



The Effect of the Effectiveness Android-Based Prophet Muhammad's Educational Media on Students' Learning Results in Islamic Education

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Article Info	Abstract
Article History Received: 2025-08-05 Revised: 2025-09-12 Published: 2025-10-12 Keywords: Effectiveness; Prophet Muhammad's Educational Media; Android-Based; Learning Results; Islamic Education.	This research intends to evaluate the impact of Android-based educational media on the learning achievements of sixth-grade students at SD Negeri 10 Rantau Utara in the Islamic Education subject. The approach employed is quantitative, utilizing a quasi-experimental design that incorporates pre-test and post-test assessments in the experimental group. The Validity and Reliability assessment was conducted to evaluate the questionnaire's validity, and the research data analysis was performed using a t-test for the hypothesis testing. The results from the study on data analysis methods indicate that among the 24 students, only 7 students (29.16%) achieved the KKM before utilizing the Android-based Prophet Muhammad (saw) educational media. Traditionally, it has not been achieved since the average score recorded is 66.66%, whereas the learning outcomes of students after the post test, students using Android-based Prophet (saw) educational media, reveal that among 24 students, 20 students (83.33%) have reached the KKM, and classically it has been achieved, with an average score of 83.12%, categorizing it as high. The effectiveness of using Android-based Prophet's Education media is also recognized through the results of the t-test analysis. The study's findings showed $t_{\text{Count}} = 7.06$ and $t_{\text{table}} = 2.06$, hence $t_{\text{Count}} > t_{\text{Table}}$ or $7.06 > 2.06$. Thus, it can be determined that H_0 is rejected and H_a is accepted. This indicates that the efficiency of utilizing Android-based educational media about Prophet Muhammad (saw) positively impacts the learning achievements of sixth grade students at SD Negeri 10 Rantau Utara.

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-08-05 Direvisi: 2025-09-12 Dipublikasi: 2025-10-12 Kata kunci: Efektivitas; Media Pendidikan Rasulullah SAW; Berbasis Android; Hasil Belajar; PAI.	Penelitian ini bertujuan untuk menguji pengaruh efektivitas penggunaan media pembelajaran berbasis Android terhadap hasil belajar siswa kelas VI SD Negeri 10 Rantau Utara dalam mata pelajaran Pendidikan Agama Islam. Metode yang digunakan adalah kuantitatif dengan desain eksperimen semu (<i>quasi-experimental design</i>) dengan menggunakan pre-test dan post-test pada kelompok eksperimen. Uji Validitas dan Reliabilitas dilakukan untuk menguji keabsahan angket, analisis data penelitian dilakukan dengan uji t digunakan untuk uji hipotesis. Hasil penelitian diperoleh data bahwa pada pretest (sebelum digunakannya media pendidikan Rasulullah saw. berbasis Android) menunjukkan bahwa dari 24 siswa hanya 7 murid (29,16%) yang memenuhi kriteria ketuntasan minimal (KKM) atau berada pada kategori rendah. Secara klasikal belum terpenuhi karena nilai rata-rata yang diperoleh sebesar 66,66%, sedangkan hasil belajar siswa setelah (posttest) digunakan media pendidikan Rasulullah saw. berbasis Android menunjukkan bahwa dari 24 siswa terdapat 20 siswa (83,33%) telah memenuhi KKM dan secara klasikal sudah terpenuhi yaitu nilai rata-rata yang diperoleh sebesar 83,12% atau berada dalam kategori tinggi. Efektivitas penggunaan media Pendidikan Rasulullah saw. berbasis Android diketahui pula berdasarkan hasil perhitungan uji t. Hasil penelitian diperoleh $t_{\text{Hitung}} = 7,06$ dan $t_{\text{Tabel}} = 2,06$ maka diperoleh $t_{\text{Hitung}} > t_{\text{Tabel}}$ atau $7,06 > 2,06$. Sehingga dapat disimpulkan bahwa H_0 ditolak dan H_a diterima. Ini berarti bahwa Efektivitas penggunaan media Pendidikan Rasulullah saw. berbasis Android berpengaruh terhadap peningkatan hasil belajar siswa kelas VI SD Negeri 10 Rantau Utara.

I. INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students. However, often PAI learning in elementary school tends to be conventional and less interesting, which has an impact on students' low motivation to learn. In fact,

learning motivation is a key factor that determines the success of the learning process. In the digital era like now, technology can be used to create more interactive and interesting learning media. One of them is the use of Android-based media.

Android-based learning media that raises the story of the Prophet (saw) is considered relevant because the story not only teaches religious values, but can also be an example for students. This study seeks to answer the question: whether Android-based Prophet Muhammad (saw) educational media with the content of the story of the Prophet (saw) can effectively improve the learning outcomes of grade VI students at SD Negeri 10 Rantau Utara. Several previous studies have discussed this theme such as Hidayat and Rahman with the title The Effectiveness of the Use of Android-Based Interactive Learning Media on PAI Learning Outcomes (Hidayat: 2019) and Wulandari and Kurniawan with the title Implementation of Android-Based Learning Media to Improve PAI Motivation and Learning Outcomes (Wulandari: 2022)

II. METHOD

This study uses a quantitative approach with a pseudo-experimental research design. The design used is *One-Group Pretest-Posttest Design* in the pseudo-experiment category. This design was chosen because it allowed researchers to compare the condition of the study subjects before and after the treatment, without the need for a control group. The research population of all grade VI students of SD Negeri 10 Rantau Utara and a sample of 24 students from grade VI, were selected by the purposive sampling method with certain criteria, namely students who have Android devices and are willing to fully participate in the research. Data was collected through learning outcomes given before (pre-test) and after (post-test) treatment. The treatment given was the use of Android-based learning media containing PAI material about the story of the Prophet Muhammad (peace be upon him) during several meetings. The instrument is tested by validity and reliability tests. The collected data was then analyzed using a *paired sample t-test* to determine the significant difference between pre-test and post-test scores. The analysis of the research data was carried out using the t-test was used to test the hypothesis.

III. RESULT AND DISCUSSION

languages, one of which is Arabic, namely the word *وسا ئل* (intermediary). The word intermediary is also found in the hadith with the word *tawāsul* in the book Sahih Al-Bukhārī as follows:

حَدَّثَنَا الْحَسَنُ بْنُ مُحَمَّدٍ حَدَّثَنَا مُحَمَّدُ بْنُ عَبْدِ اللَّهِ الْأَنْصَارِيُّ حَدَّثَنِي أَبِي عَبْدِ اللَّهِ بْنُ الْمُثَنَّى عَنْ ثُمَامَةَ بْنِ عَبْدِ اللَّهِ بْنِ أَنَسٍ عَنْ أَنَسٍ رَضِيَ اللَّهُ عَنْهُ أَنَّ عُمَرَ بْنَ الْخَطَّابِ كَانَ إِذَا قَحَطُوا اسْتَسْقَى بِالْعَبَّاسِ بْنِ عَبْدِ الْمُطَّلِبِ فَقَالَ اللَّهُمَّ إِنَّا كُنَّا نَتَوَسَّلُ إِلَيْكَ بِثَيِّبِنَا صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَتَسْقِينَا وَإِنَّا نَتَوَسَّلُ إِلَيْكَ بِعَمِّ ثَيِّبِنَا فَاسْقِنَا قَالَ فَيُسْقَوْنَ (Al-Bukhārī: 1979).

It was narrated from Anas bin Malik that Umar bin al-Khattab (*may Allah be pleased with him*) when the people were afflicted with famine, he asked Allah for rain with the will of Abbas bin Abdul Muttalib, he prayed 'O Allah! We used to pray to You through the intercession of our Prophet, and then we were given rain. Now we offer prayers to you through the intercession of our Prophet's uncle, give us rain'. The narrator of the Hadith says, "They were given rain."

The above hadith is found in the chapter mentioning Al-Abbas bin Abdul Muttalib r.a., Imam Al-Bukhārī mentions the hadith of Anas, "Indeed, when Umar bin al-Khattab experienced a drought, he asked for rain through the intermediary of Al-Abbas" (Al-Asqalani: 2013). The use of the word *natawassalu/tawāsul* (intermediary) in the above hadith is the origin of the word media in Arabic. According to Robert M. Gagne, the term media when used in an educational context means a combination of goods or any system of goods that are used to convey communication or other learning stimuli to the learner. (Gain: 1989).

Learning media is anything that can be used to convey messages, materials or materials to students so that the educational goals can be achieved (Ritonga and Arsyad: 2024). this is also in accordance with what Gerlach and Ely (1971) stated in Azhar, arguing that learning media is "*a medium, conceived is any person, material or event that establishes condition which enable the learner to acquire knowledge, skill and attitude*". (Media, understood is any person, material or event that forms the conditions that allow students to acquire knowledge, skills and attitudes). (Arsyad, *Media*: 2020) According to Nunuk Suryani, learning media is any form of information delivery that is made or used in accordance with learning theory, which can be used for learning purposes in conveying messages, thoughts, feelings, attention, and will so that it can encourage an objective and uncontrolled learning process (Suryani: 2018). In teaching and learning activities, the use of the word learning media (الوسائل التعليمية) is often replaced by terms such as educational media, teaching aids (الوسائل الايضاح) education, visual

aids, explanatory media (الوسائل التوضيحية) and educational technology.

Based on several hadiths contained in the book of Hadith Saheeh al-Bukhari, basically the Prophet (saw) has also used educational media in conveying material or messages to his companions, the educational media of the Prophet (saw) consists of 2 types, namely hardware education media, namely: a. human-based media including as a prop, using tongue, fingers, hands, nose, knees and fingertips, b. print media, c. visual media includes: images, sun, trees and plants, and d. audio media. Meanwhile, the type of software educational media consists of: reward and punishment. (Arsyad. J, Maisaroh. R, Nahar, S: 2023)

Technological developments have changed the learning paradigm from conventional to digital (Slameto: 2010) in his journal entitled Utilization of Information and Communication Technology in Learning stated that technology, including mobile devices such as Android, has great potential to increase learning effectiveness. The interactive features, visualizations, and accessibility offered by Android-based media can create a more engaging and personalized learning environment for students (Lee, & Park: 2020). This is in line with the theory of constructivism which emphasizes that students build their own knowledge through interaction with their learning environment.

Likewise with the Prophet Muhammad (saw) Education media which was developed and integrated with android-based technology. Android-based Prophet Saw educational media can effectively affect learning such as student learning motivation. The effectiveness of learning media is measured by its ability to achieve learning goals optimally. (Arsyad, A.: 2020) in "Learning Media" explains that effective media is one that can overcome communication barriers, arouse student motivation, and facilitate material understanding. In this study, the effectiveness of Android-based learning media of the Prophet Saw was measured by how much the media was able to increase students' motivation to learn, which was then assumed to have an impact on understanding PAI material (Wulandari: 2022).

Learning outcomes are behavioral changes that occur in individuals after going through the learning process. These changes are not only limited to cognitive aspects, but also include affective and psychomotor (Hidayat, Rahman: 2019). These theories provide a foundation for understanding how learning outcomes are

formed and what are the factors that influence them.

1. Cognitive Theory

Cognitive theory focuses on the mental processes that occur when individuals acquire knowledge, such as perception, memory, thinking, and problem-solving. According to this theory, learning outcomes are changes in an individual's cognitive structure that allow them to understand and process new information. According to Jerome Bruner: Learning is an active process in which learners construct new ideas or concepts based upon their current and past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. (Bruner: 1966). Bruner emphasizes that learning is an active process in which students build their own knowledge. Learning outcomes, in this view, are the ability of students to organize and integrate new information into an existing cognitive framework.

2. Behavioristic Theory

Behavioristic theory views learning outcomes as behavioral changes that can be observed and measured. This theory argues that learning occurs through the interaction between stimuli (stimuli) and responses (responses). Reinforcement is the key to forming new behaviors. B.F. Skinner: The consequences of an act affect the probability of its occurring again. (Skinner: 1953). Skinner posits that actions accompanied by favorable outcomes (reinforcement) are more likely to be repeated, whereas actions followed by unfavorable outcomes (punishment) are more likely to be shunned. In this context, learning outcomes refer to behaviors that are strengthened and turn into habits.

3. Constructivist Theory

The theory of constructivism views learning outcomes as the result of the process of constructing meaning by individuals. Learners do not only passively receive information, but actively build their own understanding based on social experiences and interactions. According to Jean Piaget Knowledge is a consequence of mental construction (Piaget: 1970). Piaget argued that children actively build their knowledge through interaction with the environment. Learning outcomes are the result of the process of assimilation (integrating new information into an existing schema) and

accommodation (modifying existing schemas to accommodate new information). Another opinion is that Lev Vygotsky mentions that Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. (Vygotsky: 1978). Vygotsky emphasized the importance of social interaction in the learning process. Learning outcomes are the product of students' interactions with teachers, peers, and culture. The concept of the Zone of Proximal Development (ZPD) is key, where students can achieve higher learning outcomes with the help of others.

In addition to the above theories, learning outcomes are also often categorized into three domains or dimensions, the dimensions of learning outcomes popularized by Benjamin Bloom in his taxonomy:

- a) Cognitive Domain: Includes mental processes related to knowledge, understanding, and thinking. Examples: Remembering facts, understanding concepts, analyzing information.
- b) Affective Domain: Related to feelings, attitudes, values, and emotions. Examples: Showing interest, appreciating values, developing a positive attitude.
- c) Psychomotor Domain: Involves physical and motor skills. Examples: Performing movements, operating tools, drawing.

These three domains are interrelated and become comprehensive indicators of effective learning outcomes. PAI is not only about memorization, but also the cultivation of moral and ethical values. (Mujahid, M.: 2018) in the journal "Character Education Based on the Story of the Prophet Saw. in Elementary School Students" emphasized that the story of the Prophet (saw) is the main source of character education. By studying the story, students can emulate noble morals and commendable behavior. Android-based learning media that packages this story in an attractive manner is expected to strengthen the cultivation of these values, as well as improve student learning outcomes for PAI material as a whole.

In SD Negeri 10 Rantau Utara, the effectiveness of the use of the Prophet's Education media can be seen from the following indicators:

- a) Student Engagement, Effectiveness can be seen from how actively students are involved in the learning process. The indicators include: Enthusiasm, Interaction and
- b) Effective media should be easy to use. The indicators include: Navigation: The interface is easy to understand and navigate. Speed: The app runs quickly with no significant technical barriers. And Accessibility: Media is easily accessible to all learners, including those with special needs (if relevant).
- c) Usage statistics. App usage data can provide a clear picture. The indicators include: Duration of Use: The average time students spend per session. Frequency of Use: How often learners use the app. Feature Activity: Which features are most used and which are less frequent

During the study, there were changes in student learning outcomes after being given treatment. The change in the form of learning outcomes that are stated to be obtained after being given a *post-test*, the change can be seen from the data obtained from the *post-test* scores of Islamic Religious Education learning outcomes for grade VI students, which was obtained with an average score of 83.12. The average score of 83.12 is included in the good (complete) criteria with the highest score being 100 and the lowest score being 75.

From the test results given by students in the pre-test and post-test, a descriptive analysis for Islamic Religious Education subjects in grade VI students of SD Negeri 10 Rantau Utara can be seen in the following table:

Table 1. Statistics of Islamic Religious Education Learning Outcomes Scores for Students

Statistics	Statistical Value	
	Pretest	Post-test
Sample size	24	24
Ideal score	100	100
Highest score	95	100
Lowest value	40	65
Value Range	55	35
Average score	66,66	83,12

If the results of the students' test are grouped into a scale of 5 categories applied, then a frequency distribution is obtained.

Table 2. Distribution of Frequency and Percentage of Islamic Religious Education Learning Outcomes Scores for Grade VI Students After Being Given Post Test Treatment

Yes	Interval	Category	Post-test scores	
			Frequency	Frequency
1	90-100	Very high	6	25 %
2	80-89	Tall	12	50 %
3	65-78	Keep	6	25 %
4	55-64	Low	-	-
5	0-54	Very low	-	-
			24	100%

Referencing table 2, following the post-test, the learning results for the Islamic Religious Education class VI SD Negeri 10 Rantau Utara are as follows: there are no students with very low criteria, resulting in a percentage of 0%, no students with low criteria also reflects a percentage of 0%, for medium criteria, there are 6 students making up 25%, for high criteria, there are 12 students, which corresponds to 50 %, and for very high criteria, 6 students represent 25 %. This indicates that the learning achievements of students in Islamic Religious Education have significantly improved.

Table 3. Descriptive of the completeness of students' Islamic Religious Education Learning Outcomes after being given treatment (post-test)

Score	Category	Frequency	Percentage (%)
$0 \leq x \leq 74$	Incomplete	4	16,67 %
$75 \leq x \leq 100$	Conclusion	20	83,33 %
Sum		24	100 %

Based on table 3, it appears that out of 24 students as research subjects, there are 4 students with a percentage (16.67%) that are complete and that there are 20 students with a percentage (83.33%) that are not completed individually, this means that students in grade VI of SD Negeri 10 Rantau Utara achieved classical completeness, which is 75%.

To see the effect between the effectiveness of the use of Android-based educational media of the Prophet (saw) on student learning outcomes, this inferential statistics were used with the t-test statistical technique, for the search for the price t of the table the researcher used the distribution table t with a

significant level of $\alpha=0.05$ and $d.b= N-1 = 24-1=23$, then $t_{0.05} = 2.06$ was obtained. The results of inferential statistical analysis using the t-test formula, it can be seen that the table t-value is 7.06%. With a frequency (db) of $24-1=23$, at a significant level of 0.05% obtained as $24-1=23$, at a significant level of 0.05% obtained $t_{table} = 2.06$. Therefore, if t calculates t of the table at a significant level of 0.05, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on these calculations, it can be said that the effectiveness of the use of Android-based Prophet Muhammad (saw) education media has an effect on the learning outcomes of Islamic Religious Education for grade VI students of SD Negeri 10 Rantau Utara.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The use of Android-based learning media with the content of the story of the Prophet Saw. has a positive and significant influence on improving the learning outcomes of grade VI students of SD Negeri 10 Rantau Utara in PAI subjects. This increase is evident from the comparison of pre-test and post-test scores which shows a significant change. Based on the results of the t-test analysis, t count = 7.06 and t table = 2.06 were obtained, then t-table t-count or 7.06 was obtained 2.06. So it can be concluded that H_0 was rejected and H_1 was accepted. Based on these calculations, it can be said that the effectiveness of the use of Android-based Prophet Muhammad (saw) education media can affect the learning outcomes of grade VI students in PAI subjects at SD Negeri 10 Rantau Utara.

B. Suggestion

1. For Teachers: Encourage teachers to not only use conventional media, but also integrate technology in learning. It is recommended to PAI teachers at SD Negeri 10 Rantau Utara to be more innovative in creating and using technology-based learning media. Media development similar to other topics in PAI subjects can be done to maintain and improve student learning outcomes. In addition, PAI teachers need to take part in training for teachers in order to maximize the use of technology in the learning process, such as special training

on the development and use of digital-based learning media is needed

2. For Schools: Schools can provide supporting facilities such as Wi-Fi access and tablet devices to support technology-based learning as well as conduct training for teachers to maximize the use of technology in the learning process.
3. For Media Developers: It is expected to continue to innovate to create PAI learning media that is not only interactive but also relevant to the curriculum and student needs.

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