DEVELOPING "MEMANNAH" DIGITAL SITE ON PROPHET MUHAMMAD AND MEDINA'S ECONOMY FOR GRADE 5 PAI LEARNING

Dwi Risa Mahmudah
Universitas Pendidikan Indonesia
dwi.risamahmudah@upi.edu
Fasya Nabila Rizka
Universitas Pendidikan Indonesia
fasyanabila17@upi.edu
Tia Destriana Rachmat
Universitas Pendidikan Indonesia
tiadestrianar@upi.edu
Ani Nur Aeni
Universitas Pendidikan Indonesia
aninuraeni@gmail.com

Abstract

Religious Education in elementary schools has a very important role in developing the character and morals of students since the beginning of human history. This research uses the Design and Development (D&D) method which aims to develop and test the effectiveness of a technology-based product. The product developed is a Google Sites-based digital site, "MEMANNAH", which presents the historical story of the Prophet Muhammad SAW in fostering the economy of Medina as a learning material for Grade 5 PAI at SDN Tanjungkerta. This research involves the stages of product design, development, implementation, and evaluation. Based on the results of research that has been conducted by researchers in grade 5 of Tanjungkerta Elementary School obtained from data processing based on the research instruments used. The results of the study include analysis of questionnaire data that has been given to students, as well as validation of material experts and media experts conducted to assess the feasibility and effectiveness of the digital site "MEMANNAH" as a learning media in Islamic religious education subjects. The digital site "MEMANNAH" effectively increases the motivation and effectiveness of student learning in understanding the teachings of the Prophet Muhammad SAW in building the economy of Medina. It can be seen from learners' acceptance of digital-based learning media, with 93.75% of students stating that this site helps them understand the material better.
Keywords: Learner, Digital sites, Memannah

INTRODUCTION

Islamic Religious Education in primary schools has a very important role in developing the character and morals of students since the beginning of human history. Through learning Islamic Religious Education, students are not only taught about religion and ethics but also instilled with Islamic historical, social and economic values that are relevant to everyday life. Therefore, Islamic Religious Education in schools is considered as one of the most important factors in fostering an Indonesian society that remains religious. As part of the national education system, Islamic Religious Education in the implementation of the National Education System Law No. 20 of 2003, states that the national education system must be based on religious values, Indonesian national culture, and responsive to the demands of changing times.[1] Therefore, religion must be one of the main foundations that influence formal education and culture in every educational environment from elementary school to high school level or even in higher education.

But in reality, the challenge of learning Islamic Religious Education today is the lack of innovative teaching materials that are in line with the needs and characteristics of students in elementary schools. The results of the first observation at SDN Tanjungkerta class V showed that students did not pay much attention when learning Islamic Education alone through the use of books and lectures. In addition, based on a questionnaire given to fifth grade students, almost 70% of them said they prefer visual and interactive learning because it is easier to understand and more interesting. This indicates that there is a gap between the learning methods used and the needs of students in the digital era.[2] Along with the development of digital technology in this globalization era, the world of education is required to utilize technology as an innovative learning media.[3] Along with the advancement of digital technology in this global era, education is expected to adapt and use technology as an innovative learning tool.[4] Integrating technology into the learning process can improve the quality and effectiveness of teaching, especially in Islamic Religious Education. Digital-based education, such as interactive online media, also allows students to experience more interesting and contextualized learning.

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[1] Akhmad Shunhaji, "Agama Dalam Pendidikan Agama Islam," *Jurnal Pendidikan Islam* 1, no. 1 (2019).

[2] Ani Nur Aeni et al., "Penggunaan Video Animasi DESI (Deskriptif, Edukatif, Smart Dan Interaktif) Mengenai Sistem Pembayaran Shopee Pay Later Dalam Pandangan Ekonomi Islam Sebagai Sarana Edukatif Bagi Mahasiswa," *Jurnal Ilmiah Universitas Batanghari Jambi* 22, no. 2 (2022), https://doi.org/10.33087/jiubj.v22i2.2258.

[3] Ani Nur Aeni et al., "Pengembangan Aplikasi Games Edukatif Wordwall Sebagai Media Pembelajaran Untuk Memahami Mater Pendidikan Agama Islam Bagi Siswa Sd," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 11, no. 6 (2022), https://doi.org/10.33578/jpfkip.v11i6.9313.

[4] Ani Nur Aeni et al., "Penggunaan E – Book KIJUBI (Kisah Takjub Nabi) Dalam Meningkatkan Pemahaman Siswa SD Kelas V Terhadap Keteladanan Nabi Muhammad SAW," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 6, no. 4 (2022), https://doi.org/10.35931/am.v6i4.1113.

In this research we use the Google Sites application, which is a web-based online learning method. With teacher creativity, Google Sites can be integrated into more interactive and interesting learning activities. This can affect the effectiveness of online learning to increase engagement, and motivation of students in learning.[5] According to research conducted by Riska dan Zanuar.[6][7] The use of Google Sites as a learning tool can help learners in elementary schools develop their skills through interesting and interactive learning materials. As a form of implementation of this use of Google Sites, we developed a digital site "MEMANNAH", which stands for *Building the Economy of Medina*. This site specifically presents the historical story of the Prophet Muhammad SAW in fostering the economy of the people of Medina, which is an important part of Islamic history. This story was chosen because it contains exemplary values of the Prophet Muhammad SAW that are very relevant to life, such as honesty in trading, the spirit of hard work, the principle of justice, and social care. These values not only strengthen the character of students spiritually, but also shape their mindset in understanding economic aspects from an Islamic perspective from an early age.

One of the innovations we make is the use of animated videos as a learning tool used in research, the presentation of material using interesting audio visuals also meets the needs of diverse student learning styles.[8] This allows us to maximize the use of educational media that is not only presented through images and sound. In addition, there are exercises that are aligned with the material presented as a way for learners to assess their understanding of the material previously discussed.[9]

Interactive learning media can support teachers in carrying out the learning process in the classroom.[10] Thus, the purpose of this study is to develop an interactive and innovative digital site-based learning media "MEMANNAH" to increase students' understanding and motivation in PAI classes, especially in the field of Islamic economics.

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[5] Dilla Safira Adzkiya and Maman Suryaman, "Penggunaan Media Pembelajaran Google Site Dalam Pembelajaran Bahasa Inggris Kelas V SD," *Educate : Jurnal Teknologi Pendidikan* 6, no. 2 (2021), https://doi.org/10.32832/educate.v6i2.4891.

[6] Zanuar Ajeng et al., "Pemanfaatan Aplikasi Educaplay Sebagai Alat Bantu Asesmen Pada Pelajaran Matematika Kelas IV SDN Paberasan I" 1 (2024).

[7] Riska Putri Wulandani et al., "Penggunaan Google Sites Dalam Mengembangkan Akhlak Siswa Sekolah Dasar," *Journal on Education* 05, no. 04 (2023).

[8] Aeni et al., "Pengembangan Aplikasi Games Edukatif Wordwall Sebagai Media Pembelajaran Untuk Memahami Mater Pendidikan Agama Islam Bagi Siswa Sd."

[9] Novianti et al., "Pengembangan Media Pembelajaran Aplikasi Fun," *Jurnal Jendela Pendidikan* 2, no. 02 (2022).

[10] Aeni et al., "Penggunaan E – Book KIJUBI (Kisah Takjub Nabi) Dalam Meningkatkan Pemahaman Siswa SD Kelas V Terhadap Keteladanan Nabi Muhammad SAW."

RESEARCH METHOD

This study uses the *Design and Development* (D&D) method which aims to develop and test the effectiveness of a technology-based product. The developed product is a Google Sites-based digital site, "MEMANNAH", which presents the historical story of the Prophet Muhammad SAW in fostering the economy of Medina as a 5th grade PAI learning material at SDN Tanjungkerta. This research involves the stages of product design, development, implementation, and evaluation.

This study has two main variables, namely the independent variable, in the form of using the Google Sites-based digital site "MEMANNAH" as a learning medium, and the dependent variable, namely the effectiveness of using digital sites in improving students' understanding of the historical story of the Prophet Muhammad SAW in fostering the economy of Medina.

The research subjects were grade 5 students of SDN Tanjungkerta, who were selected based on certain criteria such as the availability of devices to access digital sites and the involvement of teachers in the use of technology in learning. The research sample was taken using purposive sampling method, considering the number of students who participated in the trial use of the digital site "MEMANNAH".

The instruments used in this research include observation, questionnaire, comprehension test, and interview. Observation was conducted to see how learners interact with the digital site in the learning process. Questionnaires were used to collect data on the experience and level of satisfaction of learners and teachers towards the use of the "MEMANNAH" digital site. Comprehension tests were applied to measure the improvement of learners' understanding before and after using the digital site, while interviews were conducted to dig deeper into the opinions of teachers and learners on the effectiveness of the digital site "MEMANNAH" as a learning medium. AECT defines instructional media as tools used by teachers to deliver information, assist students in understanding material, and encourage students' creativity[11].

The research procedure began with a needs analysis, which was conducted through initial observations and interviews with teachers to understand the learning needs and constraints faced. Furthermore, the design and development stage of the "MEMANNAH" digital site was carried out by considering ease of access, child-friendly interface design, and integration with the Grade 5 PAI curriculum. In the implementation stage, students were given access to the digital site and asked to use it in learning activities. Data collection was conducted through observation, questionnaires, interviews, and comprehension tests. The data obtained were then analyzed using descriptive statistical techniques to see the pattern of using the digital site as well as Paired Sample t-test to

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[11] Ani Nur Aeni et al., "Pengembangan Video Animasi Light Pedia Sebagai Media Dakwah Dalam Pembelajaran Di SD," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 6, no. 3 (2022), https://doi.org/10.35931/am.v6i3.1077.

measure the difference in learners' understanding before and after using the digital site "MEMANNAH".

Data analysis in this study used two statistical techniques, namely descriptive statistics and paired t-test. Descriptive statistics were used to analyze the data from questionnaires, observations, and interviews to provide an overview of the responses of students and teachers to the digital site "MEMANNAH". Meanwhile, Paired Sample t-test is used to test whether there is a significant difference between the test results before and after the use of the digital site "MEMANNAH". The results of this analysis will be used to assess whether the Google Sites-based digital site "MEMANNAH" is effective in increasing students' understanding of the historical story of the Prophet Muhammad SAW in fostering the economy of Medina in grade 5 PAI learning at SDN Tanjungkerta.

RESULTS AND DISCUSSION

Based on the results of research that has been conducted by researchers in grade 5 SD Tanjungkerta obtained from data processing based on research instruments that used. The results of the study include analysis of questionnaire data that has been given to students, as well as validation of material experts and media experts conducted to assess the feasibility and effectiveness of the digital site "MEMANNAH" as a learning medium in Islamic religious education subjects.

The data obtained from the questionnaire was analyzed using descriptive statistics to see the tendency of students' answers to their experience in using this digital site "MEMANNAH". In addition, validation conducted by material experts and media experts provides an overview of the extent to which this "MEMANNAH" digital site meets the learning criteria in accordance with the learning outcomes, accuracy with teaching materials, as well as various technical aspects and appearance.

The results of this study are presented in the form of tables and analysis that have been classified to provide a clear picture of the feasibility and effectiveness of the products developed. The following are the results of the research that have been obtained.

In the research process, students are the main subjects in getting an assessment of the products developed. Therefore, in this study, researchers distributed a questionnaire assessing the learning media product "MEMANNAH" to students with a total of 16 respondents. The statements submitted include appearance, media usage, practice questions, and understanding of the material. Based on the questionnaire that has been distributed to students, researchers obtained the following data:

Table 1. *Learning Media Product Assessment*
Questionnaire "MEMANNAH" by Students

Questionnaire Indicator	Strongly Agree	Agree	Disagree	Strongly Disagree
	%	%	%	%
MEMANNAH website has an attractive appearance	68,75	31,15		
This MEMANNAH website is easy to use	50	50	6,25	
Exercise questions on the MEMANNAH website are easy to do	43,75	50		
The MEMANNAH website helps me understand the lessons more	50	6,25		
I understand the concept of learning by using this	50	50		
Average	61,25	37,48	6,25	

In addition to students, teachers also have an important role in the assessment process of the products developed. To ensure the accuracy and suitability of the content of the material on the digital site "MEMANNAH". Therefore, in this study, researchers distributed material expert validation for the assessment of learning media products "MEMANNAH" to teachers with a total of 2 respondents. This validation aims to assess the suitability of the material with learning outcomes and objectives, the characteristics of students, and the subject matter taught in class. In addition, validation also includes aspects of material presentation, such as ease of understanding, clarity of language, and completeness of content, to ensure that the material can be conveyed properly to students.

The writing aspect is also a concern in this validation, including the accuracy of the writing of Al-Qur'an and Hadith texts, spelling, punctuation, and the use of reference sources. Finally, validation assesses the good impact of the material, namely the extent to which the content can encourage good morals, enthusiasm for learning, curiosity, empathy, and good habits in students. The results of the material expert validation are presented in the following table:

Table 2. *Validation of "MEMANNAH" Learning Media*
Product Assessment by Material Experts

NO	ASSESSMENT DESCRIPTORS	VALUE				Many	%
		1	2	3	4		
SUITABILITY OF MATERIAL							
1.	Suitability of material with learning outcomes				V	2	100
2.	Suitability of material with learning objectives				V	2	100
3.	Suitability of material with student characteristics				V	2	100
4.	Suitability of the material with the subject matter taught in class				V	2	100
5.	Appropriateness of material to phase/grade				V	2	100
MATERIAL PRESENTATION							
6.	Material presentation is easy to understand				V	2	100
7.	The language used in the material content is easy to understand				V	2	100
8.	The material content presented is clearly				V	2	100
9.	The material content presented is clear in meaning				V	2	100
10.	Sufficient material content (not too much or too little)				V	2	100
AUTHORS							
11.	There are no errors in the writing of the Quran/Hadith text				V	2	100
12.	The writing of the material text does not contain typos.				V	2	100
13.	Material content with reference sources				V	2	100
14.	The writing of the material text pays attention to the provisions for the use of capital letters				V	2	100
15.	Text writing pays attention to the use of punctuation				V	2	100
GOOD IMPACT							
16.	Contains material that encourages students to have good character				V	2	100
17.	Contains material that encourages students to study hard				V	2	100
18.	Contains material that encourages students to study hard				V	2	100
19.	Contains material that encourages student curiosity				V	2	100
20.	Contains material that encourages student empathy				V	2	100
21.	Contains material that encourages students to adopt good habits				V	2	100
	AVERAGE					2	100

Media experts also have an important role in the assessment process of the products developed. To ensure that the digital site "MEMANNAH" is suitable for use as learning media, validation by media experts is carried out. Therefore, in this study, researchers distributed media expert validation for the assessment of learning media products "MEMANNAH" to Lecturers of the University of Indonesia Education Sumedang Campus. This validation aims to assess several main aspects, namely the suitability of product design with the characteristics of students, visual appearance, ease of access, and the positive impact of using this media in learning. Interactive media design that uses visual elements and animations can create a more effective learning experience. Using visual aids in PAI lessons not only makes it easier for students to understand concepts but also enhances their motivation to keep learning.[12]

The product suitability aspect includes the selection of colors, images, fonts and sizes, as well as how the design elements are adapted to the age of the learners in their learning phase. Furthermore, the appearance aspect of the product is assessed based on the readability level, color composition, image clarity, and audio quality if available.

In addition, the validation also covered ease of access, where the media was tested in terms of ease of use, button functionality, menu completeness, and flexibility in using it in various places. Accessibility is one of the most important educational media in the digital era, which is why students today are using technology-based tools in their everyday lives[13]. Furthermore, technological advancement influences human behavior in various ways, including the use of social media. In the field of education, social media can greatly assist students by providing information that supports the learning process. Finally, the validation assessed the good impact of the product design, namely how this media can motivate students to do good, increase their enthusiasm for learning, social care, and improve the quality and intensity of their worship. The results of the media expert validation are presented in the following table:

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[12] Ordina Saragi, Gimin Gimin, and Hendripides Hendripides, "Efektivitas Penggunaan Media Video Pembelajaran, Berbantuan Plickers Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Ilmu Pengetahuan Sosial (IPS)," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 3 (2024), https://doi.org/10.54371/jiip.v7i3.4093.

[13] Halen Dwistia et al., "Pemanfaatan Media Sosial Sebagai Media Pembelajaran Pendidikan Agama Islam," *Ar-Rusyd: Jurnal Pendidikan Agama Islam* 1, no. 2 (2022), https://doi.org/10.61094/arrusyd.2830-2281.33.

Table 3. Validation of "MEMANNAH" Learning Media

Product Assessment by Media Experts

NO	ASSESSMENT DESCRIPTORS	VALUE				NOTE
		1	2	3	4	
PRODUCT SUITABILITY						
1.	Product design is in accordance with the characteristics of learners				v	
2.	The colors used are in accordance with the material content				v	
3.	The characters/images used are in accordance with the material content				v	
4.	Appropriate font size (not too big and not too small)				v	
5.	Typeface is appropriate for the age of the students in that phase/grade				v	
PRODUCT DISPLAY						
6.	Attractive product design				v	
7.	The picture looks clear				v	
8.	Attractive color composition				v	
9.	Voice/audio is clearly audible			V		there is no recitation of Quranic verses
10.	Product comes with how to use				v	
EASE OF ACCESS						
11.	Easy to use product				v	
12.	The buttons on the product work				v	
13.	There are various menus that can be accessed by users				v	
14.	Products can be used anywhere				v	
15.	Child-friendly products				v	
GOOD IMPACT						
16.	Product design can motivate students to do good				v	
17.	Product design can motivate students to study hard				v	
18.	Product design can motivate students to care about others / the environment				v	
19.	Product design can motivate students to improve the quality of worship				V	
20.	Product design can motivate students to increase worship intensity				v	
OVERALL RECORD: the video is good, make it your own? on the video still include the development team, so that if accessed by others separately, it is still known to the owner there is no recitation of Quranic verses						

Based on the results of the media expert validation, there are several suggestions for improvement to improve the quality of the digital site "MEMANNAH" as a learning media. Some of the main inputs from media experts are the absence of relevant Qur'anic verses in the material and the need to include the identity of the development team in the learning video.

Suggestions for improvement include the addition of Qur'anic verse readings that are in accordance with the material so that learners can better understand the relationship between the history of the Prophet Muhammad SAW in fostering the economy of Medina with Islamic values sourced directly from the Qur'an. In addition, the learning video used is considered good, but it is recommended to make it yourself to ensure the authenticity and quality of content that is more in line with the needs of students. In the developed video, it is recommended to include the identity of the development team, so that if the video is accessed separately from the main site, the source and owner can still be known.

With this revision, it is hoped that the digital site "MEMANNAH" can become a learning media that is more comprehensive, accurate, and has more optimal use for students.

Design and Product Concept of Digital Site-Based Learning Media "MEMANNAH" About the Historical Story of the Prophet Muhammad SAW in Fostering the Economy of Medina

First, ensuring that the material used is relevant to the needs of basic competencies in Islamic religious education subjects in grade 5 schools. The use of learning media used when delivering learning materials to students who are able to increase students' knowledge and generate enthusiasm for learning in these students.

Second, the content and features presented by researchers are made according to the learning interests of students in order to create learning that is favored by students. There are several features in the digital website product "MEMANNAH" made by researchers including:

1. The homepage that contains an outline of the material to be learned by students is made on the first display on the digital site.

2. There is a procedure for using the digital site "MEMANNAH" so that students know there are several features that they will visit on this digital site "MEMANNAH", so that students can also use this digital site outside of school learning with the instructions that have been presented. Providing guidance on the use of media is an important factor in enhancing students' learning experiences because it allows them to access materials independently without continually relying on the teacher. However, teachers should also emphasize student diversity by using inclusive and differentiated teaching methods to meet each student's needs.[14]

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[14] Fathurahman Fathra, "Meningkatkan Efektivitas Pengajaran Al-Qur'an Dalam Kurikulum Pendidikan Islam," *Atthiflah: Journal of Early Childhood Islamic Education* 10, no. 2 (2023).

3. Animated videos are made so that students are interested in the material to be given and make learning easier to understand because students will see, listen, read, and also observe the content in the animated video. This animated video is presented with various illustrations so that students can know the description of the material provided. According to (that animated videos have a high level of effectiveness in delivering material, discussions can be repeated, can describe an event or process in detail and real, realize abstract material to be concrete, durable so that it can be used repeatedly, require teacher skills in operating technology, add new experiences for students, and are relevant to curriculum objectives that focus more on learning activities to students. The use of animated videos can enhance information retention and facilitate learning, especially for elementary school students who need visual aids to understand abstract concepts. Moreover, audiovisual media play an important role in accelerating the learning process and improving students' understanding of the material presented by the teacher. The uniqueness of this media lies in its ability to engage more than one sense and create a multisensory learning environment[15].

4. PPT or *power point* is made with various images as well as colors not only writing so that students are more interested in the material to be conveyed and the learning objectives can be conveyed well as well received by students with no misunderstanding of the concepts that have been given.

5. Songs are made to strengthen students' understanding of the material provided because according to songs are a good tool or media in helping to increase students' interest in learning. Songs are believed to be able to increase the motivation and interest of students in participating in the learning process. The use of songs can also make the classroom atmosphere more cheerful, and more interesting. When learners like songs that are modeled or taught by educators happily. Learners will also sing it with enthusiasm stating that "there are many advantages in using songs, namely songs as a learning resource (songs as a medium for introducing new languages), songs as a learning affective/psychological resource (songs can motivate students and instill a positive attitude), songs as a cognitive resource (songs can help improve memory and concentration of students)". Therefore, researchers made a song about the material so that it can be easily remembered and understood by students.

6. Educational games are designed by researchers using genially applications that are made as interesting as possible but still on learning objectives. This educational game is presented so that students are not only fixated on the material, students can understand the material presented with

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[15] Ruslan, Muhammad Yusuf, and Muhammad Khalifah Mustami, "Pengembangan Teknologi Audio-Visual Untuk Pembelajaran Pendidikan Islam," *Ta'dib: Jurnal Pendidikan Agama Islam* 2, no. 2 (2024).

different methods because games tend to be more attractive to students than explanations from the researchers themselves. According to, providing quiz game media in learning to support learning enthusiasm and student learning gains. The educational game made by researchers has the concept of playing while learning because in the educational game contains questions related to the material that has been delivered but is packaged in a game that makes students interested in answering these questions.

7. Exercise questions designed by researchers using the educaplay application. This exercise question is made as interesting as possible so that it does not seem like an exercise question in general that makes students not interested in answering the exercise question. This exercise question is illustrated like a frog crossing the river if the frog does not answer the question given then the frog will sink and not succeed in crossing the river. The concept is used by researchers so that students are interested in following the exercise questions that have been given and try to solve them correctly. According to[16] Educaplay has been shown to provide benefits in increasing student engagement and understanding of material through an interactive and fun approach.

Third, in the process of developing the "MEMANNAH" digital website, various applications are used to create interactive, interesting and appropriate content for learning needs. The applications used include Google Sites, Capcut, Canva, Genially, Educaplay, Pinterest, Suno, and Bandlab, each of which has an important role in the design and development of the "MEMANNAH" digital website learning media.

Google Sites has become the main platform for creating the digital site "MEMANNAH". This application was chosen for its ease of content management, integration with various learning media, and accessibility that allows students and teachers to use it anytime and anywhere. With Google Sites, various learning materials can be systematically organized, ranging from texts, images, videos, to interactive exercises, thereby creating a more engaging learning experience and encouraging greater involvement between teachers and students[17].

Capcut is used to edit and organize learning videos to make them more interesting. Capcut's features help to create educational videos that are easier for learners to understand. Canva is used to design graphic elements such as PowerPoint, song videos, animated videos, and the interface of the "MEMANNAH" digital website to make it more attractive to learners.

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[16] Ajeng et al., "Pemanfaatan Aplikasi Educaplay Sebagai Alat Bantu Asesmen Pada Pelajaran Matematika Kelas IV SDN Paberasan I."

[17] M Agil Febrian and Muhammad Irwan Padli Nasution, "Efektivitas Penggunaan Google Sites Sebagai Media Pembelajaran Kolaboratif: Perspektif Teoritis Dan Praktis," *Al-I'tibar : Jurnal Pendidikan Islam* 11, no. 2 (2024), https://doi.org/10.30599/jpia.v11i2.3590.

Genially and Educaplay are used to create engaging learning content. Genially is used to create interactive games related to learning materials, so as to encourage students to be more active in exploring the material, while Educaplay is used to create practice questions or quizzes that help students understand the material in a more fun way.

In addition, Pinterest was used as a source of inspiration in developing the design and visual concept of the "MEMANNAH" digital site. Through Pinterest, various references related to illustrations, as well as educational design elements can be found to be applied in the digital site "MEMANNAH".

To support the audio aspect, the process of making songs is done independently with the following stages: First, the song lyrics were made based on the available learning materials, so that the message conveyed remained in accordance with the educational objectives. Next, the instrumental or basic melody is created using the Suno application, which helps in producing a harmonious musical composition and in accordance with the learning theme. After the instrumental or basic melody is finished, vocal recording is done using BandLab application that helps vocal recording, mixing, and sound editing to produce clear, better, and professional audio quality. Music integration has proven to be effective because it not only offers a flexible and engaging learning method to enhance students' skills, but it also has the ability to create entertaining learning activities that can even improve students' attention spans[18].

By utilizing the use of these various applications, the digital site "MEMANNAH" is developed into an innovative, interactive, and appropriate learning media according to the needs of students, so as to increase the effectiveness of learning and student motivation in understanding the historical story of the Prophet Muhammad SAW in fostering the economy of Medina.

Picture 1. Google Site

Picture 2. Canva

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[18] Arisyanto Romai Ilma Zidni,Khanifah, "Implementasi Pembelajaran Seni Musik Melalui Media Audio," *Penelitian Dan Pendidikan Agama Islam* 2, no. April 2025 (2025).
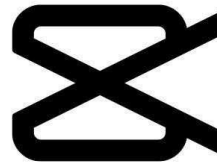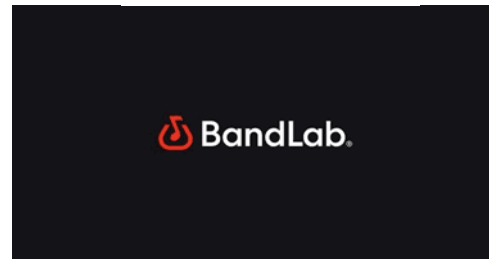
Picture 3. Genially

Picture 4. Pinterest

Picture 5. Educaplay

Picture 6. Capcut

Picture 7. Suno

Picture 8. BandLab

Fourth, the layout of all content as well as features contained on the digital site "MEMANNAH" is adjusted to what content and features should be visited first by students and so on. This is made so that students are not confused in receiving material as well as to make it easier for students to understand.

Picture 9. Home

Picture 10. Profile

Picture 11. Usage Procedure

Picture 12. Animated Video

Picture 13. PPT

Picture 14. Song

Picture 15. Games

Picture 16. Practice Problem

CONCLUSION

The digital website "MEMANNAH" effectively increases students' motivation and learning effectiveness in understanding the teachings of Prophet Muhammad SAW in building the economy of Madinah. It can be seen from the learners' acceptance of the digital-based learning media, with 93.75% of students stating that this site helps them understand the material better.

This research provides insights by emphasizing the importance of technology integration in teaching Islamic Religious Education in primary schools and introducing new perspectives through the development and implementation of multimedia-based interactive digital environments. In addition, the research shows that the use of music, animated videos, educational games and digital-based learning materials has a positive impact on learner engagement and retention.

However, this study has limitations as it only included 16 respondents from one primary school, therefore the results cannot be widely generalized. In addition, this study did not evaluate

the effectiveness of the "MEMANNAH" digital website in various educational settings or among learners with more diverse characteristics. Therefore, further research is needed to evaluate the effectiveness of this method in a wider learning environment as well as develop additional features that can further enhance the interactivity and effectiveness of digital-based learning.

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