Mobile Learning Media for Islamic History Studies: Evaluation and Shaping Futures

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Abstract

This study aims to develop, determine the feasibility and attractiveness of learning in the form of learning media based on mobile learning on Bani Umayyah material as an alternative learning. The type of research used is research and development with the Borg and Gall model. Product feasibility is carried out by validating material experts and media experts. Then the researchers conducted a small group attractiveness test to 10 students and a field trial by 35 students to see the students' responses. This research produces a product in the form of an SKI learning application that contains material for the Bani Umayyah chapter 1. The results show that mobile learning-based learning media is feasible with a percentage achievement of 83.4% according to material experts and 85.2% according to media experts. The results of the trial on students showed a percentage of 85.6% with very interesting criteria. So it can be concluded that mobile learning-based learning media with decent quality and attractiveness can be effectively used as alternative learning media. Therefore, more rigorous studies on the development of mobile learning principles and frameworks in various contexts are necessary for future Islamic studies.

Keywords: *Development of Learning Media, Mobile learning, Islamic History*

Abstrak

Penelitian ini bertujuan untuk mengembangkan, mengetahui kelayakan dan kemenarikan pembelajaran berupa media pembelajaran berbasis *mobile learning* pada materi Bani Umayyah sebagai alternatif pembelajaran. Jenis penelitian yang digunakan adalah pengembangan (*Research and Development*) dengan model Borg and Gall. Kelayakan produk dilakukan dengan melakukan validasi pada ahli materi serta ahli media. Kemudian peneliti melakukam uji kemenarikan kelompok kecil kepada 10 siswa dan uji coba lapangan oleh 35 siswa untuk melihat respon peserta didik. Penelitian ini menghasilkan produk berupa aplikasi pembelajaran SKI yang memuat materi bab Bani Umayyah 1. Hasil menunjukkan bahwa media pembelajaran berbasis *mobile learning* layak dengan capaian persentase menurut ahli materi sebesar 83,4% dan menurut ahli media 85,2% . Hasil uji coba terhadap peserta didik menunjukkan persentase sebesar 85,6% dengan kriteria sangat menarik. Sehingga disimpulkan media pembelajaran berbasis *mobile learning* dengan kualitas layak dan sangat menarik digunakan sebagai media pembelajaran alternatif. Oleh karena itu, penelitian yang tajam dan mendalam mengenai prinsip dan *framework* dalam pengembangan *mobile learning* pada pembelajaran Agama Islam masih sangat dibutuhkan.

Kata Kunci: Pengembangan Media Pembelajaran, *Mobile learning*, Sejarah Islam

INTRODUCTION

Education is a part of the primary need in life because education can show the quality of human resources (Widodo, 2015). Learning media is an essential element of the learning process in schools (Tafonao, 2018), because it helps achieve learning objectives. Therefore, preparing for teaching media is one of the tasks of educators (Hamid, 2020). Teaching aids in educational institutions and schools are influenced by the advanced use of science and technology (Yuliani, Et.al., 2020). Besides that, technological sophistication in education poses a big challenge for teachers to continue to play an essential role in educating their students in the era of globalization (Hawi, 2017).

The development of Information and Communication Technology (ICT) has influenced various aspects of life, including in the field of education, one of which is the emergence of the concept of electronic learning (e-learning) (I. F. Hasanah, 2018). Along with the advancement of mobile technology and increased reach and various features, mobile platform devices have changed from communication tools to tools for socializing, entertainment and learning. Of course, this will significantly change how the world works and the learning process. Learning through cellular or mobile learning is a type of e-learning that provides educational content and learning supporting materials through wireless communication devices (Kusumadewi, 2016). The presence of mobile learning cannot replace direct learning with face-to-face in classroom settings but only as a complement to the learning process and can be used by students to relearn material anywhere and anytime.

In general, the ability of teachers to use various teaching media is essential to support interactive learning (I. F. Hasanah, 2018). In addition, using the correct method also determines an effective and conducive learning process (Nurhasanah et al., 2016). More precisely, the teacher's task as a transmitter of material and the students' responsibility is to memorize all the material. Melvin L Silberman, in his book, reveals that "we can say something to students quickly. However, students will forget what we are telling them more quickly." (Siberman and Raisul, 2014)

Learning using mobile learning-based technology has not been widely implemented by teachers of Islamic Cultural History subjects in madrasas (Mulyati and Nasution, 2022), because many teachers consider that mobile learning has many adverse effects rather than positive (Lubis et al., 2020). In addition, they are less interested in using mobile learning-based media because not all teachers can create and design such learning (Mansyuriadi, 2021).

Moreover, some studies also stated that Islamic history subjects in schools faced several obstacles, including its material focused more on cognitive aspects with a lack of affective and psychomotor aspects. In addition, the teacher does not provide motivation and uses a monotonous learning model (Sofi, 2016). The pre-study results showed that Islamic history subjects are challenging to understand and less attractive. Therefore, students feel reluctant to learn these subjects.

Research on mobile learning has previously been carried out, including Android mobile learning with the Dick and Carrey model used as a learning media that has been successfully used to increase learning motivation for Al-Qur'an Hadith subjects (Fitriyah, 2017), and research to design teaching materials Android-based Basic Programming that is feasible to use and have an influence on improving the academic performance of high school students (Kusumadewi, 2016).

Mobile learning research in Islamic religious learning has also led to more specific topics, for example, on the topic of faith in learning Aqidah Akhlaq (Purwanto, 2019). In addition, mobile learning is also optimized for learning Arabic (Taufik and Ariani, 2020) and fiqh, or Islamic law (Azimah and Hakim, 2020). However, mobile learning research in Islamic history teaching and learning still tends to be minimal, so it needs to be further developed.

Although the development of technology-based innovation in education including mobile learning have started to emerge, most of these research topics were in the context of science (Mulyati & Nasution, 2022; Muyaroah & Fajartia, 2017; Nurhasanah et al., 2016). Several other research on practical use of mobile learning in Islamic Education did not have clear fundamental framework as they only describe how well it is being used (Azimah & Hakim, 2020; Batubara, 2017;

Taufik & Ariani, 2020) or just simply correlation between variables related to it (Mulyati & Nasution, 2022). Some research were limited on the collections of previous research without pointing out the framework development for mobile learning in Islamic education (Mansyuriadi, 2021; Musahrain & Suharno, 2017). Therefore, more elaborate research on the development of mobile learning frameworks into Islamic education and how far it can be implemented effectively need to be addressed to improve the Islamic education quality.

The difference between this study and previous research is the selection of subjects, and the type of development for mobile learning-based media as an alternative in learning can be carried out. The teaching materials developed are based on mobile learning in Islamic history subjects and use the Borg and Gall model. Therefore, according to researchers, it is necessary to develop a mobile-based learning media for teaching Islamic History at the Islamic secondary school level in MAN 1 Malang, Indonesia.

METHOD

The research method used in this research is development research using the 8-step Borg and Gall model, as researchers only want to know the students' response to the products that have been formulated. The following is a chart of the stages of developing teaching media based on the Borg and Gall mobile learning model
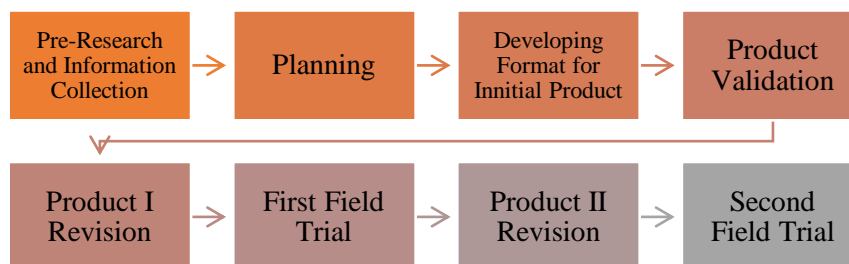

Figure 1:

Borg and Gall Mobile Learning Model (Setyosari, 2013)

Figure 1 shows that in the Pre-Research and Information Collection stage, the researcher selected materials and schools while also analyzed needs. The next stage

is planning, as the researcher collected books related to the material and prepared media display designs. It was also related to collecting graphic and animation materials that are in accordance with the material and characteristics of students in grade XI of Madrasah Aliyah level and preparing materials for evaluation of the use of learning media.

For the next stage of developing the format for initial products, researchers began to develop learning media products from media topics, main menus and learning materials. Furthermore, in product validation tests conducted by material and media experts, researchers analyzed suggestions, criticisms and responses from validation experts in order to determine the level of feasibility of media products. Then researchers began to revise the developed media product, and after the product was revised, the researcher conducted a field trial I (small group) to find out the attractiveness of the product.

The next stage is the revision of operational products, which has been done by revising products that are not in accordance with the needs of students or there were additional needs for students. After the revision, it continued with trial II, which was carried out by taking a sample of 35 students, with random sampling to see student responses.

The data collected in this study include the results of the validation of material experts, media experts, and student responses. Response data on the product test from the questionnaire assessment were analyzed statistically using the provisions of the Likert scale assessment with a scoring rule of 1 to 4, namely the lowest score of 1 and the highest score of 4. The average score of each question can be seen in the formula:

$$P = \frac{\sum x}{\sum x_1} \text{ x } 100\%$$

Keterangan:

P   : Eligibility Percentage
$\sum x$: Number of respondents' answers in each item
$\sum x_1$: Number of respondents' answers

The results of the analysis of the instrument sheet are used to determine the responses of the validators and the responses of students. To find out the criteria for the percentage of feasibility and attractiveness tests can be seen in Table 1

Table 1.
Feasibility Interpretation Scale (Sugiyono, 2016)

Category	Interval	Criteria
1	<55%	Less valid
2	56-75%	Decent enough
3	76-85%	Decent
4	86-100%	Very Worthy

Table 1 illustrates that if the interval data is less than 55%, it shows that the learning media product includes less valid criteria. If the data interval ranges from 56 to 75%, the media product is quite feasible or descent to use. Likewise, if the interval data is 76-85%, it is clear that media products are included in the Descent criteria. Meanwhile, if the interval is 86-100%, this shows that the media product is a very suitable criterion for use in learning. And to find out the criteria for the percentage of attractiveness can be seen in Table 2

Table 2.
Attractiveness Interpretation Scale

Category	Interval	Criteria
1	$X \leq 20\%$	Very Unattractive
2	$20 < X \leq 40\%$	Unattractive
3	$40 < X \leq 60\%$	Quite interesting
4	$60 < X \leq 80\%$	Interesting
5	$80 < X \leq 100\%$	Very interesting

Table 2 describes the scale of interpretation of the attractiveness of android-based learning media products. If the interval data is less than 20%, then this shows that the learning media product includes very unattractive criteria. If the data interval ranges from 20 to 40%, it indicates that the media product is not attractive. If the data interval is between 40 and 60% of media products, it is quite interesting. Meanwhile, if the interval is 60 to 80%, this indicates that the media product is an

attractive criterion. And if the interval data is 80 to 100%, then android-based media products are very interesting in learning process.

RESULT AND DISCUSSION

The Urgency of Mobile Learning in Islamic Education

The increasingly high use of mobile technology encourages various innovations and integration of mobile technology into the learning process (Becker & Nguyen, 2017; García Botero et al., 2019). Currently, various developments of mobile technology-based learning have changed the views of education experts and influenced different research findings regarding student behavior and characteristics in the learning process (Godwin-Jones, 2019). With various features and unlimited access across multiple learning sources, the development of mobile learning-based education should be a priority for the actors and persons in charge of education.

Mobile learning is basically a branch of E-Learning, but its development in education has outperformed other technology-based learning (Kukulska-Hulme & Traxler, 2005). With the use of mobile learning, learning no longer takes place rigidly and in one direction but can be done anywhere and anytime, even with instructions from the teacher or independently (Azimah & Hakim, 2020; Muyaroah & Fajartia, 2017).

The use of mobile learning can also support or complement general and formal education in general. Classroom learning that has been prepared and developed with the existing curriculum and reference books can be enriched with various mobile learning-based learning materials (Batubara, 2017). At the higher education level, where learner independence is highly demanded to be developed, mobile learning becomes very practical to be applied with various materials and approaches, including in Islamic education.

The main advantage of mobile learning is the freedom of students to access, own, and utilize every learning resource from mobile learning to gain insight and experience (Musahrain & Suharno, 2017). In Islamic education, students no longer

only memorize various materials and their foundations but can also explore multiple Islamic religious practices with diverse contexts and comparisons in a more interactive and understanding manner. In addition to freedom for students, mobile learning also provides space for teachers to determine how material delivery is carried out and innovates with various platforms, applications, features, and mobile learning teaching materials that can be developed without limits (Hanafi, 2019).
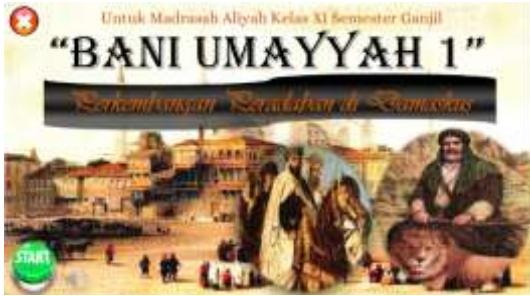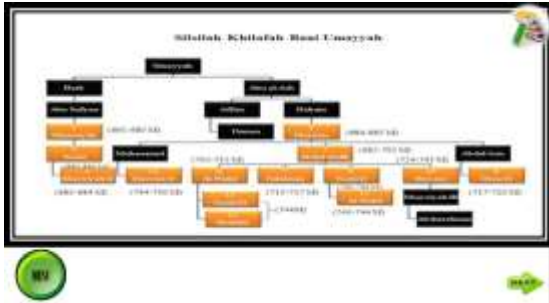
Developing Mobile-Based Islamic History Learning Media in MAN 1 of Malang

This research examines the extent to which the development of mobile learning-based media for Islamic History can be implemented to improve the quality of learning. The problem identification and data acquisition stages results are based on literature studies and pre-research of needs analysis. Based on a literature study, mobile learning-based learning media makes it easier for media users because the hardware used is easy to carry anywhere. From the field observations, the researchers found that most teachers and students have mobile phones, but they are still not used optimally for learning. In addition, in general, Islamic History teachers have used several learning media but have never used mobile learning-based learning media.

Next is the planning stage based on the steps according to Borg and Gall. The following is a plan for developing mobile learning-based learning media on one of the Umayyad materials; 1) Initial design of mobile-based learning materials, 2) Prepare tools and materials to create applications, 3) Then collect teaching materials, photos, and videos, 4) then edit and adjust teaching materials using PowerPoint and Ispring 8 collaboration which includes various components to manage websites quickly and efficiently.

After doing the planning, the researcher developed the initial product format. The development product is presented in table 3, and the following is the final display of the mobile learning-based learning media that was developed:

Table 3.
Final View of Mobile Based Media

No	View	Note
1		Front page view
2		Display the main menu
3		The display of learning materials includes several themes
4		Display of images on the theme "genealogy and location of the Umayyad dynasty 1"

5		Display the content of the material on the theme "process of scientific development"
6		Educational Game Display

Furthermore, media validation was held by four validators, two material experts and two media experts to test the feasibility of the product. Details of the results of material expert validation can be seen in Figure 4 as follows:
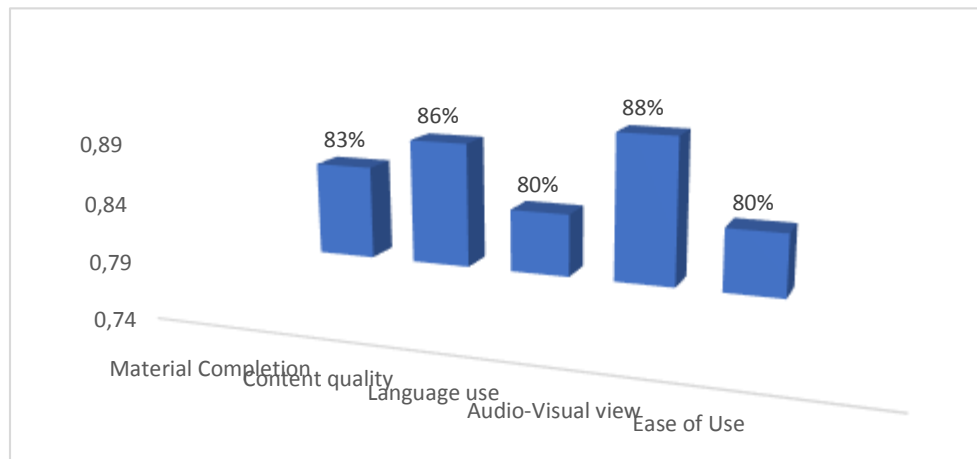
Figures 4

Material Expert Validation Results

Figure 4 is the validation value obtained from the material expert. The audio-visual display aspect gets the highest score with a percentage of 88%, which indicates that mobile learning-based learning media is very feasible for use by class

XI MA / SMA students. Mobile learning-based learning media contains knowledge that follows the unit of competence, which is evidenced by the assessment of the completeness of the material aspect, getting a percentage of 83%. The content quality aspect gets a percentage value of 86% with very decent criteria. The language aspect gets a score of 80% which indicates that the grammar of learning media based on mobile learning is communicative so that students will easily understand it.
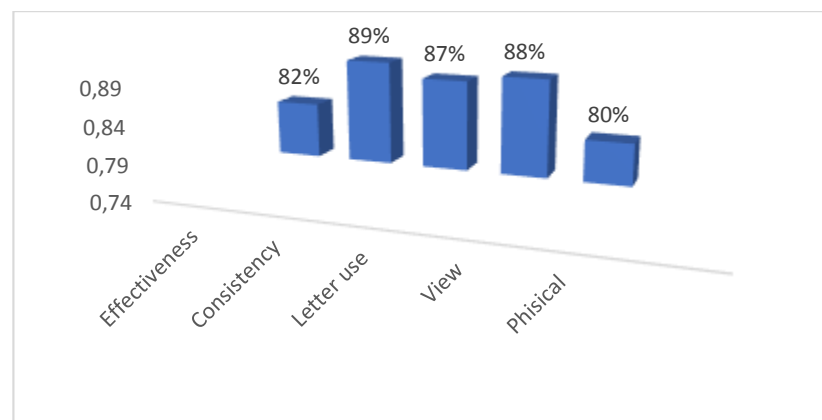

Figure 5
Media Expert Validation

Based on the data in Figure 5 shows that the consistency aspect gets the highest percentage, namely 89%, with very decent criteria. Mobile-based learning materials are consistent in writing each word, term, and sentence. The effectiveness aspect gets a score of 84%. This shows that the navigation and animation functions are effectively used so that the mobile learning-based learning media is easy to operate. The aspect of using letters includes the selection of typefaces, fonts, and spaces. In this aspect, it gets a score of 87% with very decent criteria. The display aspect includes the text color, button layout, and text color against the background color. The rating obtained is 88%, with very decent criteria. Aspects of physical criteria include page formats, creativity in the design of proportionality in writing titles, and subtitles in this aspect is the lowest at 80% with proper standards. This is caused by the lack of ability of researchers in the field of design.

Based on the results of the feasibility validation by experts, it can be seen in the following table.

Table 4.
Assessment of mobile Based Learning Media

No	Assessment	Precentage	Criteria
1	Material Expert	83,4 %	Decent
2	Media Expert	85,2 %	Very Decent

The next stage is product revision, which at this stage is carried out based on suggestions, criticisms, and responses from experts.

Furthermore, in the field trial phase I (small group trial), data were obtained from a questionnaire at the time of the trial consisting of 10 of 35 students, which can be seen in the following image:
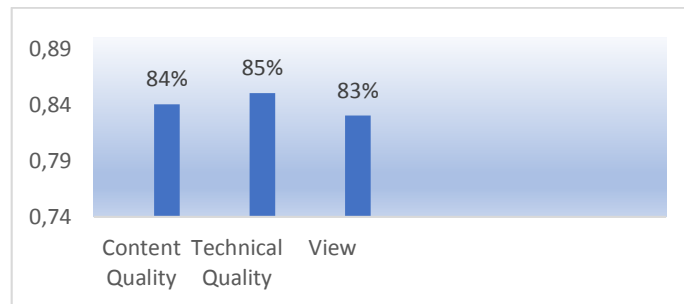

Figure 6
Small Group Test

Based on the results of a small group trial of students at MAN 1 Malang City, the results obtained are the total percentage value of the content quality of mobile-based learning media, 80% in technical quality aspects, and 78% in quality aspects. The average number is 79.6% with interesting categories.

After the field test, the next stage is the revision of operational products. In this stage, what is done is to revise products that are not in accordance with the needs of students, or there are additions needed by students.

From the results of individual validation, the level of attractiveness of the product developed can be seen. After the revision, it can be continued by conducting small group trials, which were carried out by taking a sample of 35 students.
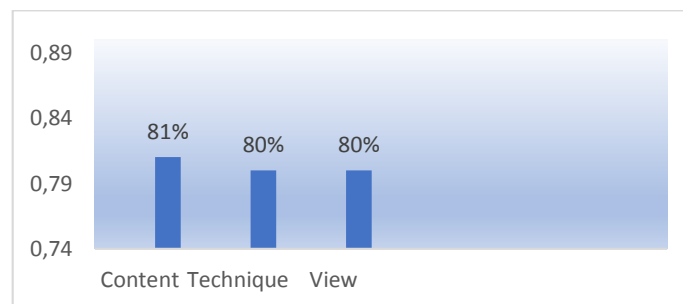
Figure 7
Field Trial

In field trials conducted at MAN 1 Malang City, the average percentage result was 85.6%, with a very attractive category. In general, students consider mobile-based learning media to be new media, and the material is packaged in a simple way so that students can easily understand it. This is because mobile learning-based learning media uses communicative language, using simple letters and writing, and looks attractive.

Evaluating and Shaping Mobile Learning Futures for Islamic History Studies

This study proves that the development of mobile-based learning media positively responds to Islamic History learning. Almost all respondents agreed that this approach gives a new color to the process of learning Islamic history, which tends only to memorize. It becomes pretty interesting with the various features and activities provided to make it easier for students to learn either with instructions from the teacher or independently. This finding also shows the main characteristic of mobile learning that can support learning independence according to students' characteristics and individual differences (Azimah & Hakim, 2020; Muyaroah & Fajartia, 2017).

The development of SKI learning media based on mobile learning is proven to facilitate the teaching and learning process and increase motivation and active learning participation in the classroom. This design also makes it easier for teachers to provide material and assessments. These results prove that the benefits of using mobile learning in Islamic history learning have been felt by both students and teachers (Taufik & Ariani, 2020).

Implementing Islamic history learning based on mobile learning, of course, cannot be separated from several obstacles. The difference in the quality of mobile devices owned by students is a challenge in the technical operation of mobile learning. In addition, connectivity constraints have always been the main obstacle in implementing mobile learning, in addition to the cost of buying internet packages that are not cheap. In the early stages, teaching and learning process also tends to be challenging to control because students are not accustomed to operating mobile learning for learning purposes. The negative impression of mobile learning, especially for parents who think that mobile devices use for learning only for games and entertainment, also adds to the obstacles in implementing mobile learning, including learning Islamic history (Hasanah, 2020; Purwanto, 2019).

Mobile learning will be one of the research topics that continues to grow with various innovations and learning contexts, including Islamic religious learning. Although most research in mobile learning seems rushed as an effort to develop education during a pandemic, various new future mindsets for mobile learning have been opened and waiting to be explored. Therefore, strengthening the principles and developing a mobile learning framework must also be a priority so that mobile learning research and application, including Islamic religious learning, can be optimized.

CONCLUSION AND RECOMMENDATION

The development of mobile-based learning media for Islamic history has proven not only to make it easier for students to understand learning materials and increase interest in learning Islamic history but also to assist teachers in delivering learning materials and the assessment process. Mobile learning can be developed in a more exciting and interactive way to change the impression of difficult and rigid education, such as Islamic history, to be more meaningful and effective. Therefore, the development of mobile learning in Islamic learning must continue to be carried out both in the formulation of primary education and as an alternative design for more effective learning.

This research fundamentally examines the development of mobile learning in Islamic history in specific materials. Further research in various materials and other contexts still has to be developed. In addition, the focus of further research can also explore the fundamental frameworks and aspects that influence the success of mobile learning-based Islamic religious learning in various directions, perspectives, and more modern contexts.

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