Development of History of Islamic Culture: Learning Media Based on *"Siraa"* Android Applications

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Abstract: The development of science and technology required the education sector to strive for innovation and transformation. One of these efforts was to develop learning media, because learning media can be a means of improving the quality of education and achieving educational goals. This research aimed to determine the need for the development of an Android application-based history of Islamic culture through learning media on the history of Khulafaur Rasyidin material at MA Darul Ulum. This research was development research, or research and development (R&D). This research used the Borg and Gall development model, which is modified for the sixth stage, namely, limited product testing. This media development's results were valid for use in the very good category. Based on the results of the feasibility analysis carried out by material experts, who got a score of 82%, and media experts, who got a score of 94%, although this research made a significant contribution to the development of the history of Islamic culture, learning media. Therefore, it necessary to refine it up to the dissemination stage to all MA's in Indonesia.

Keywords: media development; history of islamic culture; *shira* android applications

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Introduction

Education is a conscious and planned effort to create a safe and peaceful atmosphere and learning process so that students can actively develop their potential to obtain complete knowledge so that this knowledge can benefit students' families, the nation, and religious communities in the future. (Pusat, n.d.). Education is closely related to educational institutions, one of which is Madrasah

Aliyah. Madrasah Aliyah is a formal education unit that provides education characterized by the Islamic religion.

The History of Islamic Culture is an important lesson for students in Islamic educational institutions, in addition to other subjects such as Al-Qur'an Hadith, Aqidah Akhlak, and Fiqh. However, the reality is that the history of Islamic culture is one of the subjects that is rated lower than expected (Zulfa, 2018). It is known that the average achievement of a sample class does not meet the Minimum Completeness Criteria (KKM). Students still lack motivation for learning (Muslim, 2020), even though I have used various methods, they have not produced results (Sopia & Supriadi, 2023).

Many studies of previous research results show that there are many obstacles to implementing Islamic Cultural History Learning, especially in the field of facilities and infrastructure (Al Anshory, 2020). This is reinforced by findings from Indonesian teacher research journals, which state that there is a lack of infrastructure that supports learning the history of Islamic culture (Penelitian Guru Indonesia et al., 2023). Therefore, there is a need for development in Islamic cultural history learning in schools to improve the quality of Islamic Religious Education (Fachrudin, 2023).

The use of learning media really helps teaching staff transfer material in classroom (Raihany et al., 2022) and also help students understand the material taught by the teacher in the classroom (Munir, 2013). This is because in learning media, the material is presented as attractively as possible, equipped with text, images, audio, and video. So that material that was previously difficult can be understood easily. Wan Noor Hazlina Wan Jusoh and Kamaruzaman Jusoff argue that using learning media can improve the Islamic education learning process. The learning process becomes very fun and doesn't seem boring. (Noor Hazlina et al., 2009). This is reinforced by Reda's opinion that using learning media can increase students' learning activities, including in terms of cognitive aspects (Ramadhani & Muhtadi, 2018). In this way, learning media are considered to really help the learning process become very effective.

The results of the observations showed that several things were found related to the use of gadgets, especially Android, including that many students were interested in using Android cellphones. (Observation, 2022). However, when students are given the opportunity to use an Android cellphone, they only use it to send messages, watch YouTube, Instagram, and take selfies. This is considered less useful if viewed from an educational aspect (Interview, 2022a). Field findings concluded that students tend to like operating Android applications that are less useful, so researchers innovate by creating interactive multimedia learning media in the form of Android applications, which are expected to help attract students' interest in learning, especially in the history of Islamic culture material.

This Khulafaur Rasyidin historical application media was developed based on previous research, namely research conducted by Zumrotul Fauziyyah et al., (Fauziah et al., 2022) who developed Android-based mobile learning media for the history of Islamic culture is learning at the MTs level using the Android-based Appy Pye application. Different from previous research, this research focuses on developing the history of Islamic culture as a learning media for Khulafaur Rasyidin material at the MA level using the Smart Apps Creator application.

From the results of this development, it is proposed that the

Android-based history of Islamic culture Learning media are very useful for effective learning in the classroom. These findings contribute directly to the development of learning media, especially in PAI learning at the MA level. For further research, it is recommended to develop learning not only in limited media, but also in other aspects such as learning models, teaching materials, and learning evaluation.

Research Method

The method used in this research is the Research and Development (R&D) research method (Salsabila, 2022). This research serves to validate and develop products to test their feasibility (Rohman et al., 2023). The development model used in developing Android application-based learning media for history of Islamic culture subjects is the Borg & Gall development model (Sugiono, 2017).

The stages of conducting research and development that must be taken in this research are: potential and problems, collecting data, product design, design validation, design revision, product trials, product revisions, use trials, product

revisions, and mass product manufacturing. However, researchers modified it only to the 6th stage, namely limited product trials (Nissa et al., 2022) caused by research limitations.

At the needs analysis stage, researchers use a survey that is qualitative in nature (Haryati, 2012) to determine product needs. Meanwhile, at the product feasibility test stage, researchers used limited experimental tests (Sugiyono, 2009) in class X MA Darul Ulum Semarang

Findings

There are various kinds of development models, or research and development designs (Research and Development). The development model used to develop Android application-based learning media for the history of Islamic culture is the Sugiono development model (Putra & Dewi, 2020). The stages of conducting research and development that must be taken in this research are as follows: in Sugiono's book entitled Research Methods: Quantitative, Qualitative, and R&D Approaches, there are 10 stages in conducting research as explained as follows:

Figure 1. Learning Media Development Flow Based on Sugiono
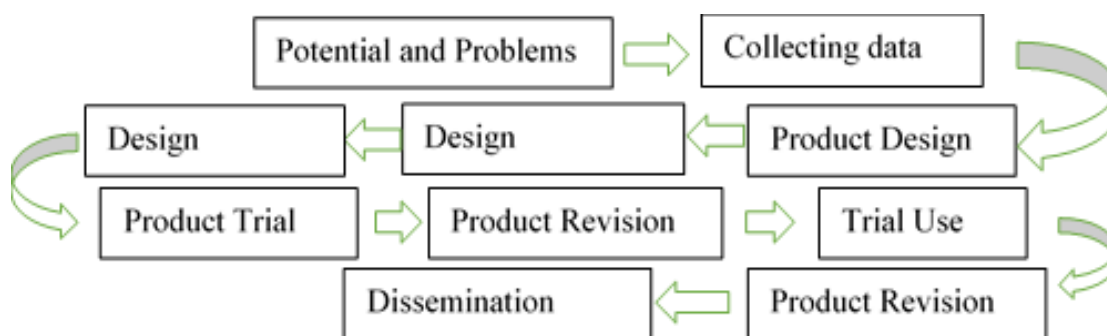
This development research refers to several stages of Sugiono's research and development, which the researchers

modified into six stages related to the limitations of the researchers.

Potential and Problems

The initial step taken at this development stage is a preliminary study, namely identifying potential and problems and collecting data. The activity carried out by researchers at this stage is to conduct a needs analysis (Nurbani & Puspitasari, 2022). To determine the level of needs in this development, the researcher used a questionnaire consisting of a needs analysis as a result of observations from the researcher, a needs analysis questionnaire from the educators, and finally a needs analysis questionnaire from the students.

The results of the needs analysis questionnaire, as a result of observations carried out by researchers, found that teachers are still very lacking in using learning media other than textbooks and that there is a great need to develop learning media other than textbooks. Based on the teacher's needs analysis questionnaire, a percentage of 86% was obtained, which, if seen from the quantitative to qualitative data conversion guidelines, includes a score of 86% in the "very positive" category with criteria >76 to 100%. The conclusion from this percentage is that there is a great need to develop Android-based learning media. Of the fifteen students who filled out the needs analysis questionnaire, twelve said they "really need" the development of Android application-based learning media, while the remaining three said they "need" it. So the researcher concludes that, both from the observer's perspective and from the perspective of the perspective of educators and students, there is a need for the development of Android-based learning media.

Collecting The Data

At this stage, what needs to be done is to look for data/information about the process of learning the history of Islamic cultures using the historical material Khulafaur Rasydin at MA Darul Ulum Semarang. From the results of observations, it was found that MA Darul Ulum had never developed mobile learning media based on an Android application as a learning medium for Islamic cultural history, which could support an independent learning process for students. As for the results of interviews with students, it was found that the subject of the history of Islamic cultures is quite difficult because you have to memorize a lot. It was also revealed that teachers still rarely use other media to convey the material (Interview, 2022b). Students emphasized that they preferred being invited to watch videos or pictures rather than just memorizing the material. This shows that students need interesting learning media that can increase learning motivation.

Based on the results of the researcher's interview with the Islamic Cultural History teacher, MA Darul Ulum, Semarang, Mr. Hammam, M.SI (Interview, 2022a) stated that up until now, he still often uses lecture and discussion methods. In the book, there is only some brief information about the character Khulafaur Rasydin. The knowledge that students know is limited to memorization, which comes from the book. Sometimes, to treat students' boredom in memorizing, he alternates learning activities with discussions so that students' thinking space is more open.

Product Design

The next stage is to develop media that are suitable to be used as learning media. Researchers chose the Android application-based "Siraa" as a learning medium for Islamic cultural history because, according to the researchers, the Android application-based "Siraa" has enormous benefits in increasing students' learning independence

and understanding. Apart from that, Android is currently a cross-generational device that is not only able to be operated by children, teenagers, and adults; even the elderly also know and use this technology. Looking at the characteristics of this media, the Android application-based Siraa has the potential to be developed into a learning media.

The development of "Siraa" based on an Android application, as a learning medium for the history of Islamic culture, begins with analyzing the needs of both user needs and system needs. Next, collect data to be used as a reference in preparing material and questions for the application.

After collecting the data from the needs analysis, The next step is to prepare a design plan by creating a display sketch (storyboard) and preparing the images needed to support the interface display (Chandra et al., 2022). This is an Android application of media with a file size of 74 MB that was created using the Smart Apps Creator. For more details, see the image below:

Figure 2. History of Islamic Culture is Learning Application Design Flowchart for Khulafaur Rasyidin History material
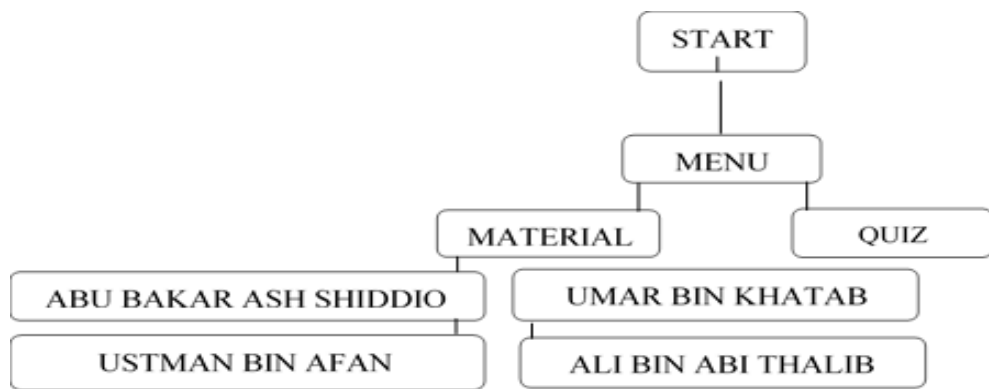
Different from flowcharts, storyboards are story lines or sketches or scenarios of an application displayed on the screen in detail (Khairunnisa, 2017). The storyboard for designing Khulafaur Rasyidin's history learning media is as follows:

Figure 3. Storyboard of Material Display and Quiz on Khulafaur Rashidin History

Discussion
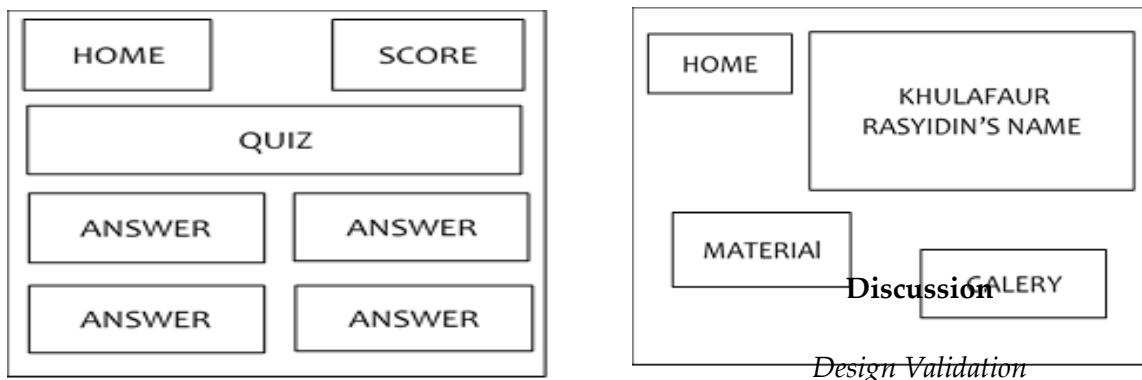
Design Validation

The next step is to test the validity of the product by presenting experienced experts to determine the feasibility of media products that have been developed in terms of material and media. (Ashari et al., 2022). Design validation is carried out using a validation questionnaire instrument given to the validator. The results of the analysis of the validation sheet, both comments and suggestions from the validator, will be used as guidelines for improving the products that have been developed.

The validation process by the material expert was carried out by submitting the results of the development of the Khulafaur Rasyidin history android media along with the assessment sheet to the material expert on Thursday, August 11, 2022, in the MA Darul Ulum Semarang Teacher's room. The results of media validation by material experts can be seen in the table below:

Table 1. Results of Material Expert Validation of the Android-based History of Islamic Culture Is Learning Media Application

No	Score Assessment	Score				
		1	2	3	4	5
	Learning Aspect					
1	Clarity of title with discussion of Khulafaur Rasyidin history materi				√	
2	Clarity of target users of android application media on the material of the history of Khulafaur Rasyidin				√	
3	Clarity of learning instructions in the process of using android application media on the material of the history of Khulafaur Rasyidin				√	
4	The accuracy of the application of learning strategies for the history of Khulafaur Rasyidin either independently or in groups				√	
5	The attractiveness of the content of the Khulafaur Rasyidin history material in motivating users				√	
6	Variety of delivery of types of information/data				√	
7	Accuracy in explaining conceptual material				√	
8	Accuracy in the explanation of practical material				√	
9	Clarity of instructions for doing the questionnaire				√	
10	Clarity of questionnaire formulation				√	
	Content Aspect					
11	Coverage (breadth) and depth of material content				√	

No		Score
12	Clarity of material about Khulafaur Rashidin material	√
13	Organizational structure / sequence of material content	√
14	Explanation of Khulafaur Rasyidin history material is presented factually	√
15	The explanation of the origin and da'wah of the Khulafaur Rasyidin can be proven by evidence in the present	√
16	The explanation of the origin and preaching of Khulafaur Rasyidin does not cause double interpretation or misunderstanding	√
17	The results of the Khulafaur Rasyidin's da'wah process are proven by sufficient examples	√
18	Clarity in the use of language	√
19	Language suitability with target users	√
20	Presentation of Khulafaur Rasyidin history material that is easy to understand so that it can be presented with image illustrations	√

Based on Table 1, it is known that the material expert's assessment of the Khulafaur Rasyidin historical media that was developed received a score percentage of 82%. Based on the guidelines for converting quantitative to qualitative data, a score of 82% is included in the "very valid" category with validity criteria >81 to 100.

The media expert validation process was carried out online by sending the historical media Khulafaur Rasyidin along with the assessment sheet to the media expert on Monday, August 22, 2022 at the Wahid Hasyim University Library. The results of media expert validation can be seen in the table below:

Table 2. Results of Media Expert Validation of the Android-based History of Islamic Culture is Learning Media Application

No	Score Assessment	Score				
		1	2	3	4	5
Display Aspects						
1	Proportion of layouts (text and image layout) used in media				√	
2	Suitability of background choice for media display				√	
3	Appropriate color proportions or combinations used in the media				√	
4	Suitability of choice of size and type of letters to needs and uses				√	

5	Clarity of sound in media		√
6	Suitability of sound choices to needs and use	√	
7	The attractiveness of the material and images presented in the media		√
8	Image suitability (Gallery contents) with historical material Khulafaur Rasyidin		√
9	The attractiveness of the button / navigator shape in the media	√	
10	Consistency of button appearance in media use		√
Programming Aspects			
11	Ease of use of the program in media use		√
12	Ease of selecting the program menu		√
13	Freedom to choose the content of the material to be studied		√
14	Ease of interacting with programs in media		√
15	Ease of running programs in media		√
16	Ease of understanding the navigation structure in the media		√
17	Button function speed (navigation performance) in media		√
18	Accuracy of button reactions (navigator buttons) in media		√
19	Ease of page search settings		√
20	Ease of setting up running materials and images		√

Based on Table 2, it is known that the media expert's assessment of the Khulafaur Rasyidin historical media that was developed obtained an average percentage score of 94%. Based on the guidelines for converting quantitative to qualitative data, a score of 94% is included in the "very valid" category with validity criteria >81 to 100.

Design Revision

At this stage, researchers are making improvements to the design of learning media products that have been developed in the form of Android applications (I & Ulfa A, 2020). Revisions are made based on input, criticism, and suggestions from validators. The results of the product revision can be seen in the image below:

Figure 3. Menu, Material Design, Material Contents, Gallery Contents, Evaluation Quiz Procedures and Examples

Product Trial

This stage is the 6th or final stage that the researcher developed from a series of development procedures. At this stage, the researcher conducted a product trial at the MA Darul Ulum Semarang school in order to obtain data related to the product that the researcher had developed so that it could be used as a benchmark for how necessary this media is. developed and used in schools as a learning support medium (Maharani & Hidayah Putri, 2023).

The limited product trial was attended by 15 students and showed the following results:

Table 3. Feasibility Test Results for Android-based History of Islamic Culture Is Learning Media

No	NAME	Conclusion
1	Ahmad Jaufar Asfa	Very feasible
2	Aileen Ratna Anjany Robin	Feasible
3	Arifatul Amaliyah Putri	Very feasible
4	Ayu Sofiatul Aprilia	Very feasible
5	Chusnul Amal	Very feasible
6	Chinthya Dewi Agustin	Very feasible
7	Chintia Novissa Aqhsabella	Feasible
8	Fahrian Zulfi Akmal Kazafi	Very feasible

9	Fila Ayu Kusumaningtyas	Very feasible
10	Handewi Anderesta	Very feasible
11	Ifa Ayu Muzaalifah	Very feasible
12	Misbahul Munir	Feasible
13	Muhammad Anang Ma'ruf	Very feasible
14	Muhammad Kurniawan	Very feasible
15	Muhammad Roisul Hakim	Very feasible

Based on table 4.10, it is known that the assessment of users or students totaling 15 students on the learning media based on the android application of Khulafaur Rasyidin class X material developed obtained a score percentage of 92%. Based on the quantitative to qualitative data conversion guidelines, a score of 92% is included in the "very feasible" category with validity criteria >81 to 100.

Conclusion

Based on the results of research and development that have been carried out, it can be concluded that students need the development of learning media on the historical material of Khulafaur Rashidin based on an Android application. The results of the analysis of teacher needs obtained a percentage of data of 81%. Referring to the assessment of validators from material experts and media experts on the android-based "Siraa" Learning media developed obtained a percentage score of 82% for material validation and a percentage of 94% for media development validators. The results of the analysis of the testing questionnaire limited products on users or a total of 15 students on learning media based on Android applications of Khulafaur Rasyidin class X material developed obtained a percentage score value of 92%.

Based on the weaknesses and limitations of the development research that has been described, researchers realize that the learning media for Islamic Culture History developed in the form of Android applications still has shortcomings. Therefore, suggestions for further product utilization and development are as follows: First: Further research is expected to develop android-based mobile learning media that covers all competencies in other religious subjects. Second: The development of the Android application media for the history of Khulafaur raiding is expected to not only be developed in the form of offline media but also developed in a form that can be accessed by the user.

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