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Development of iSpring Suite-Based SAKIR Learning Media for Islamic Education Students in Junior High School

Lisa Rosanti, Hidayatur Rohmah, Sujono
Universitas KH. A. Wahab Hasbullah Jombang
lisarosanti868@gmail.com; hidayaturrohmah@unwaha.ac.id

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Abstract

Although Islamic Education (*Pendidikan Agama Islam* [PAI]) plays a central role in shaping students' religious understanding and practice, learning on the topics of *salat* and *zikir* remains constrained by monotonous instructional methods and the limited use of interactive media, resulting in low student engagement and suboptimal learning outcomes. This study aimed to develop iSpring Suite-based SAKIR (*Salat* and *Zikir*) learning media that is valid, practical, and effective for seventh-grade students at SMPN 4 Jombang. The study employed a Research and Development approach using a systematic model that encompassed needs analysis, design, development, implementation, and evaluation. Data were collected from seventh-grade students through observation, questionnaires, interviews, and validation sheets. The findings indicated that the developed media was highly feasible based on expert validation, practical based on positive student responses, and effective in improving student engagement and understanding of the material. The integration of interactive features, including animations, instructional videos, quizzes, and educational games, contributed to a more engaging and meaningful learning experience. In addition, the media supported independent learning and provided flexible access to instructional content both inside and outside the classroom, while also assisting teachers in

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implementing more innovative, student-centered, and technology-based instruction. The study concludes that iSpring Suite-based SAKIR learning media offers an innovative solution for improving the quality of PAI instruction and underscores the importance of integrating interactive digital media to enhance students' motivation, participation, and learning outcomes in contemporary educational settings.

Keywords: Islamic Education; Interactive Learning Media; iSpring Suite; Student Engagement; Learning Outcomes

INTRODUCTION

Education plays a crucial role in shaping the quality of human resources and determining the progress of a nation (Sony Eko Adisaputro, 2020). In Indonesia, education is implemented through formal, non-formal, and informal pathways, with schools serving as the primary institutions for developing students' intellectual abilities, character, and skills(Irsalulloh & Maunah, 2023). Islamic Education (Pendidikan Agama Islam/PAI) holds a strategic role as it not only emphasizes cognitive aspects but also instills spiritual values, moral attitudes, and religious practices such as *salat* and *zikir* (Syafruddin, 2025). Therefore, effective PAI learning is essential to ensure that students are able to understand and apply Islamic teachings in their daily lives (M. Yusuf et al., 2024).

However, the implementation of PAI learning in schools still faces several challenges. Many learning activities remain teacher-centered, relying heavily on lectures and textbooks, which often lead to passive learning environments (Candira et al., 2025). As a result, students tend to show low engagement, lack of motivation, and limited understanding of the material. This condition is particularly evident in practical topics such as *salat* and *zikir*, where students require not only theoretical knowledge but also interactive and experiential learning to fully grasp the concepts (Latipah et al., 2024).

In response to these challenges, previous studies have highlighted the importance of integrating technology into the learning process (S. Yusuf & Darmansyah, 2025). Interactive digital media, including multimedia presentations, videos, animations, and quizzes, have been proven to enhance student engagement and improve learning outcomes (Aqmarina[1] & Susilo, 2025). The use of technology-based learning tools allows students to access materials more flexibly and supports independent learning (Agustin et al., 2025). One of the platforms that

can be utilized to develop such media is iSpring Suite, which enables the creation of interactive and engaging learning content (Piyona et al., 2025).

Nevertheless, despite the growing use of digital media in education, there are still notable limitations in existing studies. Most research focuses on general subjects and does not specifically address the development of interactive media for Islamic Education (Anggraeni et al., 2025). Furthermore, there is limited integration of religious content, particularly practical materials such as *salat* and *zikir*, into technology-based learning media. This indicates a clear research gap in developing innovative learning media that combines Islamic values with interactive digital technology in a structured and effective manner (Fahreza et al., 2025).

Based on this gap, this study proposes the development of SAKIR (Salat and Zikir) learning media based on iSpring Suite as an innovative solution to improve the quality of PAI learning. The novelty of this research lies in the integration of Islamic practical materials with interactive multimedia features to create a more engaging and meaningful learning experience. Therefore, this study aims to develop an iSpring Suite-based SAKIR learning media that is valid, practical, and effective for seventh-grade students at SMPN 4 Jombang.

METHODS

This study employed a mixed methods approach, combining qualitative and quantitative data to comprehensively examine the development and effectiveness of the learning media (Kusyana et al., 2024). The qualitative approach was used to explore the development process and identify learning needs, while the quantitative approach was applied to measure the feasibility, practicality, and effectiveness of the developed product (Ulfah et al., 2025).

The research design used was Research and Development (R&D), aimed at producing an interactive learning media product and evaluating its effectiveness in real learning contexts (Wulandari et al., 2024). This study adopted the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage (Siregar & Rhamayanti, 2025), the researcher identified students' needs and learning problems in Islamic Education, particularly in *salat* and *zikir* materials. The design stage involved planning the structure, content, and interface of the SAKIR learning media. The development stage focused on creating the iSpring Suite-based interactive media,

followed by expert validation by material and media experts. The implementation stage involved testing the product with students, while the evaluation stage aimed to assess the overall quality and effectiveness of the media (Maenah et al., 2024).

The participants of this study were seventh-grade students, Islamic Education teachers, and the school principal at SMPN 4 Jombang. The sampling technique used was purposive sampling, selecting participants based on their involvement in the learning process. In addition, material experts and media experts were involved to validate the developed product (Suriani et al., 2023). Data were collected through observation, questionnaires, interviews, and validation sheets. Observation and interviews were used to identify initial problems and learning needs (Magdalena et al., 2020), while questionnaires were distributed to students and teachers to measure practicality and responses. Validation sheets were used by experts to assess the feasibility of the media in terms of content and design (N.F. et al., 2022).

The data analysis techniques included qualitative descriptive analysis and quantitative analysis. Qualitative data from observations and interviews were analyzed narratively, while quantitative data from questionnaires and validation sheets were analyzed using percentage scores to determine the level of validity, practicality, and effectiveness of the product (Sawitri & Agustika, 2022). The research was conducted at SMPN 4 Jombang over a period of approximately two to three months, covering all stages of the ADDIE model.

RESULTS

The results of this study are presented based on the stages of the ADDIE model, including analysis, design, development, implementation, and evaluation. In the analysis stage, several problems were identified in the Islamic Education (PAI) learning process at SMPN 4 Jombang. Learning activities were still predominantly teacher-centered, relying heavily on textbooks and lecture methods. This condition resulted in low student engagement, limited interaction, and decreased motivation during the learning process. In addition, the learning of *salat* and *zikir* was still theoretical, with minimal use of interactive media. Based on the needs analysis, both students and teachers required interactive, audio-visual, and technology-based learning media to support more effective and engaging learning.

In the design and development stages, an interactive learning media called SAKIR (Salat and Zikir) was developed using iSpring Suite. The media integrates text, images, audio, video, and interactive quizzes to enhance students' understanding and engagement. The developed product was then validated by media experts to determine its feasibility. The results of media expert validation are presented in Table 1.

Table 1. Media Expert Validation Results

Aspek	Validator 1	Validator 2
Design and Layout	12	11
Interactivity and Navigation	12	11
Content Integration	7	8
Audio and Visual Quality	7	7
Suitability for Students	8	7
Ease of Use	8	7
Total Score	54	51
Percentage (%)	96%	91%

As shown in Table 1, the average validity score from media experts reached 93%, indicating that the developed media is categorized as "highly valid" and suitable for implementation in classroom learning. Furthermore, material expert validation was conducted to evaluate the accuracy and relevance of the learning content. The results of material validation are presented in Table 2.

Table 2. Material Expert Validation Results

Aspect	Validator 1	Validator 2
Curriculum Alignment	7	8
Concept Accuracy	8	8
Content Completeness	6	7
Presentation Clarity	7	8
Language and Communication	6	7
Relevance	10	9
Total Score	44	47
Percentage (%)	92%	98%

Based on Table 2, the average score of material validation reached 95%, which indicates that the content of the SAKIR media is "highly valid" in terms of curriculum alignment, conceptual accuracy, and clarity of presentation. In the implementation stage, the

developed media was tested on 32 seventh-grade students at SMPN 4 Jombang. Students' responses were collected through questionnaires to measure the practicality and attractiveness of the media. The summary of student responses is presented in Table 3.

Table 3. Student Response Results

Indicator	Percentage (%)
Media attractiveness	89%
Ease of use	79%
Material understanding	88%
Audio-visual clarity	92%
Learning engagement	88%
Language clarity	91%
Content relevance	92%
Interactive quiz	93%
Learning motivation	88%
Willingness to reuse	83%
Average Score	88.13%

As presented in Table 3, the overall student response reached 88.13%, which falls into the "highly feasible" category. This indicates that the SAKIR media is effective in increasing students' engagement, motivation, and understanding of the material. Most students showed positive responses, particularly in terms of interactive features and visual presentation, although a small number of students still experienced minor difficulties in using the media.

In the evaluation stage, revisions were made based on expert suggestions and student feedback. These revisions included improving audio synchronization, adding more quiz items, and enhancing navigation features. Overall, the findings demonstrate that the iSpring Suite-based SAKIR learning media is valid, practical, and effective for use in Islamic Education learning.

DISCUSSION

The findings of this study indicate that the iSpring Suite-based SAKIR learning media is valid, practical, and effective for use in Islamic Education (PAI), particularly in *salat* and *zikir* materials. The high validation results from both media experts (93%) and material experts (95%) demonstrate that the developed product meets the required standards in terms

of design, content accuracy, interactivity, and usability. In addition, the positive student responses, with an average score of 88.13%, confirm that the media is well accepted and capable of enhancing students' engagement and understanding. These results answer the research objective that the developed media is feasible and effective for classroom use.

The effectiveness of the SAKIR learning media can be seen from the increased student engagement during the learning process. Students were more active, enthusiastic, and involved when using interactive features such as quizzes, animations, and videos. This condition contrasts with previous classroom practices that were dominated by teacher-centered methods and textbook-based instruction. The use of multimedia elements allows students to learn more independently and interactively, making the learning process more meaningful and enjoyable.

These findings are consistent with previous studies which highlight that interactive digital media can improve students' motivation and learning outcomes. For instance, Kifron, Syahrial, and Haryanto developed interactive multimedia using iSpring Suite in elementary science learning and reported that the product achieved high validity scores from experts and very positive responses from teachers and students (Kifron et al., 2024). Similarly, Faudhani et al. found that iSpring Suite-based learning media reached a validity level of 88.57% and significantly improved students' learning outcomes, as indicated by the increase from pre-test to post-test scores (Faudhani et al., 2024). In addition, Hanisah, Irhasyuarna, and Yulinda demonstrated that iSpring Suite-based interactive media in junior high school achieved high validity, practicality, and effectiveness in improving students' learning outcomes. These studies confirm that iSpring Suite is a reliable platform for developing effective digital learning media (Hanisah et al., 2022).

However, this study offers a distinct contribution compared to previous research. While earlier studies focused on general subjects such as science and thematic learning at the elementary level, this study specifically integrates Islamic practical materials, such as *salat* and *zikir*, into an interactive digital format for junior high school students. Moreover, this research emphasizes not only cognitive understanding but also the application of religious practices in daily life. Therefore, the developed SAKIR media provides a more contextual, relevant, and meaningful learning experience for students in Islamic Education.

From a theoretical perspective, the results of this study support constructivist learning theory, which emphasizes active student involvement in the learning process.

Through the use of interactive media, students are not only passive recipients of information but also actively construct their understanding through exploration and interaction with the content (Adam, 2024). This approach encourages deeper learning and helps students better understand and apply the concepts of *salat* and *zikir* in real-life situations. Despite its strengths, this study has several limitations, including the limited number of participants, the single research location, and the relatively short implementation period. Therefore, future studies are recommended to involve larger samples, longer durations, and more rigorous experimental designs to further validate the effectiveness of interactive learning media in Islamic Education.

CONCLUSION

This study concludes that the iSpring Suite-based SAKIR (Salat and Zikir) learning media is valid, practical, and effective for use in Islamic Education (PAI) for seventh-grade students at SMPN 4 Jombang. The high validation results from media experts (93%) and material experts (95%) indicate that the developed product meets the standards of content accuracy, design quality, interactivity, and usability. In addition, the positive student responses, with a feasibility percentage of 88.13%, show that the media is well accepted and able to support the learning process effectively.

The implementation of SAKIR learning media has proven to enhance student engagement, motivation, and understanding, particularly in learning practical religious materials such as salat and zikir. The integration of multimedia elements such as animations, videos, quizzes, and interactive navigation creates a more meaningful and enjoyable learning experience compared to conventional methods. This finding reinforces the importance of utilizing interactive digital media to support student-centered learning in the modern educational context.

However, this study is limited by the relatively small sample size and the short duration of implementation. Therefore, future research is recommended to involve a larger number of participants, apply experimental methods, and examine the long-term impact of digital learning media on students' learning outcomes. Overall, the development of iSpring Suite-based SAKIR media can serve as an innovative solution to improve the quality of Islamic Education learning and can be adapted for broader educational contexts.

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