

## Development of Android Media in Learning Islamic Religious Education and Character by Believing in Allah's Books for Class VIII Students

Mustagfirin<sup>1\*</sup>, Achmad Munib<sup>2</sup>, Aris Abdul Ghoni<sup>3</sup>, Sumardi<sup>4</sup>

<sup>1,4</sup> Program Studi Teknik Informatika, Universitas Wahid Hasyim

<sup>2,3</sup> Program Studi Agama Islam, Universitas Wahid Hasyim

\*Email: mustagfirin@unwahas.ac.id

### Abstract

*A communication tool and source of information in learning, one of which is the use of Learning Media. This requires careful teacher position in selecting the use of media in the educational process to be able to increase student motivation in learning with the benefits of learning, namely: 1) the educational process becomes more interesting, 2) the learning process becomes more efficient and effective, 3) saves energy and time. In reality, in Islamic Religion and Character lessons with the material of Believing in Allah's Books, students often experience difficulties in learning this knowledge. Difficulties faced by students in studying Islamic Religion and Character lessons with the material of Believing in Allah's Books. Based on the results of surveys and observations at SMPN 2 Dempet Demak, it was revealed that the main challenges faced by students regarding understanding the material "Understanding the Books of Allah" at school were due to several factors. One of them is the difficulty in capturing the essence of the material presented in books and presentation slides. The traditional teaching approach by teachers is also a major factor in reducing students' enthusiasm and motivation for learning. The increasingly varied use of media is a challenge for teachers in carrying out their duties as teachers in schools in order to achieve learning goals. The use of smartphones which are easy to carry, easy to access and affordable as a medium for learning will have a big impact on students. Apart from facilities that are relatively new, students will be more interested in using facilities that are "current" and familiar to students' situations in everyday.*

**Keywords:** *Android, allah's Books, Islamic Religion, Learning Media.*

### INTRODUCTION

Technological advances influence the learning process in the form of media, in schools or other learning institutions (Ismail Yusuf Panessai et al., 2019; Isroani & Nguyen, 2023). The use of media in the educational process can increase attention and raise student motivation. This can have psychological impacts on students. The growth of science and technology makes the educational process more applicable and interesting as an effort to improve the quality of learning (Malik & Gupta, 2023).

(Lizza et al., 2023; Nandipha et al., 2023) Especially in Islamic Religion and Character lessons with the material of Believing in Allah's Books, one of the learning materials in this lesson is through an inductive-deductive process. This form of effort has been carried out in school learning which has given birth to learning strategies which will become the core of learning in the implementation of the 2013 Curriculum, namely the teaching and learning process and contextual learning (Contextual Teaching and Learning) or CTL.

So by using this approach it is hoped that students can understand more optimally and have beneficial value if the teaching and learning process is connected to daily lessons

through Contextual Teaching and Learning (Budiman, 2021; Kim et al., 2013; Nandipha et al., 2023). More specifically, the approach in the form of CTL is a teaching and learning process that links the learning carried out with students' daily. Therefore, the CTL (contextual teaching and learning) approach is a learning approach that aims to improve the quality of both the process and learning outcomes. The process of student involvement is emphasized in CTL. The learning taught must be effective, the learning delivered must be related to existing learning concepts so that it is relevant to the cognitive structure possessed by students.

In reality, in Islamic Religion and Character lessons with the material of Believing in Allah's Books, students often experience difficulties in learning this knowledge. Difficulties faced by students in studying Islamic Religion and Character lessons with the material of Believing in Allah's Books. The results of surveys and observations conducted at SMPN 2 Dempet Demak, found that students' difficulties in understanding the material on Believing in the Books of Allah at school were caused by several factors, including difficulties in absorbing material sourced from books and existing powerpoint displays (Niwa et al., 2014; Savoy et

al., 2009). Teachers still use conventional methods in teaching so that students have a tendency to be lazy and lack motivation in students when carrying out learning activities. Motivation is a determinant of the intensity of students' learning efforts, as a driving force and guarantees the continuity of students' learning so that the desired goals can be achieved. The development of science and technology leads to increasingly significant changes and towards a practical era. In the education sector, developments in information technology have penetrated the management system and also the learning system in the classroom. The increasingly varied use of media is a challenge for teachers in carrying out their duties as teachers in schools in order to achieve learning goals. The use of smartphones which are easy to carry, easy to access and affordable as a medium for learning will have a big impact on students. Apart from facilities that are relatively new, students will be more interested in using facilities that are "current" and familiar to students' situations in everyday life. The objectives to be achieved through this activity are: Helping the teachers of SMPN 2 Dempet Demak in creating learning media for the teaching and learning process, helping to facilitate the learning process.

Learning media are all forms of instruments used to support the teaching process in the classroom, which significantly influence the quality of learning by providing information, equipment and materials for planning and evaluating learning implementation. The development of simple and effective digital learning media plays an important role in improving students' ability to understand literature and information (Aka, 2019; Huda & Mustagfirin, 2019; Ikwan et al., 2017; Jeni Nadik, Moch. Subchan Mauluddin, 2017; Suhartono, 2015).

## **RELATED WORK**

This research applies the R&D (Research and Development) model with a 4-D approach, which involves the Define, Design, Development and Dissemination stages (Richey & Klein, 2014).

Research findings show that the media developed meets the standards for use, with an average rating of 86.6%. Evaluation was carried out by material experts (87.5%), language experts (85%), and media experts (87.5%). The response from users, namely students, to the media

developed was also positive, with an average score of 85%. In the context of this research, the application of the R&D model allows achieving optimal quality standards (Rahman Wahid, Juntika Nuihsan, 2023).

## **METHODS**

This research was conducted at SMPN 2 Dempet Demak Krasak, Sidomulyo, Kec. Dempet, Demak Regency, Central Java 59573. The independent variables in this study were pretest and posttest data from the experimental class and control class and then tested for normality and homogeneity to determine whether the data values obtained were normally and homogeneously distributed. (Jeni Nadik, Moch. Subchan Mauluddin, 2017) The sample chosen was class VIII 1 as an experimental class with learning treatment using Android application-based learning media and class VIII 2 as a control class without treatment. Data collection methods were carried out using test and non-test methods (Instruments, 2023; Mínguez & Jesus, 2015; Viswesvaran & Ones, 2017).

The development of Android-based learning media is the aim of this research. To achieve optimal quality standards, this research applies the Research and development method (Black et al., 1999; Richey & Klein, 2014). Research and Development methods are used to produce a product and test its effectiveness.

Educational trends are currently experiencing significant digital technology advances (Abad-Segura et al., 2020; Edwards, 2021; Schuck et al., 2018), one aspect of which is a change in learning methods through the use of interactive digital media based on mobile learning. It is believed that the use of interactive media can strengthen students' enthusiasm for learning.

## **RESULTS AND DISCUSSION**

Based on the Borg and Gall model (Aka, 2019; Firman & Mirnawati, 2023; Putri & Wardoyo, 2018), there are ten procedural stages in development research, which include data collection, planning, making initial forms of devices, initial stage testing, revisions, field trials, re-revisions, further trials, revisions, and dissemination and implementation. product:

### **4.1 Initial Research & Information Collection**

Before starting research, researchers conduct preliminary studies or exploratory research to analyze, explore and collect related

information. These steps include needs analysis, literature review, initial observations in the classroom environment, identification of problems that arise in the learning process, and data collection regarding factors that support and hinder learning.

#### **4.2 Planning**

In designing a product development design plan, researchers consider important aspects such as product specifications, goals and benefits to be achieved, target group of product users, reasons why the product is considered important, location of product development, and the development process that will be carried out.

#### **4.3 Develop Preliminary Form of Product**

Next, the researcher begins the process of developing an initial, temporary product, in the form of a hypothesis. The product is designed completely and carefully, including compiling program components in detail, providing implementation guides and technical instructions, including examples of questions or exercises, planning the use of relevant learning media, and designing an appropriate assessment system.

#### **4.4 Initial Trial/Preliminary Field Testing**

After the initial development stage, researchers conducted limited product trials in the field involving two to three schools involving between 10 and 15 participants. During the trial period, researchers observed the activities of the subjects, namely the teachers, in using the product. (Moro et al., 2021; Morris et al., 2021; Rosenthal, 2016) After the trial was completed, the researcher held an in-depth discussion with the subjects and gave them a questionnaire to obtain their responses.

#### **4.5 Product Revision/Main Product Revision**

After the limited trial phase, researchers carried out initial revisions to the main product, based on the findings from the trial, including analysis from discussions, observations, interviews and the results of questionnaires that had been conducted.

#### **4.6 Field Trial/Main Field Testing**

The next step is to carry out product trials on a larger scale, involving between five and ten schools, with between 20 and 50 participants.

#### **4.7 Product/Operational Revisions**

In the product improvement process, researchers carried out second stage revisions based on feedback and recommendations from trials involving a larger scale.

#### **4.8 Field Trials/Operational Field Testing**

Next, a field test was carried out involving the participation of between 10 and 30 students. Data was collected through the process of interviews, observations, and submitting questionnaires.

#### **4.9 Final Product Revision/Final Product Revision**

The next step is to revise the final product, taking into account suggestions and input that emerged during the field implementation test.

#### **4.10 Dissemination and Implementation**

Researchers distribute their products to be introduced to various parties, both at the local, regional and national levels. This is done through direct meetings and publications in scientific journals. If the product is commercial, researchers will work closely with publishers to ensure effective dissemination of the product, while monitoring distribution and quality control. In order to carry out research and development, researchers followed a ten-step procedure according to the Borg and Gall model. The steps include data collection, planning, initial development of the device, initial stage testing, revisions, field trials, re-revisions, further trials, revisions, as well as product dissemination and implementation.

### **CONCLUSION**

This research is expected to have a significant impact on various parties, where it is hoped that schools as a student learning environment can create more effective learning tools, especially in the context of Islamic Religion and Character subject matter as well as self-development programs, so that students can meet their needs in apply religious values.

The resulting product is Android-based learning media on the subjects of Islamic Religion and Character with the material of Believing in Allah's Books. The entire learning media product consists of text, images, animation and sound, so it is very interesting and interactive to use as learning media in schools. Learning media based on the Android platform has passed a validation process by various experts, including

media experts, design experts and material experts, which shows that the product meets the expected quality standards. Then trials carried out on students on an individual scale obtained "good" eligibility criteria, small-scale trials obtained "good" eligibility criteria, and large-scale trials obtained "good" eligibility criteria. So it can be concluded that this Android-based learning media has a good level of product feasibility and attractiveness. Based on the data obtained, Android-based learning media in the subjects of Islamic Religion and Character with the material of Believing in Allah's Books can be said to be suitable for application in schools.

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