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# DEVELOPMENT OF DIGITAL WEBSITE QURMA (QUDWAH RASULULLAH MUHAMMAD) ABOUT THE STORY OF MY PROPHET IN PAI LEARNING FOR GRADE 3 ELEMENTARY SCHOOL

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**Abstract**

The use of technology in Islamic Education subjects can provide many significant benefits. Starting from the use of media such as video, audio, and images can help students visualize complex, abstract, and fun religious concepts, making it easier for students to understand learning. This research aims to develop a digital website-based learning media, QURMA (Qudwah Rasulullah Muhammad SAW), which is specifically designed for grade 3 elementary school students. The researchers used the Design and Development (D&D) model method. The research results were obtained after going through a series of processes that the researchers had carried out. The learning media has been in accordance with the assessment obtained from material experts and media experts that the QURMA digital website can be used in the learning process because it has received very good scores in terms of content/material created by the researchers. From the perspective of QURMA digital website users, students and teachers of grade 3 Elementary Schools assessed that the media was very good and should continue to be developed. Thus, the assessment obtained from material experts, media


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experts, teachers, and grade 3 elementary school students shows that the development of the QURMA digital website is worthy of use.

**Keywords:** Media; Website; D&D; Prophet Muhammad; PAI

## INTRODUCTION

Islamic Education (*Pendidikan Agama Islam* / PAI) has a crucial role in forming the character and noble morals of the younger generation, especially at the Elementary School (SD) level (Ichsan et al., 2023). In this development phase, children are in a golden period to absorb religious and moral values as the foundation of their lives. Therefore, effective and interesting delivery of PAI material is very important (Abdurrochim et al., 2022). To build effective and efficient Islamic Education learning, good education management is needed. Learning activities that take place in schools need to be directed at student independence in learning. In cognitive theory, it is explained that learning is an active process, which means that the best way for students to start learning certain concepts or principles is to construct the concepts and principles being studied themselves, namely through direct interaction between students and their environment to explore, elaborate, confirm, and experiment with the objects being studied (Anggraeni et al., 2021).

One of the challenges in Islamic Education learning in elementary schools is how to transform material that is often abstract into something more concrete and easy for students to understand. In this context, the use of innovative and interactive learning media is a promising solution. In line with technological developments, website-based learning media offers great potential to improve the quality of Islamic Education learning (Novianti et al., 2022). Today's digital era is an era in which humans are already using various kinds of technology that were very developed in previous eras (Munawaroh et al., 2024). Nowadays, technology is an inevitable need, especially in the field of education. With the development of technology in today's era, it is possible to facilitate teaching and learning activities in the learning process in the classroom (Hidayat & Nizar, 2021).

The use of technology in PAI subjects can provide many significant benefits, starting from the use of media such as video, audio, and images, which can help students visualize complex, abstract, and fun religious concepts, making it easier for students to understand learning. For example, through animated videos that tell the story of the birth of the Prophet

Muhammad SAW, teachers can describe it interestingly and interactively. In addition, it can also be added with various features such as songs, games, and evaluations (Novianti et al., 2022). The use of media in learning is a learning and teaching process that can trigger students' desires and interests, provide motivation, stimulate the learning process, and provide psychological impacts for students. Learning media is intended to increase learning activities by clarifying the message conveyed so that it is possible to remember the learning objectives more accurately and precisely (Daryanto & Karim, 2017).

Constructivism theory emphasizes learning as an active process of building relevant knowledge in this context. Interactive learning media allows students to actively participate in the learning process, explore the material, and build their understanding. In addition, the theory of multiple intelligences is also relevant because diverse learning media can accommodate various learning styles of students, such as visual, auditory, and kinesthetic (Rotty et al., 2022). In addition, it is important to understand that PAI does not only focus on moral aspects but also has strong roots in Islamic history. The stories of the Prophet Muhammad SAW not only provide moral examples but are also an integral part of Islamic history that shapes civilization (Aeni et al., 2022). Therefore, effective PAI learning media must be able to integrate moral and historical aspects comprehensively (Abdurrochim et al., 2022).

In line with the above problems, "QURMA (Qudwah Rasulullah Muhammad SAW)" is a website-based learning media development specifically designed for 3rd-grade elementary school students. QURMA aims to present the stories of the Prophet Muhammad SAW from his birth until he was a teenager in an interesting and easy-to-understand way so that students can emulate his noble morals in everyday life. In addition, students are able to believe in the truth of the story of the Prophet Muhammad SAW from birth until his teenage years. On this website, various learning styles are intended for the needs of each student in their learning process. By combining various components (text, animated videos, songs, interactive games), it is hoped that QURMA can be an effective means of increasing interest in learning during the learning process and can create conducive learning conditions to achieve learning goals and students can easily understand the material on the subject of PAI for grade 3 at Elementary School.

## METHODS

The Design and Development (D&D) model, which is called Design and Development, is used in this study. According to Ellis and Levy, the Design and Development (D&D) method aims to provide information for Instruction Designers (ID) that problems in the world of education have been found and have been resolved empirically and systematically through research with a series of design development and evaluation processes. The D&D approach consists of six main steps or processes, namely identifying problems, defining objectives, design and development, product trials, assessing trial findings, and communicating trial results (Ellis & Levy, 2010). The four stages of the ADDIE learning design development model – analysis, design, development, implementation, and evaluation – were used in creating the QURMA website for this study.

The subjects of the research that have been carried out are 3rd-grade students of Gunung Salman Elementary School, with a total of 17 participants as the research population. The data instruments collected and used in this research are questionnaires. The questionnaire contains a pre-test and post-test, which are to find out and see the various aspects of student learning before and after using the QURMAL Website, as well as student assessments regarding the products made.

The research was conducted on Monday, March 18, 2025, at State Elementary School (SDN) Gunungsari, a school located in North Sumedang District, Sumedang Regency, West Java Province. In order to test the development of a digital website called QURMA "Qudwah Rasulullah Muhammad SAW," which tells the story of the Prophet Muhammad in Islamic Education learning for 3rd-grade elementary school students, in order to evaluate the product, the research was carried out with a well-planned meeting.

The research instrument used is a questionnaire assessment guideline with a Likert scale to obtain data from experts and users. Indicators of the effectiveness of the QURMA website media include (1) product suitability, (2) product display, (3) ease of access, and (4) feedback. Indicators of effectiveness of the media include (1) product suitability, (2) product delivery, (3) writing, and (4) feedback.

In addition, this study's findings make it easier to draw conclusions from the entire data set by reducing the number of data points, concentrating on the most important aspects, and expressing them in easily understood rational reasoning.

**Table 1.** Interpretation Criteria for Likert Scale Scores

| Level of Calculation | Interpretation |
|---|---|
| 76% - 100% | Very Good (SB) |
| 51% - 75% | Good (B) |
| 26% - 50% | Enough (C) |
| 0% - 25% | Less (K) |

## RESULTS

The purpose of the Design and Development (D&D) research approach used in the development of the QURMA Website is to explain the process of this video being made for third-grade students in elementary schools. Upalyal produced this product based on the chosen development model, namely the ADDIE model. The results of this research are explained as follows:

### Analysis Stage

The purpose of this research analysis is to validate the effectiveness of interactive websites designed to meet the needs of 3rd-grade students. Through curriculum review and teacher interviews, a need was identified to identify appropriate learning strategies for teaching the history of the Prophet Muhammad. The findings of the analysis indicate that textbooks and lectures still dominate education, thus requiring the use of interactive technology that can improve students' learning. In addition, validation of the content published on the website is part of an analysis to ensure that the content is in line with students' cognitive development. Website design that incorporates various interactive elements, including text, animation, video, and learning media, is based on this. This type of learning media is anticipated to be more engaging and effective.

### Desain Stage

It is a continuation of the analysis. The product design process begins with the website design concept development stage. After the concept has been formed, the website design process itself is continued using Google Sites. However, for the website design process, the researchers used the Canva application. After the web concept is complete, the model design process is continued and used in the GBPM; then, the model design process is used as a reference in the return of the contents of the model. GBPM is an acronym for the Big Gallery of Media Programs that will be used as a learning media. On the QURMA website, some

buttons will be connected to several menus, such as the home menu, materials, songs, interactive tools, development teams, and so on. The contents of the materials are taken from several modules that are used as reference materials for teaching materials on the QURMA website.

As stated by Mulyasa, the use of modules in learning aims to guide students to actively learn independently and to experience learning activities themselves through activities followed by students who are also included in the module (On the QURMA website, the content provided already contains learning activities according to the needs of students). There are three media for loading learning content for students, namely learning videos, songs, and interactive games. From the development of the website that has covered various learning activities, students can improve their ability to read, listen, and hear and apply it in their daily lives from the story of the Prophet Muhammad SAW. As explained by Aeni, school-age students must be given the opportunity to understand things correctly according to their development; school-age students must have started to recognize good and bad, which is not always the case.




**Figure 1.** Design of the first page of the QURMA website

The design of this learning video is made in such a way that it follows the flow of the material of the story of the Prophet Muhammad SAW from his birth to his teenage years. After the video design is completed, an audio is also made that will be used as the voice of the storyteller. The design of the learning video is made as attractive as possible by considering aspects of brightness contrast, element variation, all elements moving, colour matching, element matching with the storyline, text, voice-over audio whether it is too big or not, matching the background sound of the learning video with the content, and the clarity of the content of the learning video. The content of the learning video can be continued to the next stage, namely the design of the song display and also the design of the games.




**Figure 2.** *Learning video design (The Story of the Birth of the Last Apostle)*




**Figure 3.** *Learning video design (Story of the Teenage Prophet Muhammad SAW.)*

The song display design is adjusted to the children's age so that they do not get bored easily. It is also made as attractive as possible by considering aspects of brightness contrast, element variation, colour, and the number of elements.




**Figure 4.** *Design of the song "My Muhammad."*

## Development Stage

The researchers conducted a thorough review of the learning media and conducted expert validation during the review. After being converted into a website, the learning media was validated by media experts. Filling out a questionnaire about the product quality related to the media and content on the QURMA website served as validation. The researchers used various software programs, such as Canva, CapCut, and Pinterest, to create this learning

media. After the product was completed, the researchers conducted validation with the experts. The following are the informal findings obtained from the media validation process based on the research results.

**Table 2.** *Media Expert Validation*

| No | Indicator | Percentage | Interpretation |
|---|---|---|---|
| 1 | Product conformity | 100% | Very Good (SB) |
| 2 | Product display | 95% | Very Good (SB) |
| 3 | Ease of access | 100% | Very Good (SB) |
| 4 | Good Impact | 100% | Very Good (SB) |
| | Average | 98,75% | Very Good (SB) |

**Implementation and Evaluation Stage**

Before the implementation, the researchers conducted a product trial. Teachers and students conducted this trial in the classroom as an important step in assessing the quality of the product that had been developed from the user's perspective. The assessment of the QURMA product by teachers at State Elementary School (SDN) Gunungsari, as a whole, was carried out using a validation sheet. Here are the product validation sheets:

**Table 3.** *Validation by Material Experts*

| No | Indicator | Percentage | Interpretation |
|---|---|---|---|
| 1 | Suitability of materials | 100% | Very Good (SB) |
| 2 | Presentation of Material | 100% | Very Good (SB) |
| 3 | Writing | 95% | Very Good (SB) |
| 4 | Good Impact | 100% | Very Good (SB) |
| | Average | 98,75% | Very Good (SB) |

Based on the table above, the validity of the medical expert shows a percentage of 98.75% of all indicators in the form of conformity of the medical, medical lines, writing, and feedback. Thus, the entire product has an average value of 98.75% with a Very Good (SB) interpretation. The researchers also received input in writing the medical on the media, which must be considered in terms of typographical errors.

## DISCUSSION

The digital-based website learning media "QURMA" (Qudwah Rasulullah Muhammad SAW) is a development of website-based learning media. The digital-based website learning media "QURMA" is a learning media that is created, designed, and intended for 3rd-grade elementary school students. The QURMA website was created based on the needs of students in order to support facilities and success and achievement of learning objectives in the PAI subject on the material of the Story of My Apostle, especially from the beginning of the birth of the Prophet Muhammad SAW to adolescence.

The creation of the digital website "QURMA" was assisted by several specific applications, namely Google Sites, Canva, Capcut, Suno and Pinterest. In full, designing designs, inserting features for websites, and also editing will be done through the Canva and Capcut applications. Google Sites is assisted with uploading websites. For image and design references, researchers use the Pinterest application, while Suno is used to help in making song instruments. The process begins with creating a concept for the website itself and what features will be included in the website. Here, researchers fake various features that can be accessed by students and teachers for the teaching and learning process, including animated videos (Watch Let's Go!), songs, and interactive games (Let's Play) (Wijayanti et al., 2024).




**Figure 5.** *Menu features on the QURMA website*

In addition, researchers also added features about the explanation of recognizing the QURMA website, how to use it, learning achievements, learning objectives, development team, lecturers, and reference sources. After the concept is formed, the preparation of materials taken from various module references for teaching materials on the QURMA website is continued. The results of the review of materials for teaching materials will be transformed and presented into learning videos and songs. The Canva, Suno, and Pinterest applications assist the learning videos and songs that researchers make. The creation of

designs that will be used for learning videos and songs must, of course, pay attention to several important aspects for the sake of interest, comfort, and success of a product or learning media, such as brightness contrast, element suitability with the theme, design is intended for what age, elements must be moved to be interesting and not monotonous, the suitability of the background with the theme, text, the number of elements, and the suitability of the design with the theme. After the video and song designs were made, the process was continued by recording the storyteller's voice, whose script had been made from references and reviews from the module. The researchers used the Capcut application to insert the voice recording. For the song and making lyrics, the researchers took the material from the learning video that had been made and then presented it in a song, while the song instruments were assisted by using the Suno application. The title for the song was "Muhammadku", while for the title of the learning video, the researchers made the titles "The Birth Story of the Last Apostle" and "The Teenage Story of the Prophet Muhammad SAW". Then, for the interactive game making, the researchers were assisted by several supporting websites, such as educaplay and book widgets.




**Figure 6.** *QURMA website interactive games: Putting Together Puzzles*

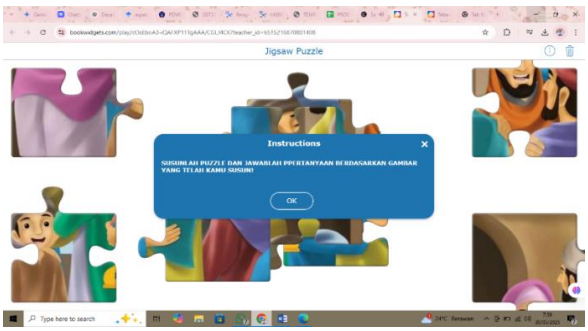



**Figure 7.** *QURMA website interactive games: Putting Together Puzzles*




**Figure 8.** *QURMA website interactive game: Jumping Frog*




**Figure 9.** *QURMA website interactive game: Jumping Frog*

Researchers formulate benefits and objectives as a result of problem identification. From the results of analyzing problems related to elementary school student learning, researchers can develop learning media that function as an effective alternative for learning, aiming to help students develop their interest in reading. In addition, the development of this learning media is a form of innovation in the learning process.

The name of the learning media product developed by the researchers is the QURMA website (Qudwah Rasulullah Muhammad SAW). The material contained in the QURMA website tells the story of the Prophet, especially from his birth to adolescence, in Islamic Education learning for grade 3 elementary school. The innovation in learning media can improve the quality of learning in students.

**Table 4.** *Student Response Questionnaire Regarding the Development of Digital-Based Website "QURMA"*

| No | Indicator | Percentage | Interpretation |
|---|---|---|---|
| 1 | Enjoy using learning media | 100% | Very Good (SB) |
| 2 | Desain | 100% | Very Good (SB) |
| 3 | Help in the learning process | 100% | Very Good (SB) |
| 4 | Interest | 100% | Very Good (SB) |
| | Average | 100% | Very Good (SB) |

The questionnaire in the table above shows student reactions to the creation of a digital-based website, "QURMA." The questionnaire includes indicators such as enjoyment in using learning media, help in the learning process, and interest. According to the data, each indication gets a proportion of 100% and is interpreted as "Very Good (SB)." It shows that the "QURMA" website supports the digital learning process and successfully meets students' expectations.

This website is very effective because each question shows the best results. Students feel comfortable and happy to use the website as a learning tool, according to the first indicator, happy to use learning media. The design of the website, which also gets a perfect score, shows that the layout and visual appeal of the website are in line with user needs, thus providing a comfortable and simple experience. In addition, the learning process assistance indicator shows that this website can help students understand learning materials. The fact that students are interested in this website is proof that its features and content are effective in attracting their attention (Kravchenko & Cass, 2018). The design of the website, which also gets a perfect score, shows that the appearance and layout of the website are in accordance with user needs, thus providing an easy-to-understand experience. In addition, the indicator helps in the learning process and shows that this website is effective in supporting students to understand learning materials. Students' interest in the website is also proof that the content and features presented are able to attract their attention (Yusuf et al., 2022).

Based on the table above, it can be concluded that the use of digital-based website learning media "QURMA" is suitable for use in the learning process because the digital-based

website learning media "QURMA" can provide different and deeper learning benefits than usual, which initially learning was conventional and could only be done for students with one learning style, not with various learning styles. It is in line with research conducted, which concluded that the selection and use of learning media in the learning process will make it easier and create a different learning impression for students. Therefore, learning media will be more interesting for students because they can present a learning process that is more enjoyable than boring, so an effective solution to improve student learning outcomes is to use learning media in the learning process (Malawi & Kadarwati, 2017).

Although the questionnaire produced perfect scores, it is important to remember that ongoing assessment and improvement are essential to maintaining the quality and applicability of the website. The content must continue to be relevant to student needs and curriculum advancements. The accessibility of the website is usable by all students, including those with disabilities, and is compatible with a variety of devices and operating systems. Regular feedback from students and teachers can identify areas for improvement or further development. Interactivity by including features such as discussion forums, interactive quizzes, or chat rooms can encourage active student participation and deepen their understanding of the material (Syah & Hidayatullah, 2024).

The "QURMA" website can develop as a learning medium and offer more benefits to students through continuous assessment and development. It is to ensure that the website not only maintains its quality but can also accommodate future user requests. Developers must continue to generate new ideas. This strategy will ensure that "QURMA" will continue to be an inclusive, dynamic, and relevant digital learning medium for all students. In general, the media and materials on the "QURMA" website are considered to be of high quality. The design of the website is considered to be in accordance with the characteristics of students. It includes the use of appropriate typography, relevant colours and images, and an attractive and easy-to-use appearance, all of which have a good influence on student motivation. The completeness of the features that do not include how to use, the reference menu, and the developer team menu, as well as the writing of the name of the Prophet Muhammad SAW, which must be accompanied by the abbreviation "SAW" as a form of respect, are significant problems, as are audio problems where background noise interferes with the sound of videos and songs.

In addition, the material is considered appropriate to the objectives of the learning process, the characteristics of the students, and the learning material taught in the class based on the validity of the material's material. Informal information is delivered with language that is easy to understand, easy to read, and has a meaning that can be understood. In addition, the substance of the material is considered sufficient (not too little and not too much). The text of the Qur'an and Hadith is well written, there are no typos, supported by quotations, and pays attention to grammar and capitalization rules (Septianti & Afiani, 2020).

Students are said to benefit from the content of the website because they are encouraged to have good morals, be active learners, and be curious. However, one important aspect needs to be considered, namely the type of content in the media. This website can be a useful learning tool and motivate students if the existing shortcomings (e.g. in audio, features, and content typing) are continuously reversed (Saputra, 2017). One of the main areas of concern in modern education is the creation of learning materials based on information technology, especially e-learning. It is in line with the needs of the digital era, which requires a creative approach to education to improve the quality of human resources. Saputra (2017) conducted one of the related studies, concentrating on the creation of website-based e-learning resources for students of SMK Negeri 2 Lamongan. The purpose of this study was to develop learning tools that are useful for improving basic skills in using digital approaches. Based on the evaluation of the validation from various perspectives, including format, visuals, material substance, and language, the results showed that the learning media created were very practical to use. Because this media is well designed, it meets the requirements for use in the educational process. Students' reactions to this learning resource were also very positive. Students assessed the attractiveness of the media display, the ease of understanding the material, and its relevance to their needs. It shows that e-learning-based learning resources can increase students' willingness to learn, in addition to making learning materials easier to obtain (Surani, 2019).

In addition, the above research also significantly supports the efficacy of e-learning. According to the research, students' cognitive abilities can be improved by using web-based e-learning for English language learning. The main conclusion of this study shows that students' critical thinking and problem-solving skills usually improve when they use e-learning platforms. It is due to the active interaction that occurs in the digital learning environment, where students actively participate in interactive aspects such as technology-based simulations, quizzes, and practice questions, in addition to passively absorbing the

material. In addition, attractive e-learning elements, such as dynamic visual displays and simple navigation, greatly increase student involvement in the learning process. Therefore, e-learning functions as a tool for learning as well as a way to help students develop higher-order thinking skills.

These two studies show that the creation of learning materials based on e-learning has a significant opportunity to improve the standard of teaching in the classroom. Carefully designed interactive features not only make the learning materials easily accessible but also increase the involvement and cognitive abilities of students. In order to overcome the problems of education in the future, this study aims to continue the development by concentrating on the creativity and progress of learning media in the digital era.

## CONCLUSION

The D&D research method, by implementing the ADDIE model in the design and development process of the QURMA digital website, obtained very good results. These results were obtained after going through a series of processes that the researchers had carried out. It is in accordance with the assessment obtained from material experts and media experts that the QURMA digital website can be used in the learning process because it has received very good grades in terms of content or material created by the researchers. From the perspective of QURMA digital website users, this media for students and teachers of grade 3 Elementary Schools is considered to have very good value for the learning media that has been developed. Thus, the assessment obtained from material experts, media experts, teachers, and grade 3 elementary school students shows that the development of the QURMA digital website is worthy of being used as a solution to improve the quality of education for students themselves.

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