonates with previous research roadmaps in educational psychology. Theoretically, the arrangement of the model's components aligns with the comprehensive framework developed in Bronfenbrenner's Ecological Theory and Albert Bandura's Social Cognitive Theory (Koutroubas & Galanakis, 2023; Rayes & Albelaihi, 2023). Numerous previous empirical studies have confirmed that microenvironmental factors, such as family role models, cannot stand alone without the support of instrumental stimulation in schools, such as project-based learning methods and audio-visual media. Previous researchers have also repeatedly demonstrated that path modeling using the PLS-SEM approach is highly effective in unraveling the complexity of causal relationships involving multiple manifest variables (Aini et al., 2024; Aristiati, 2023). Therefore, the placement of reflective indicators from the latent circle to the manifest box in this model strengthens the established methodological foundation in modern educational behavioral literature. Through this systematic structural construction, this research successfully replicates and expands curriculum evaluation models that have long been widely recognized by experts worldwide.

As the author, this viewed the visualization and structural construction in this PLS-SEM path diagram as not simply a formal arrangement of variables, but rather a reflection of the reality of the interconnected student learning ecosystem. The presence of specific indicators such as PKK, PBL, and MAV is intentionally designed to capture the dynamics of stimuli students receive from their immediate daily environment. We see an urgent need to empirically demonstrate how external interventions in schools can harmoniously blend with the character foundations parents have built at home. Through this reflective approach, the authors want to emphasize that any changes that occur in the level of student interest and achievement are directly rooted in the quality of the manifest indicators we measure. The authors believe that the failure to construct an integrative relationship model like this is often the main reason why educational policies in the field often fall short of their targets. Therefore, the causal flow diagram we formulated serves as a logical map for understanding how educational inputs are transformed into achievement outputs.

The hypothesis testing findings, which demonstrate a positive and significant influence of the three independent variables on learning interest, are highly consistent with Self-Determination Theory (Kristal & Zlatev, 2024;

Waddington, 2023; Wenzel et al., 2023) and the principles of Intrinsic Motivation (Alivernini et al., 2023; Burns & Van Bergen, 2025; Chong et al., 2024). Previous studies conducted by behavioral psychologists consistently demonstrate that parental role models at home serve as an emotional anchor that sparks children's academic curiosity from an early age. Furthermore, the literature on Project-Based Learning has long validated that learning based on concrete problem-solving inherently boosts student engagement in the classroom (Harahap & Ritonga, 2023; Jiang et al., 2023; John et al., 2023; Shekh-Abed, 2024). The relevance of these findings is further strengthened by research on multimedia learning, which suggests that sensory stimulation through audio-visual media can reduce cognitive load and increase student retention of interest in abstract material such as Islamic Religious Education. The statistical significance found through the bootstrapping procedure in this study provides new empirical evidence that strengthens the generalizability of these motivational theories to the modern school context. Overall, the results of this direct hypothesis testing do not contradict existing academic consensus but instead enrich the body of empirical data supporting the validity of these theories.

The significance of this direct influence proves a real causal relationship and does not occur by chance in the research sample environment. When parents demonstrate consistent moral role models at home, students unconsciously adopt these positive values, which then manifests in the form of emotional readiness to learn at school. This mental readiness is then massively strengthened in the classroom when teachers implement Project-Based Learning, which provides space for students to freely create independently. Furthermore, the presence of audio-visual media acts as an operational catalyst that transforms the previously monotonous learning atmosphere into a highly contextual and engaging visual experience. The authors observe that the combination of moral role models, active methods, and dynamic media creates an extraordinarily strong psychological upstream within students. Therefore, we conclude that the increase in student learning interest in Islamic Religious Education subjects is absolutely causally determined by the presence and quality of these three external factors.

The successful demonstration of learning interest as a significant mediating variable for academic achievement aligns closely with Benjamin Bloom's Theory of Cognition and Learning Outcomes (Fawaid et al., 2024; Munif & Sulaiman, 2023). In both traditional and contemporary educational research, interest has consistently been positioned as the primary psychological bridge transforming students' latent potential into concrete academic competencies. Many previous researchers have concluded that even the most sophisticated curriculum interventions will fail to yield optimal achievement if they failed to address the affective aspect or students' deepest interests (Algurén, 2025; Brandmiller et al., 2024). The results of this study align with previous findings that suggest the mediating function of learning interest is a complementary mediation of the influence of background variables on cognitive achievement. The fact that this relationship proved significant in Islamic Religious Education

also supports previous studies on the importance of a heart-to-mind approach in transmitting spiritual and academic values. Thus, the position of learning interest in this model reinforces the theoretical paradigm that the affective domain is an absolute prerequisite for achieving effective learning in students' cognitive domain.

The effectiveness of the mediating role of learning interest provides a crucial understanding that academic achievement is never created in an instantaneous vacuum. That family role models, project methods, and audio-visual media do not automatically and mechanically lead to students becoming smarter or achieving high grades. The true causal chain is that these external stimuli must first foster a sense of love, interest, and emotional attachment to the subject matter. When students' learning interests reach an optimal level, they will voluntarily allocate greater time, energy, and focus to delve deeper into Islamic Religious Education (PAI) lessons. This internal commitment, born of interest, causally drives increased cognitive capacity, enabling students to complete learning evaluations with highly satisfactory results. This emphasizes that ignoring interest in this causal chain is a significant mistake, as interest is the primary driving force that transforms stimulus energy into tangible achievements.

Overall, the findings of this study made a significant contribution to the world of education, theoretically, methodologically, and practically. Theoretically, this research successfully enriched the body of knowledge by presenting a new structural model that comprehensively integrates domestic family factors and instrumental school factors in explaining variance in student achievement in Islamic Religious Education. Methodologically, the successful implementation of PLS-SEM with a reflective measurement model approach in this study provides valid empirical guidance for future researchers who wish to test the validity of student affective behavior indicators. For educational practitioners and policymakers, this research contributes by providing clear direction that school quality improvement policies must go hand in hand with educational programs for parents at home. School institutions now have a strong scientific basis to allocate their resources to teacher training in Project-Based Learning aspects and the provision of audio-visual media that have been proven effective in stimulating learning interest. In closing, the greatest contribution of this research is the reaffirmation that student academic success is a collective responsibility that requires a harmonious relationship between the family institution, teacher methodological innovation, and the emotional readiness of the students themselves.

CONCLUSION

The findings of this study indicated that family role modeling education, the implementation of Project-Based Learning, and the use of audio-visual learning media are positively associated with students' learning interest in Islamic Religious Education. The results further showed that students' learning interest had a significant relationship with their academic achievement in the

subject. These findings demonstrate that both environmental factors and instructional strategies contribute to shaping students' engagement in the learning process and their learning outcomes. The presence of positive parental role modeling, interactive project-based instructional activities, and the integration of engaging learning media collectively support the development of stronger learning interest among students. The implications of this study indicate that student learning success is significantly influenced by active learning methods, the use of audio-visual media, and moral support from the family environment. However, these findings are limited by relying solely on subjective questionnaire data and failing to fully demonstrate causality. The study relied on self-reported data collected through questionnaires, which may be influenced by respondents' perceptions and subjective interpretations. The research design focused primarily on examining relationships among variables rather than exploring causal mechanisms in greater depth. Future research should expand the sample size, employ mixed-methods approaches, or employ longitudinal designs to more comprehensively understand student motivational factors. Future research may further explore these relationships by involving broader research contexts, additional educational variables, or different methodological approaches in order to provide deeper understanding of the factors that influence students' learning interest and academic achievement.

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