



Development of Learning Media Assisted by Smart Apps Creator Application in Islamic Education Subjects in Senior High Schools

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Article Information:

Received June 26, 2025

Revised July 16, 2025

Accepted August 26, 2025

Keywords: *Learning Media, Islamic Education, Smart Apps Creator, Motivation*

Abstract

This research aims to develop a product in the form of Android-based learning media assisted by the Smart Apps Creator application which is valid, practical and effective and focuses on increasing students' learning motivation. This research uses the method R&D with the ADDIE model (Analyze, Design, Development, Implementation, Evaluation), which was held on June 4, 2025 at SMA N 1 Ampek Nagari Class X. Data at this stage Analyze obtained through interviews, at the level Design done early planning, at the level Development data collected through the results of the Validity test on the material, media and language aspects, at the stage Implementation Data was collected through practicality tests on teachers and students (small scale and large scale), at the stage Evaluation Data was obtained from the effectiveness of increasing student learning motivation based on the Pre-Test and Post-Test using N-Gain. Research results in the form of a series of product development processes for learning media assisted by the Smart Apps Creator application in the PAI subject for class X at SMA N 1 Ampek Nagari. Validity in the material aspect obtained a score of 94%, in the media aspect obtained a score of 94% and in the language aspect obtained a score of 95%. The small-scale practicality test obtained a score of 96%, in the large-scale test obtained a score of 97%, and the teacher's practicality test obtained a score of 96%. The effectiveness test based on the Pre-Test and Post-Test using N-gain showed an average N-Gain result of 77% which is in a larger interpretation of 76% which can be said that the learning media assisted by the Smart Apps Creator application in the PAI subject is proven to be effective and able to increase learning motivation in students.

INTRODUCTION

The important role of Islamic Religious Education (PAI) learning in schools is to shape character, foster spiritual potential, and develop morals in accordance with Islamic teachings (Handayani, 2021).

How to cite:	Hayati, R., Sari, M., Hasnah, R., Remiswal, R., Fitriz, R., Batubara, J. (2025). Development of Learning Media Assisted by Smart Apps Creator Application in Islamic Education Subjects in Senior High Schools. <i>Ahlussunnah: Journal of Islamic Education</i> , 4(2), 171-180.
E-ISSN:	2827-9573
Published by:	The Institute for Research and Community Service

Islamic Religious Education (PAI) subjects in schools cover several main branches of Islamic knowledge, namely the Qur'an and Hadith (regarding reading, memorizing, understanding, and interpreting verses of the Qur'an), Aqidah and Akhlak (regarding character formation), Fiqh (regarding Islamic religious practices and law), and Islamic cultural history (regarding the journey and development of Islam) (Mulyadi, 2022). There are challenges in the Islamic Religious Education (PAI) learning process, one of which is the curriculum established by the government. Minister of Education and Culture Regulation No. 12 of 2024 established a new curriculum, the "Merdeka Curriculum." A key point of this curriculum is its focus on developing learning media to encourage learning that focuses more on conceptual understanding and application of knowledge (Zahra, 2024).

These challenges impact teachers in Islamic Religious Education (PAI) learning, particularly as the delivery of material to students becomes less effective due to a lack of teacher innovation in developing learning media. One topic in Islamic Religious Education (PAI) that poses significant challenges is Islamic banking, a branch of Islamic jurisprudence (fiqh). This is due to students' limited basic understanding, limited learning media resources, and stereotypical views (Handayani, 2021). The Islamic banking material in Islamic Religious Education (PAI) learning discusses how to apply Islamic economics, which prohibits the use of interest or usury in the economy, especially in banking, because interest or usury is prohibited by Islam (Novianti 2023). Characteristics of Islamic banking material namely introducing basic banking concepts that are in accordance with Islamic principles (Santoso, 2018).

In teaching Islamic banking in Islamic Religious Education (ISE), teachers face various challenges that impact learning effectiveness. One major challenge is teachers' limited knowledge of fundamental concepts within the Islamic banking system. This often occurs because teachers' educational backgrounds are predominantly focused on normative religious aspects, while Islamic banking requires interdisciplinary understanding, particularly in Islamic economics and Islamic jurisprudence (fiqh muamalah) (Herman, 2020).

Furthermore, the limited use of learning media is also a significant obstacle. Many teachers have not yet utilized interactive or technology-based media, resulting in monotonous learning processes that are less able to capture students' attention. This is due to the lack of contextual learning resources that are appropriate to current developments in Islamic banking (Muttalib, 2018). Another challenge is the implementation of learning methods that are not yet adapted to students' learning styles. Each student has a different learning style, whether visual, auditory, or kinesthetic. When teachers are unable to accommodate these differences, learning becomes less effective, resulting in low student motivation. Overall, these challenges demonstrate the need to strengthen teacher capacity through training, development of learning media, and the implementation of adaptive and student-centered methods (Muttalib, 2018). These efforts are expected to improve the quality of Islamic banking learning and build students' comprehensive understanding of the Islamic financial system.

Problems arising in the learning process of Islamic banking material significantly impact students' motivation to learn. This low motivation is caused by various interrelated factors. One of the main factors is students' limited conceptual understanding of Islamic banking material, which tends to be complex and requires logical reasoning and mastery of technical terms. Furthermore, less engaging learning approaches, such as lectures without engaging learning media, cause students to feel bored and less actively engaged in the learning process (Hamzah, 2021).

Students' lack of awareness of the importance and role of Islamic financial institutions in economic life also contributes to their weak motivation to study the

material. Furthermore, limited access to contextual and accessible learning media and resources, both digital and printed, hinders optimal learning. Internal factors, such as a lack of curiosity and low self-confidence, as well as external factors such as a non-conducive learning environment, also contribute to lowering their enthusiasm for learning. The combination of all these factors poses a serious challenge to achieving learning objectives, particularly in instilling Islamic economic values through Islamic banking material (Fadlurrohim, 2019).

To address the various challenges faced in the learning process of Islamic banking, both for teachers and students, systematic and sustainable innovation is needed. One strategic step that can be taken is the development of relevant, interactive, and contextual learning media (Febrianti, 2021). This media innovation aims to assist teachers in delivering complex material in a more engaging, understandable way, and in a way that suits students' diverse learning styles. The use of Android in learning media aims to explore the potential of learning resources that can positively contribute to learning (Fasna, 2024). To help design Android-based learning media, an application is needed that supports this, such as: Smart Apps Creator. This application is a desktop-based application used to design mobile applications without programming code (Jaiz et al., 2022). Creating learning media using this application Smart Apps Creator (SAC) can be said to be very easy, because it does not require coding, and the output produced by this application varies, it can be desktop-based, HTML or Android-based. The SAC application itself can contain various menus, such as animations, images, videos, music, and other menus. (Muamalah & Rochmawati, 2023).

METHODS

This research was conducted using the research and development method. The term research and development is a combination of the meanings of the words Research And Development (R&D) (Ainin, 2013). Research and development (R&D) methods are research methods used to produce certain products and test their effectiveness (Sugiyono, 2017). The model used in this study is ADDI ((Analyze, Design, Development, Implementation, Evaluation)). At the level Analyze focusing on needs analysis, namely conducting interviews with teachers and students, analyzing media that have been developed by researchers, as well as analyzing learning achievements and objectives and the flow of learning objectives. At the level Design doing preliminary planning Compiling material, UML compilation for media as well as doing the media design stage. At the level Development the media that has been planned is validated by material, media and language experts to ensure its eligibility. At the level Implementation Media that has been validated by experts and declared suitable is then continued to be tested for its practicality and ease of use by teachers and students at school, this practical test is carried out on a small and large scale by students and individual tests by Islamic Religious Education teachers. For the effectiveness test, it is carried out based on the increase in student learning motivation based on the motivation questionnaire that has been given. The results of the pre-test and post-test are calculated based on using the N-Gain test to see the increase before and after using the media.

RESULT AND DISCUSSION

The results of this study are presented systematically following the stages of the ADDIE model, starting from needs analysis to testing the effectiveness of the media. **Analyze**, needs analysis was conducted by interviewing teachers and students regarding the problems being faced and what needs are needed to overcome these problems. After that, it was continued by analyzing what media had been implemented by teachers at school to assist in the learning process, followed by

analyzing CP, TP and ATP. Based on interviews conducted with teachers and students, it was found that the problem being faced was the decline in student learning motivation towards Sharia banking material due to the lack of student interest in the material. The problem experienced by teachers was the lack of teacher knowledge in developing learning media to assist in the teaching process, learning media is important because it can help to increase learning motivation and create a more effective learning environment.

At the level **Design** The initial step is to compile sub-materials that will be included in the learning media, namely the definition of muamalah jurisprudence, the evidence for usury, the definition of Islamic banks, the history of Islamic banks, the legal basis of Islamic banks, the activities and businesses of Islamic banks, the wisdom of studying Islamic banks, and the compilation of quizzes for the Islamic bank material. The second step is to compile the UML (*Unified Modelling Language*) is a method used before designing media. The structure of the media is first designed to create a more structured design. After that, the media is designed using the Smart Apps Creator application.

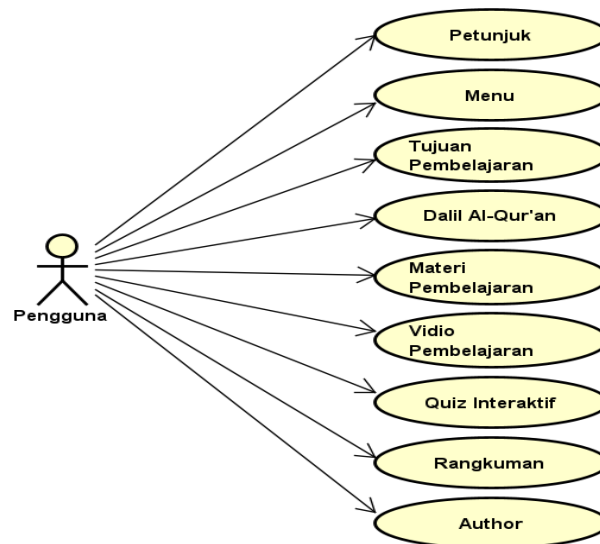


Figure 1. Use Case Diagram

At the level **Development** namely conducting validity tests to experts, namely material experts, media experts and language experts. The validation results from five validators show that the learning media reaches a very valid level of validity with the details of the material expert validators, namely Mrs. Dr. Rehani, M.Pd and Mrs. Dr. Azhariah Fatia, MA giving an assessment of 94% (very valid category), media expert validators, namely Mr. Dr. Syafri Arlis, S.Kom, M.Kom and Mr. Dr. Fajrul Islami, S.Kom, M.Kom giving an assessment of 94% (very valid category), and the language expert validator, Mrs. Mona Afersa, M.Pd giving a value of 95% (very valid category). From the five validators, it was indicated that the PAI learning media assisted by the Smart Apps Creator application was very feasible in terms of material, media and language. All suggestions and improvements from the validators have been accommodated for media improvement.

Next, in the Implementation stage, a practicality test was conducted on teachers and students, aiming to see the ease and practicality of using the media. The details of the results of the practicality test are as follows: the teacher's practicality was tested on Islamic Religious Education teachers, namely Ibuk Sisendra, S.Pd.I, who obtained a result of 96% (very practical category), a small-scale test on 10 students obtained a result of 96% (very practical category), and a large-scale test on 30 students obtained a result of 97% (very practical category). These results prove that

the designed learning media is easy to implement in the field and is well received by users. In the final stage, namely evaluation, a pre-test and post-test effectiveness test was conducted to measure students' learning motivation after using the learning media. The data from the pre-test and post-test results of students' learning motivation have been analyzed and can be seen in Table 1, as follows:

Table 1. Students' Pre-test and Post-test Results

No	No	Pre-Test	Post-Test
1	Afdal	68	72
2	Andika Rafqi	68	76
3	Anisa Putri Aini	67	76
4	Asmarani Gowasa	62	74
5	Bunga Maisa	68	76
6	Love Of Nadila Putri	57	78
7	Dea Tri Ramadhani	77	80
8	Dea Oktaviani	73	78
9	Lorenza Zebua	68	79
10	Farel	56	76
11	Fazil Khairul Yusna	62	75
12	Hanifa Nirwana	58	73
13	Inaya Febrina	70	77
14	Julia Putri	51	77
15	Kevin Andrean Saputra	55	74
16	Mr. Fadillah	55	76
17	M. Fahqri Ali Akbar	57	78
18	Itra Gusri.S	67	74
19	Muhammad Wahyudi	55	73
20	M. Radhit	63	73
21	Nindi Zahra Tussita	69	79
22	Radityo Jul Pratamon	56	77
23	Rangga Saputra	57	71
24	Early Angels Of Putri	61	72
25	Riska Indah Pratama	67	78
26	Rosmita	67	80
27	Tirta Rahayu	64	79
28	Vanessa Anatasya Putri	71	79
29	Winda Lestari Faana	71	79
30	Zahra Almaidah	72	80
Total Amount		1912	2289
Rate – Rate		63,73	76,30

After analyzing the data from the pre-test and post-test, the next step is to analyze the improvement using the N-Gain test to determine the effectiveness of the learning media. To calculate N-Gain using SPSS, the N-Gain formula is as follows:

$$N_{Gain} = \frac{Shoes Posttest - Shoes Pretest}{Shoes Ideal - Shoes pretest}$$

Table 3. Interpretation Categories of N-Gain Effectiveness

Presentation	Interpretation
< 40	Ineffective
40 – 55	Less effective
56 - 75	Quite effective
> 76	Effective

Table 4. N-Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	30	.33	1.00	.7765	.15929
NGain_Persen	30	33.33	100.00	77.6549	15.92925
Valid N (listwise)	30				

Based on the results of the N-Gain test calculation above, it shows that the average N-Gain (%) is 77%, therefore it can be concluded that the use of PAI subject learning media assisted by the Smart Apps Creator application is effective in increasing the learning motivation of class X students at SMA N 1 Ampek Nagari. Overall, it shows that this PAI learning media is not only effective in increasing student learning motivation but is also valid and practical and easy to use by teachers and students. This learning media has great potential to support a more interesting, efficient and effective learning process for student needs. Based on the valid, practical and effective results, this PAI learning media has been refined and is ready to be used in the learning process. Based on the results of the study, the development process carried out has followed the stages of the model. *Research and Development* (R&D). All these steps are carried out systematically, the following is a presentation of the research results:

Validity of Islamic Education Learning Media Assisted by the Smart Apps Creator Application

The validity of the learning media was determined through expert review of the developed product. The aspects assessed included content validity, construct validity, and language validity. The validity test results showed that the material aspect achieved a score of 94%, the media construction aspect 94%, and the language aspect 95%. Based on these results, it can be concluded that the designed learning media has met the criteria for being valid and suitable for use in the learning process. The purpose of validity is to measure the extent to which this learning media is appropriate and relevant in helping students during the learning process of Islamic banking for class X. The results of the validity test show that the learning media developed has met the media validity requirements, where the results of the validity test carried out by several validators obtained very satisfactory results. According to Nieveen (2013), the validity aspect can be seen from the answers to the following questions: (1) is the learning media developed based on *state-of-the art* knowledge, and (2) whether the various components of the learning device are consistently related to one another (*construct validity*).

Practicality of Islamic Education Learning Media Assisted by Applications *Smart Apps Creator*

The level of practicality of the learning media can be seen from the practicality tests given to teachers and students. The practicality tests were conducted on both a small and large scale. The small scale was piloted on 10 students and the large scale on 30 students. The practicality test was also administered to the Islamic Religious Education teacher teaching in class X E5 as a practicality validator. The indicators used in the practicality instrument are ease of use, ease of understanding,

media stability, and achievement. Based on these indicators, the results of practicality on a small scale obtained results of 96%, on a large scale obtained results of 97% and for Islamic Religious Education teachers obtained results of 96%. If referring to table 4.5 regarding the media feasibility score, the values obtained from the small scale, large scale and also for Islamic Religious Education teachers, it can be said that the designed learning media are included in the "very practical" category. Thus, the designed media is classified as very practical for use in learning. According to Agustyaningrum & Gusmania, (2017) the measure of product practicality is measured by the ease and practicality of a product made in its presentation. In general, the use of learning media can help students in the learning process, because learning media can make it easier for students to understand learning with a series of materials that are packaged in an interesting way.

In line with Nieveen in (Plomp & Nieveen, 2013) who explained that learning media is said to be practical if the user considers the media can be and is easy to use in a way that is largely in accordance with the developer's wishes. In the developed learning media there are instructions for using the media, buttons that divide the sub-items in the media and are equipped with director buttons that can be controlled by students such as play, pause, home and next buttons. This is used to facilitate and involve students in the media process to overcome boredom when learning and increase student learning motivation. Based on the results of filling out the questionnaire by teachers and class X students at SMA N 1 Ampek Nagari, it shows that the practicality of using PAI learning media assisted by the smart apps creator application on Sharia banking material is very practical to use in the learning process.

Effectiveness of Islamic Education Learning Media Assisted by Applications *Smart Apps Creator*

The effectiveness of learning media according to Nieveen in Plomp & Nieveen (2013) states that the effectiveness of learning media is measured after the application of learning media to students. The effectiveness of learning media in this study was measured by increasing student learning motivation. Referring to the N-Gain test, there are data on the N-Gain score of 0.77 and the N-Gain percentage of 77%. It can be concluded that the media used is very influential and able to increase learning motivation in students. This shows that this media is very suitable for implementation in schools to be used by teachers and students as a learning medium that can increase student learning motivation.

The selection of the focus of effectiveness on learning motivation is based on problems that arise in the learning process, namely the mismatch between the learning methods used and students' learning styles. In addition, increasingly rapid technological developments tend to distract students from learning activities, resulting in decreased learning motivation. The selection of Islamic Banking material as the focus of the study is based on students' low learning motivation for the material. This is caused by several factors, including misconceptions or misunderstandings of concepts experienced by students, limited understanding of the material, and the lack of supporting media used in the learning process. Based on the problems found in the field, the idea emerged to develop learning media in Islamic Religious Education learning that focuses on Islamic banking material with the help of the Smart Apps Creator application. This media was developed to increase student learning motivation and assist teachers in balancing learning methods with students' learning styles.

Some sources say that motivation is divided into two types, namely Intrinsic Motivation and Extrinsic Motivation. *Extrinsic* Motivation *Intrinsic* is motivation that arises from within a person, while motivation *Extrinsic* namely something that arises due to external encouragement. Example of Motivation *Intrinsic* is something that has

been of interest for a long time, while an example of extrinsic motivation is something that is driven by support such as rewards (gifts), words of encouragement and tools or materials that become drivers of motivation. Atkinson in Hamzah's book (2006) states that the concept of motivation related to a person's behavior can be classified as follows: (1) someone likes something, if he can maintain his feeling of pleasure then he will be motivated to do it, and (2) if someone feels confident that he is able to face challenges then usually that person is motivated to do the activity.

The role of learning media designed to increase learning motivation is to stimulate students' internal motivation to learn. Learning media also falls under extrinsic motivation, something that stimulates motivation from outside. Therefore, it can be concluded that learning media encompasses two motivational components: *Intrinsic* and *Extrinsic*. Based on Maslow's theory in Hamzah's book (2006), the teacher's role in increasing student learning motivation includes understanding students' mental states, providing a sense of security, and providing special attention to students experiencing emotional problems. Through this medium, it is hoped that teachers can further enhance innovation in learning, such as providing rewards to students who successfully answer questions. The results of this study align with those of a previous study conducted by Susanti (2021), who concluded that the use of Android-based learning media with the aid of the smart apps creator application effectively improved learning activities and motivation. The similarity lies in the increased learning motivation, supported by active and creative student engagement during the learning process using the learning media. This is because, according to the researcher, the learning media used was able to stimulate student learning motivation, as evidenced by various tests conducted in the study.

CONCLUSION

Based on the research results and discussions that have been presented, several main points can be concluded. First, the Islamic Religious Education learning media assisted by the Smart Apps Creator application is suitable for use based on the validity test that has been tested on material experts with a value of 94%, media experts with a value of 94% and language experts with a value of 95%. Second, the Islamic Religious Education learning media assisted by the Smart Apps Creator application has proven to be practical in use as evidenced by the values obtained. Teacher practicality obtained a result of 96%. Small-scale practicality was 96% and large-scale practicality with a value of 97%. Third, the Islamic Religious Education learning media assisted by the Smart Apps Creator application has proven effective in increasing student learning motivation with an N-Gain result of 77%. The problem of student learning motivation is a crucial issue that needs to be addressed immediately, given that learning motivation serves as a bridge to success in the learning process. Efforts have been made to implement Android-based learning media, which has the advantage of being accessible online. Offline, is one way to address student learning motivation issues by providing a safe and comfortable learning environment. Furthermore, the use of Android-based media designed to suit students' needs and learning styles can increase their motivation and enthusiasm for learning.

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First publication right:

Ahlussunnah: Journal of Islamic Education

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