



Development of S.Id. TABIR Website on Islamic Learning in Elementary School

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Abstract

This research is motivated by the rapid development of technology that has changed the way of learning in the 21st century and the importance of mastering technology by teachers. The purpose of this research is to develop a model of PAI learning on the S.Id TABIR website. The research method used is Design and Development (D&D) and the development design is Analyze, Design, Develop, Implement, and Evaluate (ADDIE). The study population was grade 4 students at SDN Talun, with a sample of 25 students selected through purposive sampling technique. Data was collected through interviews, tests, judge expert (expert validation, conducted by media experts and material experts). Data analysis techniques, interviews were carried out descriptively, tests were carried out using SPSS, while for expert validation with a likert scale. The results showed that this website media is feasible based on expert assessment and can be used.

Keywords: Website; Books of God; Grade 4; S.Id

INTRODUCTION

21st century learning is learning that focuses on developing the use of technology. The educational technology used in general empowers many gadget users in the form of either ios or android. This is an example of the development of technology which is getting more sophisticated day by day until it is called the era of digitalization, where the features provided by gadget developers are now increasingly diverse where gadgets are not only used for just calling and sending short messages (Setiawati & Atmawati, 2022). 21st century learning is reliant on not only cognitive competencies such as problem-solving, but also interpersonal (e.g., collaboration) and intrapersonal (e.g., self-regulation) competencies (Lyndgaard & Kanfer, 2024). Quoted from Kompas.com In the latest survey conducted by *Google*, namely Think Tech, Rise of Foldables: The Next Big Thing in Smartphones, revealed that the number of active cell phones in Indonesia currently reaches 354 million devices, this means that almost every individual in Indonesia has their own gadget (Aeni, et al., 2022). In practicality, technology does facilitate many activities that we can do every day, but have negative impacts such as the freedom to seek information that can be excessive and become dangerous if not considered its use like the easy spread of hoax information that can lead the opinions of many people, and many others (Aeni, et al., 2022).

In educational activities, technology is commonly used as a medium that can be used as a tool to facilitate teachers in carrying out teaching and learning activities in the classroom (Aeni et al., 2023). According to *Gagne* and *Briggs*, learning media are objects or tools that can be used physically to provide learning materials which usually consist of books, audio cassettes, tapes, video cameras, video recorders, films, frame images, pictures, graphics, television, and computers (Aeni, et al., 2022). Today's asynchronous learning system requires teachers to be able to create learning media that are online and offline, therefore teachers must be able to think creatively, functionally, situationally, optimally, and want to keep up with the times (Maulani et al., 2022).

Currently, in 2023, Indonesia has started implementing the merdeka curriculum at various levels of education, one of which is at the elementary school level. In merdeka curriculum, the selection of the use of digital learning media is very important, especially in Islamic Religious Education (PAI) subjects. Islamic Religious Education (PAI) has a significant position in the country's education structure because it is often considered as a form of mental, moral, and spiritual aspects of the nation that play an important role in shaping attitudes and characters that are in line with national, moral, and religious values so that for this reason it is not surprising that Islamic Religious Education is made a compulsory part of the curriculum (Kosim, 2015). By using this curriculum, students can learn PAI material with digital learning media. The use of digital learning media also assists students in developing technology and digital literacy skills that are essential for success in today's digital age. Quoted from the teaching media journal *Kemp* and *Dayton* have classified learning media into 8 (eight) groups, namely: (1) print media, (2) display media, (3) overhead transparencies, (4) audiotape recordings, (5) slides and filmstrips, (6) multi image presentations, (7) recordings, videos and live films, and (8) computers. the media can be used and developed according to the needs of each subject being run (Layaliya et al., 2021).

In this journal, we will focus on discussing the utilization and development of computer media, namely in the form of a website called the S.Id website. Quoted from the S.Id help center. S.Id. a website is a platform that provides micro sites or microsities that can be customized according to user needs whether used to share information, product knowledge, and so on. This site can also shorten the link to the S.Id code (Mingot & Marín, 2024).

In this study, researchers reviewed the S.Id. system as a website that can be used as a learning medium, where the material we took was material from grade 4 or phase B regarding the books of God. This website is called TABIR (Taurat, Zabur, Injil, Al-qur'an) which contains material about faith in the books of God, the order from the beginning to the end of the revealed book, the time when the book was revealed, and many others. The website does not only contain writings, but there is a song with the title "The Names of the Book of Allah", then there are also explainer videos in each chapter, as well as various quizzes in the form of worldwall sites that can be accessed either on pretest, posttest, or games at the end of each chapter. The website that we have prepared, not only can be used in the school environment, but they can also access it freely anywhere and anytime. In the implementation, students may encounter obstacles in using the website that can be a barrier to learning, but technology provides an opportunity for students to be able to process their emotions to be calmer and students who are socially more reluctant will feel more comfortable to participate compared to in-person learning (Keane et al., 2024).

Based on the results of interviews conducted by my group with PAI teachers, in the process of implementing learning in PAI subjects in grade 4 SD teachers more often use lecture methods

and group discussions only and in delivering the material the teacher only uses learning media with certain conditions. This can make students feel bored in following the learning process in class, in this learning process students lack understanding of the material they are taught, so that learning cannot run effectively, which ultimately affects student learning outcomes. Based on the results of the teacher's assessment of the learning media made, namely in the presentation of the material 5 points and the attractiveness in the presentation of the material 4 points. So these results indicate that the website S.Id TABIR. Regarding the 4 books of God in grade 4 PAI learning.

Judging from some previous research entitled "Audio-Visual Based Picture Story Media for Elementary School Students"(Satriya & Fahyuni, 2023), "*Dispen-ku* Android-Based Application: Assisting Religious Court Judges in Deciding for Marriage Dispensation" (Zuhriah et al., 2023), "Pengembangan Media Pembelajaran Komik Berbasis Virtual pada Kelas V SD/MI" (Zulfiah et al., 2022), and "Pengaruh Pengembangan Media Flipbook pada Mata Pelajaran PAI Terhadap Hasil Belajar Siswa" (Rohmad, 2021). The journal shows that in PAI subjects there have actually been many innovations using other learning media, but to bring updates of innovation we make PAI learning media using the S.Id Website. This media is expected to be used as learning media as a solution to overcome student's problems in understanding the material and presenting a more enjoyable learning process so as to increase student motivation in participating in learning. In this case, the development of the S.Id. TABIR can provide the latest picture where in the website there are many more interesting features so that students like it and are enthusiastic in the learning process.

METHOD

This research uses the D&D or Design and Development model. This model is quite systematic, because it has elements of design which are then developed, then evaluated in order to create innovative products, tools, or media that can be used in both learning and non-learning activities. Taken from prefers' opinion, the D&D process has 6 main stages that can be passed. Among them are problem identification, goal description, designing and developing products, conducting product trials, evaluating product trials, and finally communicating trial results.

This research was conducted on March 15, 2024 at SDN Talun. The subjects of this study were students in phase B or more precisely in grade 4 and the number of students involved was 25 students. The research method used was a quantitative method. This research design uses an analytic descriptive design. Furthermore, the research model used in this study is one group pretest posttest where the dependent variable is measured as a group before (pretest) and after (posttest) where after treatment is given. After a treatment is given to the group, the pre- and post-treatment scores are compared. The advantage of this experiment is that we can compare the pre- and post-treatment scores of the same participants using the same measuring instrument. The questions used to measure the pretest and posttest amounted to 25 multiple choice items using the wordwall website and referring to the material on the TABIR website. In this study, the data obtained is classified as a ratio measurement scale. Furthermore, the data analysis techniques used were descriptive analysis and paired tests (Banuwa & Susanti, 2021).

RESULT AND DISCUSSION

TABIR is a website that was formed due to innovation with the D&D method or design and development using ADDIE. Therefore, in this section the author will discuss a series of trials with the stages in the method used. The following are the stages that researchers have done including:

Problem Identification

At this stage we try to identify the problem and find that almost all students of SDN Talun class 4 or phase B have not understood the learning material about "The names of the book of God", and the use of technology is still rarely used in this class even though the school has provided *ChromeBook*.

Description Of Objectives

Students are able to understand faith in the books of God and know the types of books through the S.Id. website media TABIR very well.

Designing And Developing Products

From the results of the group discussion, researchers formulated S.Id. as a website that researchers will develop, more precisely in the microsite section. Here is the link that can be accessed for this S.Id <https://s.id/3BTABIR>. This website is supported by *Canva* as a tool for design, *YouTube* as a place to upload animated videos, and also the *wordwall* website as a means of pretest, posttest, and quiz.

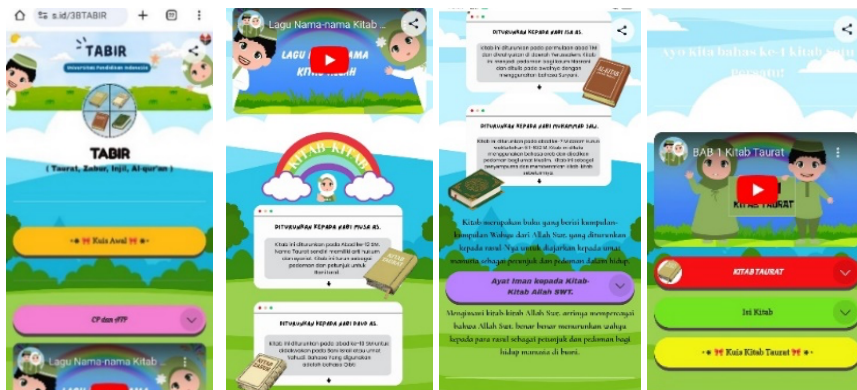


Figure 1. Display of S.Id. Website TABIR



Figure 2. Display of S.Id. Website TABIR

Each quiz section contains 10 multiple choice questions in accordance with the material presented in each chapter. The pretest and posttest contains 25 multiple choice questions.



Figure 3. Pretest & Posttest Views

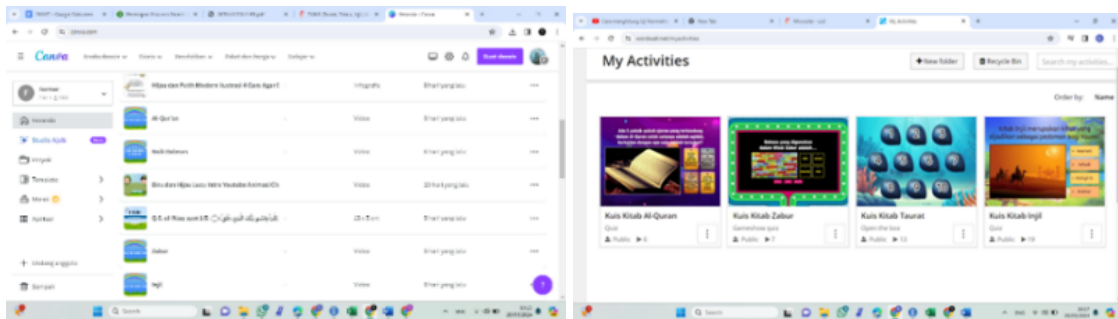


Figure 4. Quiz Canva and Wordwall Views

Canva is very helpful in terms of design and provides various types of cute animations to be applied to this website, *Wordwall* is also enough to provide a fun accent for children to do evaluation activities, and youtube as a place to upload explainer videos or animated videos, Selection of explainer videos or animations to support learning, is one way that is quite recommended, because this allows students to be able to see the same elements but have a different perspective. They can realize some other important details that are in the material but not realized indirectly (Stara et al., 2023).

The discussion of the material contained in this website is as follows: (1) The Taurat, revealed to Prophet Musa A.S. in the 12th century BC, is the first holy book from Allah SWT, written in Hebrew and containing the Ten Commandments (Rahman & Nugroho, 2019); (2) The Zabur, revealed to Prophet Daud A.S. in the 10th century BC in Jerusalem, focuses on dhikr and good advice, written in the Qibti language (Nurfitria, 2022); (3) The Injil, given to Prophet Isa A.S. in the 1st century AD, originally in Suryani, aligns with previous scriptures but updates some of the Taurat's laws and foretells the coming of Prophet Muhammad SAW (Ahsan & Sumiyati, 2017); (4) The Qur'an, revealed to Prophet Muhammad SAW from 611-632 AD, perfects and confirms these previous books, containing teachings on aqidah, akhlak, worship, muamalah, and historical narratives. The Qur'an, in Arabic, remains unchanged and pure, as assured by Allah SWT in Q.S. al-Hijr verse 9 (Ahsan & Sumiyati, 2017).

Conduction Product Trials

The product trial was carried out quite smoothly on Friday, March 15, 2024, researchers conducted trials in the computer lab using 15 *ChromeBooks* (used alternately) and using a touch screen to show songs, videos, and so on. The number of respondents as many as 25 students participated in the activity quite enthusiastically until the end of the Posttest implementation.

Evaluating The Product Trial

The initial evaluation stage is to conduct media expert validation. The following results are obtained as a maximum score or very valid, and although there are notes and revisions to several things, the product is suitable for testing.

The media expert product assessment results categorize the evaluation into three key indicators: material, presentation, and language. For the material indicator, the assessment highlights that the question or quiz links presented are engaging for primary school learners, scoring a perfect 5. The writings and videos used also scored the highest, indicating they are engaging and suitable for elementary school students.

Regarding the presentation indicator, the assessment reveals that the colors used are attractive and appropriate for elementary school students, and the appearance of the website is interesting, both receiving the top score of 5. Additionally, elementary school students find the elements in the media engaging, earning a score of 5. The type of writing and video used are easy to read and observe, and the size of the writing is appropriate, both of which scored 5. These high scores demonstrate the positive reception of the media's visual and interactive aspects.

The evaluation's language indicator score of 5 indicates that the writing style does not confuse students. The use of clear and comprehensible language enhances the learning experience of elementary school students. Overall, the media product excels across all indicators—material, presentation, and language—demonstrating its effectiveness and suitability for elementary school education, with all criteria achieving the highest possible score of 5. The result has a perfect point, so it means the media is very valid and can be used without revision. After conducting media expert validation, researchers also conducted material expert validation, which yielded a very good category score, thereby declaring the product feasible for trial, albeit subject to initial revisions.

Three primary indicators, namely material, presentation, and language, also categorize the material expert product assessment. For the material indicator, the assessment shows that the content is well-aligned with the ability level of elementary school students, achieving a score of 5. The material's correctness in terms of PAI scientific aspects, clarity, accuracy of the order of presentation, conciseness, appropriateness of examples, and overall correctness, clarity, and depth also scored the highest, highlighting the material's strong educational foundation. Regarding the presentation indicator, the attractiveness of the material presentation received a score of 4, indicating it is generally appealing but could benefit from enhancements. Both the alignment of images, text, and colors, as well as ensuring images do not interfere with the material, scored 4, suggesting that the visual integration is good but not perfect.

In terms of the language indicator, the material excels in several areas: it is easily understood by students, it is accurate and polite, it provides information clearly, and it uses communicative language, all of which received a score of 5. The language's appropriateness for elementary school students also received the highest score. However, the appropriateness of language with the students' level of thinking scored 4, indicating a slight need for adjustment to better match the students' cognitive level. Overall, the material is highly effective in its educational purpose, with minor improvements needed in presentation and language alignment. The material experts concluded that the product is worth testing after revision. This assessment suggests that although the product exhibits potential, it requires refinement or improvement to fully qualify for trial. Researchers validated the product with media experts and material experts, then made revisions according to instructions and tested them.

Communicating Trial Results

Communicating the results of the trial was carried out by holding a product seminar with the theme on April 18, 2024 which was witnessed by UPI Sumedang Campus students. The following are the results that the author got after testing and processing data on the Pretest and Posttest scores of the TABIR product trial activities at SDN Talun. Pretest results are the test results obtained before the treatment (initial quiz), and Posttest is the value of the test results after the treatment (final quiz). The results obtained from the Pretest and Posttest were carried out as graphs on Figure 5.

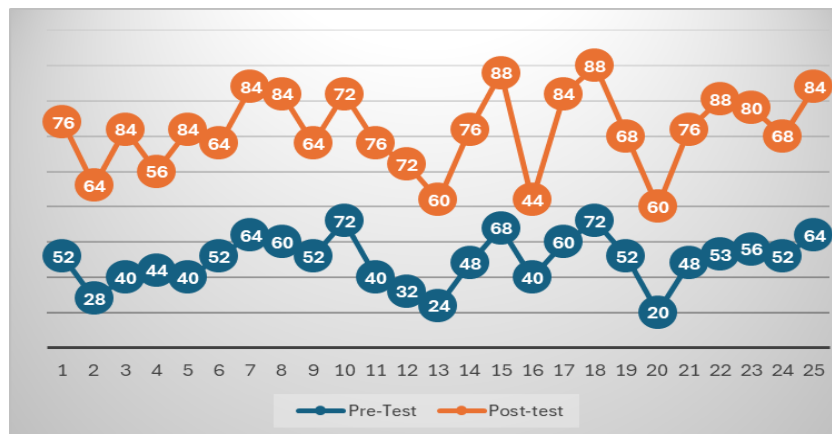


Figure 5. Pretest and Posttest data graph

Based on Figure 5, it can be clearly seen graphically that there is no overlap between the respondents' overall pretest and Posttest scores, indicating that there is a significant difference between the two scores. However, to statistically confirm this difference, it is necessary to conduct a paired t-test to test whether or not there is a difference between the respondents' pretest and posttest scores.

In addition to graphical analysis as shown in Figure 5, to assess whether there is a change in the pretest and posttest data, whether it is an increase or decrease, it can be done through analysis of the descriptive statistical table presented below (Banuwa & Susanti, 2021).

Table 1. Descriptive Statistics of Pretest And Posttest

| | N | | Mean | Median | Variance | Range | Minimum | Maximum | Sum |
|----------|-------|---------|---------|---------|----------|-------|---------|---------|---------|
| | Valid | Missing | | | | | | | |
| Pretest | 25 | 0 | 49.3200 | 52.0000 | 198.560 | 52.00 | 20.00 | 72.00 | 1233.00 |
| Posttest | 25 | 0 | 73.7600 | 76.0000 | 134.773 | 44.00 | 44.00 | 88.00 | 1844.00 |

Table 5 shows the descriptive statistics of the pretest and posttest data that has been done. Based on this table, the average data (mean) of the pretest value is 49.32 and the posttest value has an average of 72. This shows that there is an increase in value because there is a difference in the average value of participants based on the results of the pretest and posttest. This means that there has been an increase in participants' knowledge after treatment using TABIR media. However, it is still necessary to do statistical testing through a paired t-test to validate it.

The paired sample t-test is a test used to compare the difference between the two means of two paired samples assuming the data is normally distributed. Paired samples come from the same subject. Each variable is taken in different situations and circumstances.

Table 2. Paired Samples Test

| | | Pair 1 | |
|--------------------|---|--------------------|-----------|
| | | Pretest - Posttest | |
| Paired Differences | Mean | -24.44000 | |
| | Std. Deviation | 12.14523 | |
| | Std. Error Mean | 2.42905 | |
| | 95% Confidence Interval of the Difference | Lower | -29.45331 |
| | | Upper | -19.42669 |
| t | | -10.062 | |
| df | | 24 | |
| Significance | One-Sided p | <,001 | |
| | Two-Sided p | ,000 | |

Table 8 shows that the significance value (2-tailed) $0.000 < 0.05$ indicates that there is a significant difference between the initial variable and the final variable. This shows that there is a significant effect on the difference in treatment given to each variable.

Those are the stages of the S.Id. product development regarding the TABIR Website. The results of expert validation showing that this website is suitable for use, as well as increasing the value of student learning, this website can be considered superior to existing products in several previous studies. Judging from the 4 existing products such as Audio visual based picture story, *dispenku* application, virtual-based comics and flipbook, the four of them emerge from research that is already digital or website-based, but compared to the S.Id TABIR website, this website is superior to the flexibility of accessing which is easier to reach, using an internet network that takes up less quota, and does not require large storage on the device used because accessing is only through the S.Id link.

When implemented at SDN Talun, this website has become a solution that is quite effective in the course of learning in class 4 regarding the material of the books of God. Increased learning outcomes, higher student enthusiasm in class, liveliness, effectiveness, and flexibility

that are very helpful, support this website to be a website that can be used and can even be further developed in the future with other PAI materials.

CONCLUSION AND RECOMMENDATIONS

Conclusion

From the results of the S.id. website trial with the material "Names of the Book of Allah" that has been carried out, researchers compared the scores between the pretest and posttest. The results obtained showed an increase that occurred after the implementation of the treatment. The average or mean value obtained in the pretest was 49.32 while in the Posttest it was 73.76. This means that there is an average increase of 24.44 points towards achieving higher scores than before. This product has received good validation results from media experts and material experts, as well as trial testing activities carried out at SDN Talun also received a good response from students. The test results also increased after the implementation of the treatment using the S.Id. TABIR website that the researchers developed, means that this website is suitable to be used as one of the electronic learning media used in grade 4 or phase B elementary schools.

Website S.Id. TABIR comes as an innovative solution that integrates technology with PAI learning materials, creating a more engaging and interactive learning environment. Several features such as interactive quizzes, learning videos, and materials that can be accessed at any time, this website is expected to increase student motivation and understanding. This study found that the implementation of the S.Id. TABIR website not only significantly improved students' learning outcomes but also increased their engagement in the learning process. This finding indicates that the integration of technology in PAI learning can be an effective model to improve the quality of religious education in primary schools.

Recommendation

Suggestions that can be given to improve research and development of the S.id website for PAI learning in elementary schools are described as follows. For teachers, the use of the TABIR website can be made as one of the places to collect reading materials or learning resources in the material of the books of God, and what needs to be prepared further in its use is a device that can be used and has a good internet network. For further researchers, the use of this S.Id can be further developed and adjusted to the material needed, not only bound to PAI lessons, but can be developed according to the creativity of each researcher.

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