DEVELOPMENT OF QUIZ LEARNING MEDIA USING CHAT FORMS APPLICATIONS IN ISLAMIC RELIGIOUS EDUCATION AND ETHICS SUBJECTS

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Abstract

This study aims to develop learning media, analyze feasibility, analyze effectiveness, and analyze student responses to quiz learning media on Islamic religious education and ethics subjects, the pleasure of having commendable morals using the Chat Forms application for grade VI students of Batok Bali Elementary School, Serang City. The method used is R and D (Research and Development), and the development model used is the Borg and Gall model. The results of trials by media experts, learning material experts, and users (students) using closed questionnaires, respectively, the numbers obtained are 91.1%, 88.4%, and 87.5% and get the post-test scores of students with an average of 91.11. If it is included in the test results criteria table, it can be said that the Chat Forms application product that has been developed is valid and suitable for use in learning, especially in Islamic religious education and ethics subjects in class VI Batok Bali Elementary School, Serang City and can increase the effectiveness of learning.

Keywords: *Learning Media, Development, Chat Forms Application.*

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INTRODUCTION

Messages or information can be conveyed in various ways through various media. In the context of education, media can be seen as a tool for teachers to share information with students by acting as a channel for such communication (Uno et al., 2010). For now, the National Education Association limits media to print and audio-visual forms of communication, including hardware technology, as a means of communication (Gunawan, 2020: 17). Gerlach & Ely (in Arsyad, 2004) argue that when the media is broadly understood (by Gerlach and Ely in Arsyad (2011: 3), students can learn more than just facts and figures. Teaching materials such as textbooks and photography or electronic devices can all be thought of in this context.

Construction and instruction are two words that can be used to describe learning. Both construction and instruction are done by students (in this case passive students) (here active students). In terms of learning, the principle of constructivism states that students can only learn by constructing knowledge, which means that students must actively manipulate the material they learn rather than passively. To build a learning system in general, instruction (learning) must first develop its construction. In other words, learning can be interpreted as everything that is done with the intention of helping the learning process (Yaumi, 2018: 6).

The same thing is stated by Gagne (in Priansa, 2017) which states that learning media are various components in the student environment that can encourage learning. In order to increase the effectiveness of the learning process and student learning, teachers and students can communicate with each other and communicate by using learning media. Communication with bilinguals is also a consideration for them (Heru Pratikno, 2021).Another name for learning media is methods and techniques to improve communication in the learning process.

In this sense, learning media is a messenger technology that can be used to transmit information through physical means. Print, audio, and hardware technology are examples of learning media (Rusman, 2013: 170). One of the most important aspects of learning is the use of learning media. Every learning activity should include some form of media use, and teachers should be aware of this. As a result, teachers must learn how to choose the best learning media for their students to achieve their learning objectives.

Studies conducted at Batok Bali Elementary School and Kota Serang, interviews with Islamic Religious Education teachers, and observations at Budi Pekerti revealed that learning media is still often neglected for various reasons, including lack of time to prepare lessons, lack of resources, and urgency of learning. This is not necessary because all teachers are experienced in using various forms of educational media.

According to (Devi et al., 2021), media can be divided into three categories: sound, visual (in the form of still images and moving lines and symbols), and moving images (2012: 44). One type of media is called recording media, while the other is called broadcasting media (recording). Moving pictures, still pictures, half-motion video, half-still video, and audio and print media all fall into the category of audio-visual moving images.

Using technology in the classroom encourages students to use a variety of media. Words and images are used to convey information in multimedia. Students can process information better when it is presented to them as multimedia products during the teaching process. As a result, multimedia products offer students different ways to learn and store information in various ways (Hasan, M., Milawati, Darodjat, Harahap, T., Tahrim, T., Anwari, A., & Indra P, 2021: 8).

The development of hardware infrastructure, internet networks, software procurement, and so on is a new trend in Indonesian educational institutions to meet the demands of more effective and efficient learning methods (Budiman, 2017: 32). Distance learning can be done by using internet media to connect students and lecturers, for example viewing *online* learning materials, taking *online* exams, checking grades, and sending assignments given by teachers.

When it comes to education, innovation, and creativity are needed because many people have ideas about how to improve education, but few have ideas about how to implement those ideas in a way that fits the global demands of today's 21st century. Education has been hit hard by the exponential rise of information and communication technology. It all starts with the way things

are done in an organization: services, education, and so on. *Google Forms*, a service of *Google Docs*, is a free tool that lecturers and students can use to create online quizzes and surveys. Access to *Google Forms* features can be publicly available or only to those with Google accounts that have appropriate permissions, such as "read-only" or "editable" (Seli Marlina Radja Leba, 2020: 42).

If you would rather not use pirated software, *Google doc* is an option for those who do not have the means to spend money on paid apps. To use all of *Google's* free services, including *Google Forms*, we need a *universal Google* account integrated into our *Google Docs* account. Among the many features of Google Forms, here are a few to get you started: 1) Using website pages to deliver online practice assignments and exams 3) Collecting various student/teacher data through website pages, 4) Creating online registration forms for schools, and 5) Online distribution of questionnaires are examples of secondary data collection methods.

Teachers or employees no longer need paper to print quizzes or questionnaires due to the use of these applications. Sharing, recollecting, and analyzing the results of quizzes and questionnaires will also save time (Batubara, 2016: 41). As a result, this app is perfect for a variety of tasks, including polling participants who are far, busy, or hard-to-reach; managing registration for events or schools online; collecting data; and creating *tests on-the-fly*. Data is collected and analyzed instantly. Everything is done for you, with *real-time response* information and graphs showing the results of your survey responses. Data can also be viewed in spreadsheets, such as *Microsoft Excel* Free, as an option for users.

For *e-learning* to be successful, it must meet three criteria: the ability to update, store, disseminate, and share teaching materials and information, and the ability to deliver that information to end users via computers using standard Internet technology (Triono, 2007: 3). Consequently, *e-learning* also known as online learning is education delivered through the use of computers, telephone, audio, video, or satellite transmission. Computer-based learning (CBL) and computer-assisted learning (CAL) are two terms used to describe the use of computers as learning aids (CAL). Many people were interested in computers when they were first introduced, especially for educational purposes (Fadrianto & Asun, 2019: 2).

E-Learning focuses on the use of computers in its application. Due to the widespread and diverse use of computers in education, it came about. One of its purposes is to help teachers improve the quality of their student's education. Computer-based instruction (CBI) and computer-assisted instruction (CAI) both use computers to help students learn more efficiently (Nurdyansyah, 2019: 73).

In summary, e-learning is an activity in which electronic devices are used to create, assist the development, deliver, assess, and facilitate a learning process in which the learner becomes the center of activity and is carried out interactively at any time or place. There are several obstacles in learning Islamic Religious Education and Ethics, including the use of poor learning media that makes students unable to fully absorb what is taught, resulting in less-than-ideal Islamic Religious Education and Ethics results. As a result, the material presented in this case has a significant impact on both student understanding and learning outcomes.

Based on observations made through observation at Batok Bali State Elementary School Serang City, several problems were found in learning Islamic Religious Education and Ethics, namely. The use of learning media is not optimal, so students are less absorbed in the material being taught, thus affecting the learning outcomes of Islamic Religious Education and Ethics which are not optimal. In this case, the material presented has a big influence on the cognition of students, both in terms of understanding and learning outcomes of students.

Media such as Islamic Religious Education and Ethics become a bridge between religious educators and their students. In order for the learning process to take place and facilitate the delivery of Islamic Religious Education and Ethics material, this learning media is absolutely necessary. There are many benefits of using educational technology, including new learning interests, increased student motivation to engage in their studies, as well as psychological effects on them. Learning through media is a process that provides opportunities for students to develop their potential into improved attitudes, knowledge, and skills necessary for their own well-being as

well as the success of society in general. As a result, all learning activities are directed at developing the skills needed by all learners (Haris, A., Irwan, S., 2015: 245).

After observing through observation at Batok Bali State Elementary School Serang City, especially in class VI students in that class follow the development of information technology and like it when learning is done using information technology. During the observation, researchers saw that Batok Bali State Elementary School Serang City had adequate internet/*wifi* network facilities. *Wifi* is an excellent supporting tool for learning activities, especially in utilizing e-learning media, and educators can use it to create quiz-based learning media (e-learning).

Researchers are interested in developing quiz learning media for Islamic Religious Education and Ethics by using the *Chat Forms* application as a new innovation to help students learn more effectively and more effectively.

METHODOLOGY

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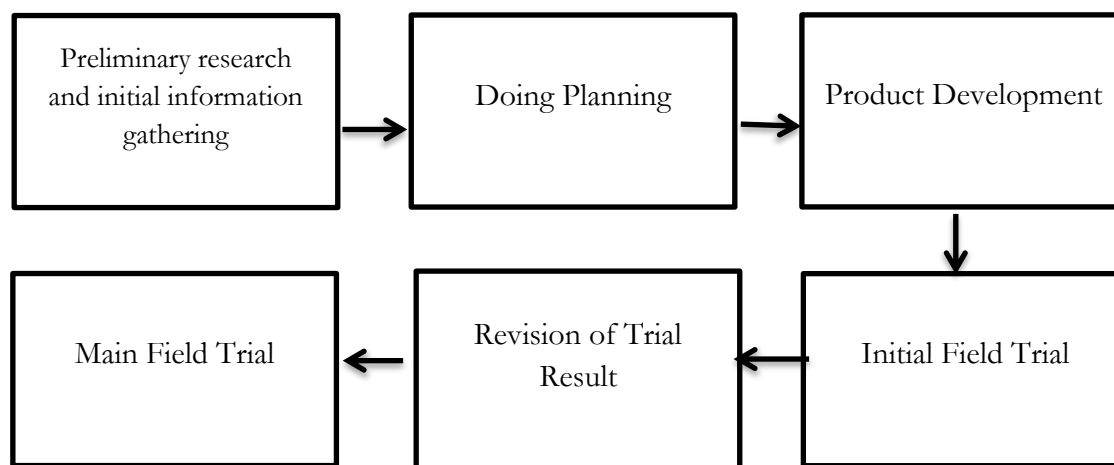
Figure 1 Development Analysis Steps

The following six steps explain each development analysis design that will be carried out in the development of learning media using the *Chat Forms* application, including:

Preliminary Research and Information Gathering (Research and Information Collecting)

When conducting preliminary research, start by gathering information that can be used as a foundation for further research. Field and library research are used to conduct preliminary investigations.

Planning

To create quiz learning media using the Chat Forms application, this planning establishes the learning theme, learning objectives, and lesson plans that will be used.

Development of Initial Product Draft (Develop A Preliminary form of Product)

The previous stage of working on quiz learning media product design with the Chat Forms application is the development of initial product drafts.

Preliminary Field Testing

The Chat Forms application will be tested, evaluated, and validated by experts after the quiz media is developed *(expert judgment)*. According to media experts, material experts, and Islamic Religious Education and Ethics subject teachers, who know the classroom and student conditions better than anyone else, this activity is designed to test the product under specific conditions. Input from experts in the field of media validity and use, as well as suggestions for improvement Data on the quality and feasibility of learning media, are collected through validation.

Revision of Initial Field Trial Results (Main Product Revision)

The Chat Forms application was used for revision which is the process of refining and perfecting the quiz-learning media product. At this point, the quiz created with the Chat Forms app has been refined based on feedback from media and content experts who evaluated and validated it. In addition, the new quiz created with the Chat Forms app will be tested with potential users and students.

Main Field Testing

In this activity, researchers tested and socialized the product with Batok Bali Elementary School, an assisted school in Serang City. By using the Chat Forms application, several grade VI students were able to test the quiz learning media product on Islamic Religious Education and Ethics Subjects. After that, students were asked to fill out a questionnaire about the teaching aids they used in the trial.

Cluster Sampling is a test subject (Sampling Area). According to (Sugiyono, 2016), The area sampling technique according to Sugiyono (2016: 121) is known as Cluster Sampling (*Area Sampling*) and is used to take samples from large areas, such as countries, provinces, or regions. region. The predetermined population area is used to determine which population will be used as the data source.

These test subjects are usually used in two stages: identifying the study area, and then identifying the people who live there as potential test subjects. Test subjects were selected from a large group of students in one class, designated as class VI. Interviews, questionnaires, observations, and document studies are some of the methods used to collect data (Sukmadinata, 2021). The researcher only collected three types of data: interviews, observations, and questionnaires/tests of learning outcomes.

RESULTS AND DISCUSSION

Students can access by using the Chat Forms application to see the results of this online quiz, this quiz learning media can be accessed by students through the link bit.ly/KUIS-PAIBP-SERU which is a shared link. The link can be accessed through any laptop and mobile with the availability of an internet network.

Class VI students of Batok Bali Elementary School Serang City use the Chat Forms application to create quizzes that contain Islamic Religious Education and Ethics material with sub-materials, and they are happy to have praiseworthy characters loaded in simple and easy language. In addition, the use of polite language also needs to be applied (Pratikno, 2020). This result is easily deciphered by students from kindergarten to third grade.. Examples of product development

images created using the Chat Forms application include a Google search view, a quiz media start view, a quiz media content view, and a quiz end view.
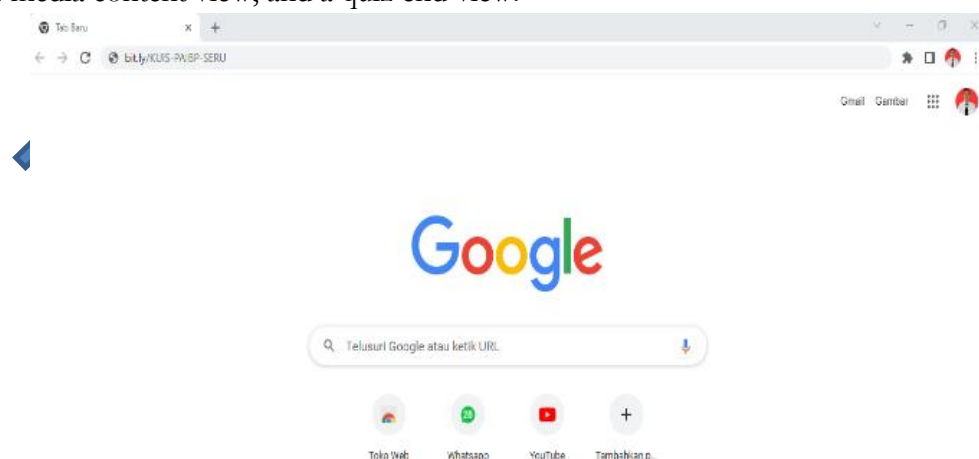

Figure 2 Google Search

Google search display, students can type the page: bit.ly/KUIS-PAIBP-SERU.
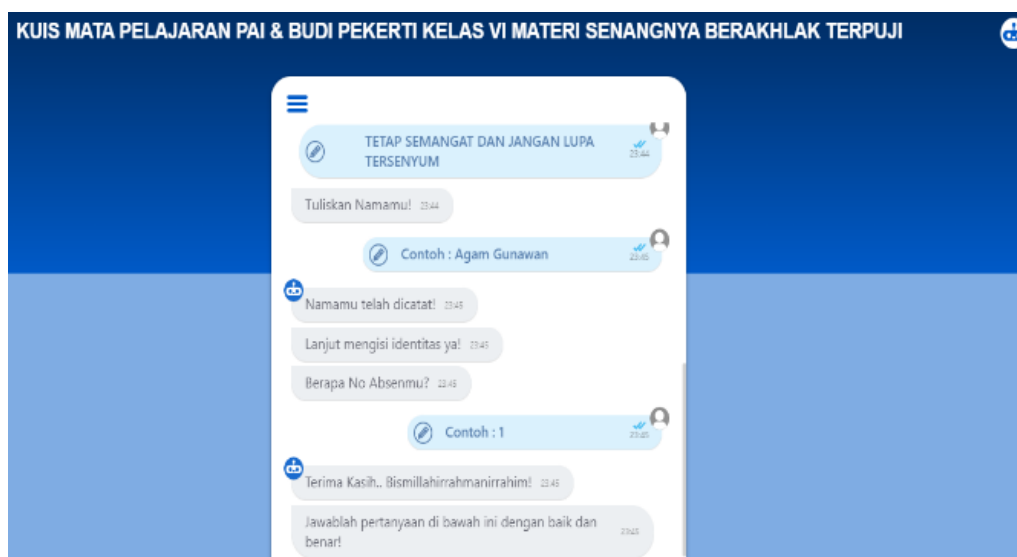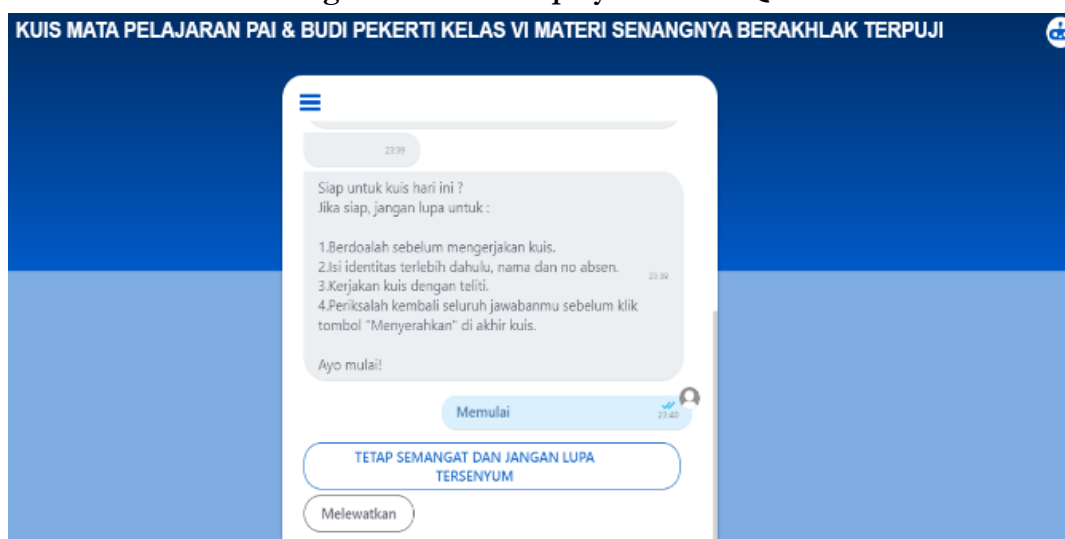

Figure 3 Initial Display of Media Quiz

Figure 4 Initial Display of Media Quiz

In this display, the researcher inserts a motivational sentence to students after the greeting, and quiz instructions, and reads basmallah after filling in the identity of the students.
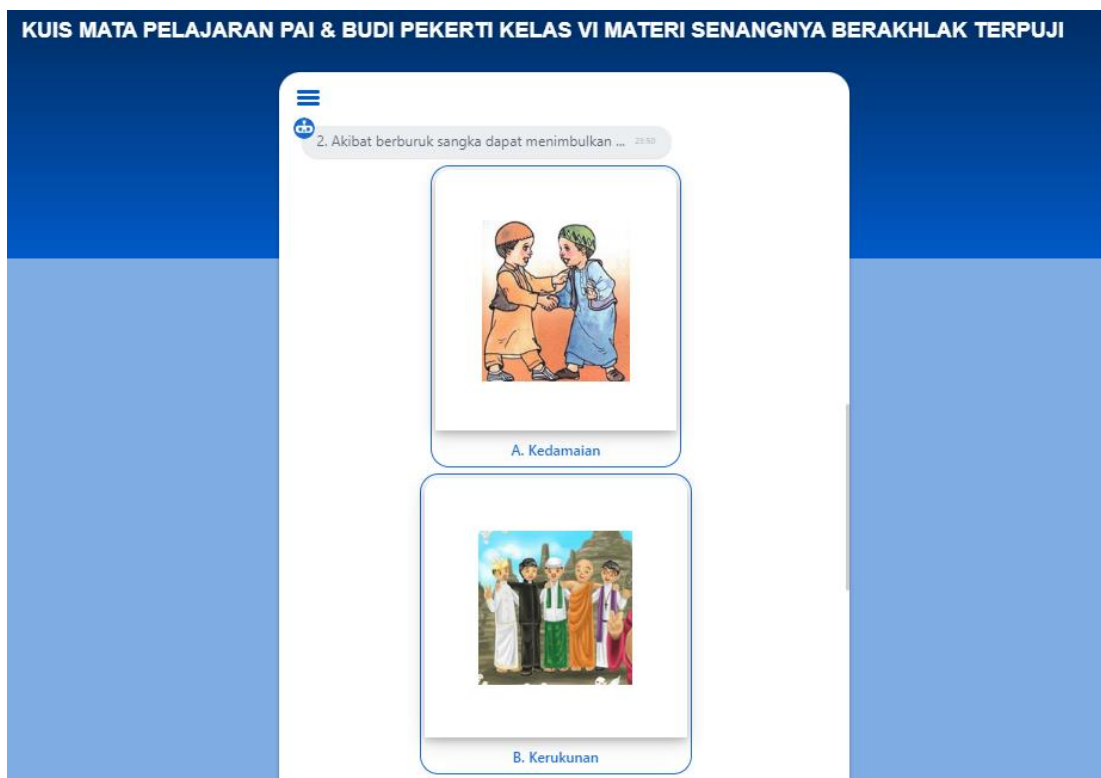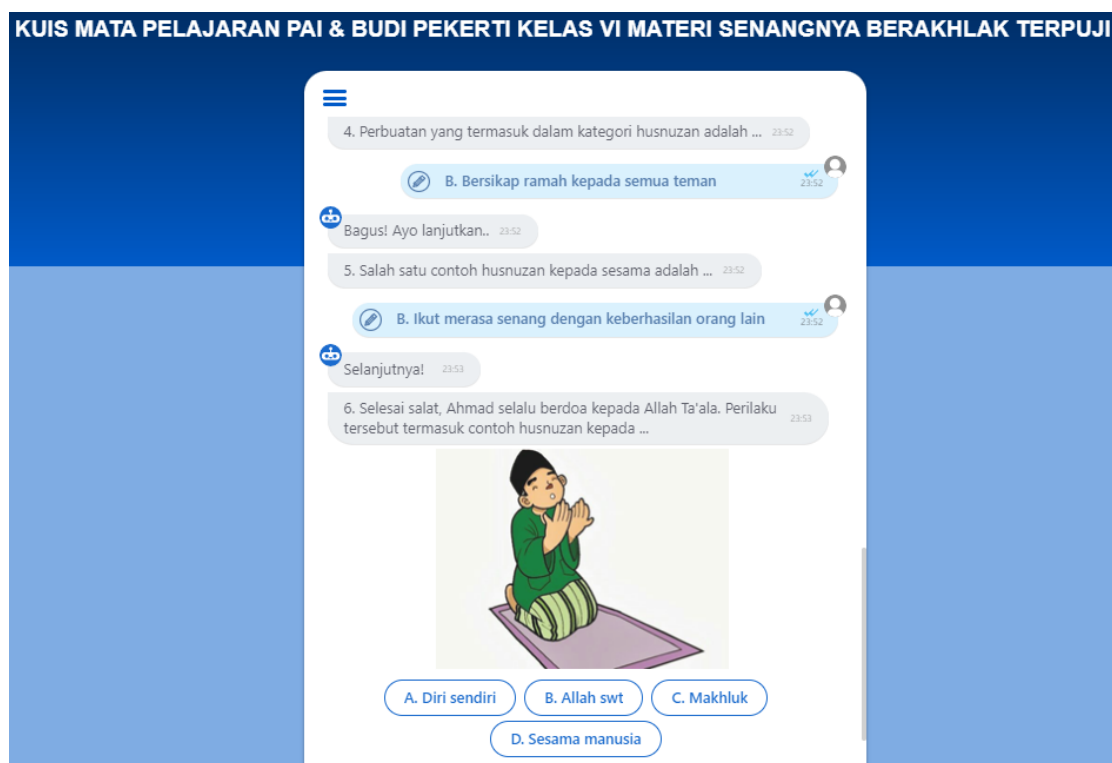

Figure 5 Display of Quiz Media Content

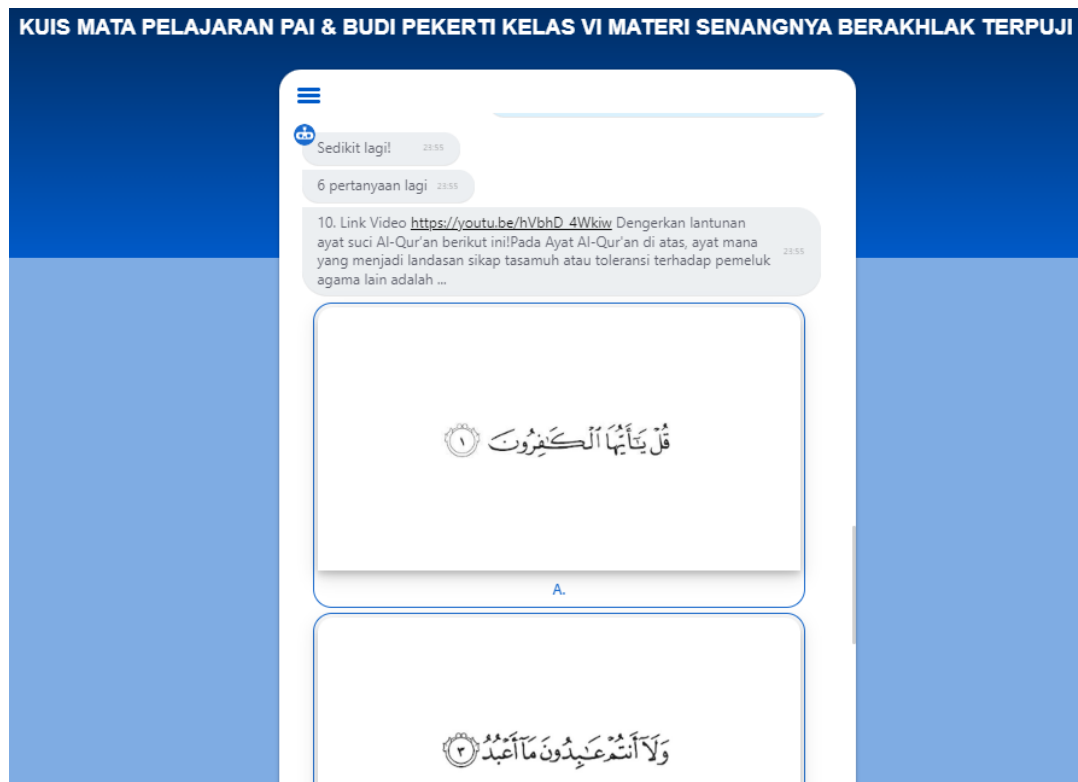**Figure 6 Display of Quiz Media Content**

Figure 7 Display of Quiz Media Content

As for the display of quiz media content in Figures 4 and 5, researchers inserted images in multiple-choice, then inserted images in quiz questions. To make this quiz more interesting, the researcher also accepted the suggestion given by the media validator that the Chat Forms application would be more interesting if it continued to be developed. The researcher did this by creating a video link that students could access before answering the quiz to find out the right answer. Students were also updated on the progress of the quiz by the researcher, who reminded them of some additional questions to be answered (shown in Figure 6).

As a result, the Islamic Religious Education and Ethics quiz using the Chat Forms application meets a high standard of educational quality. For learning to be successful, it must be interesting and fun (Baharun, 2016: 36).


Figure 8 Final Display of Quiz Media

In the final display of quiz media, researchers added Hamdallah and motivational sentences after students completed and submitted quizzes to researchers. This is done so that students feel grateful for what has been done before.

An Indonesian company, Batok Bali Elementary School Serang, conducted this research and development at Jl. Ciracas Lama No. 42 in Serang Regency, Southeast Banten Province. Even semester research took place in the 2021/2022 school year. The Chat Form application was used to develop learning media for Islamic Religious Education and Ethics subject quizzes, with a total sample of 36 students from class VI.

The next step is to do the quizzes by testing them using the Chat Forms application (quiz media using the Chat Forms application). Both Islamic Religious Education and Ethics material experts and learning media experts were tested as part of the expert trial. Followed by a field trial with actual users, namely 36 students, which was then declared feasible by the experts. Learning through media is a process that provides opportunities for students to develop their potential into improved attitudes, knowledge, and skills needed for their own well-being and the success of society in general. As a result, all learning activities are directed to develop the skills needed by all learners.
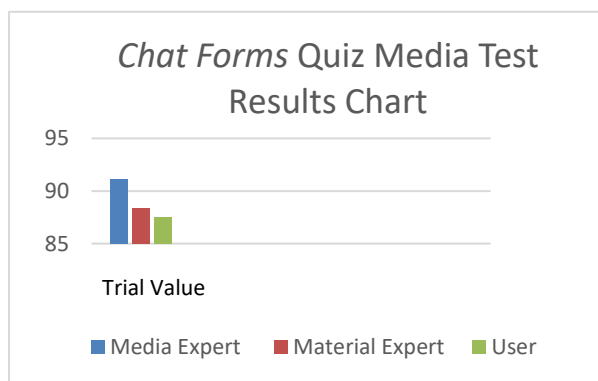
Graph 1 Test Result of Media Quiz *Chat Forms*

Material expert, media experts, and end users all participated in the test, which resulted in the values in the table below.

Table 1 Criteria for *Chat Forms* Quiz Media Trial Results

Trial Result Score	Criteria	Description
85-100%	Excellent	No need for revision, Very feasible
67-84%	Good	No need for revision, feasible
53-68%	Fair	Needs revision, less feasible
37-52%	Poor	Need revision, not feasible
0-36%	Very Poor	Very poor need revision, not feasible

91.1 percent, 88.4 percent, and 87.5 percent are the results of the assessment of media experts, learning material experts, and users using a closed questionnaire. As long as it is included in the test result criteria table, the quiz learning media product developed with the Chat Forms application is valid and feasible to use in education.

After the post-test was conducted on Islamic Religious Education and Ethics Subjects with the subject of happy to have praiseworthy character, students obtained an average score of 91.11.

This result meets the Minimum Completeness Criteria of Batok Bali Elementary School for student learning in Islamic Religious Education and Ethics, which is 75. Therefore, the quiz created with the Chat Form application can help students learn better.

CONCLUSION

The development of quiz learning media using the Chat Forms application in Islamic Religious Education and Ethics Subjects, the subject of praiseworthy morals, has been compiled and developed using the Borg and Gall model with the stages of development analysis: preliminary research and initial information gathering, planning, product development, initial field trials, revision of initial trial results, and main field trials. Based on the results of expert trials and students as users, it was found that the quiz media using the Chat Forms application is valid and feasible to use as a learning media, especially in Islamic Religious Education and Ethics Subjects at the elementary school level anincreasesse the effectiveness of learning.

ACKNOWLEDGMENTS

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