

INOVASI

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Android Studio-Based Praying Guidance: An Application For The Students of Madrasah Aliyah Negeri 2 Mojokerto

Tuntunan Sholat Berbasis Android Studio: Aplikasi Untuk Siswa Madrasah Aliyah Negeri 2 Mojokerto

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ABSTRACT

The development of information and communication technology, particularly in the form of Android-based devices, has permeated various aspects of daily life. The use of smartphones is increasingly widespread and easily accessible to many people, including Madrasah Aliyah students. Seeing this phenomenon, the development of Android-based praying guidance media can be an effective solution to help students understand and carry out praying correctly. The research carried out is Research and Development (R and D), and the research procedure is analyzing by conducting needs surveys, designing prototypes, developing materials, validating experts and teachers, revising, implementing by testing materials, revising, evaluating, and getting products, and getting the final product using the ADDIE model. The instruments in the needs survey are questionnaires, interview guides, and field notes. Based on these findings, various praying guidances were developed. There are 7 types of praying performed, consisting of 4 fardhu prayings and 3 sunnah prayings. The final product produced is an Android Studio Based Praying Guidance Application for Madrasah Students (SI NASSHWA). This is one quick way to learn fardhu and sunnah prayings. This also trains students' honesty. Besides, the total percentage of student responses was 55.52%. It's mean that student response belong to positive category. For other researchers conducting similar research are advised to conduct further studies to develop an Android-based praying guidance or conduct an evaluative study of this prototype product after it has been implemented for Madrasah Aliyah's students.

Keywords: *android, application, madrasah aliyah, praying guidance*

ABSTRAK

Perkembangan teknologi informasi dan komunikasi khususnya smartphone berbasis Android telah merambah berbagai aspek kehidupan sehari-hari. Penggunaan smartphone semakin meluas dan mudah diakses oleh banyak orang, termasuk siswa Madrasah Aliyah. Melihat fenomena tersebut, pengembangan media tuntunan sholat berbasis Android dapat menjadi salah satu solusi efektif untuk membantu siswa memahami dan melaksanakan sholat dengan benar. Penelitian ini termasuk Research and Development (R and D) atau penelitian pengembangan. Adapun prosedurnya adalah diawali dengan Analisis dengan melakukan survei kebutuhan, kemudian merancang prototipe, mengembangkan materi, validasi ahli dan guru, revisi, pelaksanaan dengan uji coba

materi, revisi, evaluasi, dan mendapatkan produk akhir menggunakan model ADDIE. Instrumen dalam survei kebutuhan adalah kuesioner, pedoman wawancara, dan catatan lapangan. Berdasarkan temuan tersebut, dikembangkanlah macam-macam tuntunan sholat. Ada 7 jenis shalat yang terdiri dari 4 shalat fardhu dan 3 shalat sunnah. Produk akhir yang dihasilkan adalah Aplikasi Tuntunan Sholat Berbasis Android Studio untuk Siswa Madrasah (SI NASSHWA). Produk penelitian ini merupakan salah satu cara cepat belajar shalat fardhu dan sunnah. Selain itu juga ada game untuk melatih kejujuran siswa. Bagi peneliti lain yang melakukan penelitian serupa disarankan untuk dapat melakukan kajian lebih lanjut untuk mengembangkan tuntunan sholat berbasis android atau melakukan kajian evaluatif terhadap produk prototype ini setelah diimplementasikan pada Siswa Madrasah Aliyah.

Kata kunci: aplikasi, android, madrasah aliyah , tuntunan shalat

INTRODUCTION

Madrasah Aliyah (MA) is an educational institution at the upper secondary level, equivalent to a high school, providing intensive Islamic religious education to students. Based on the Decree of the Minister of Religion (KMA) Number 183 of 2019 concerning Guidelines for the Implementation of Religious and Educational Education, one of the competencies that students must master is praying material. Praying is one of the pillars of Islam and it is an obligation for every Moslem. Based on the hadith of the Prophet Muhammad SAW, which means praying is a pillar of religion, Apart from that, praying can also form a disciplined and honest character. Therefore, praying material is a competency that students must truly master. Actually, there many kinds of application of praying in google play or other social media, but some applications are focused on one kind of praying, for example the just application of fardhu praying and the video usually using avatar. So we need a media that suits the characteristics of students. With the presence of this media, students will be able to learn and understand the practice of praying properly and correctly according to the terms and conditions.

The development of information and communication technology, especially Android-based device has penetrated various aspects of daily life. The use of smartphones is increasingly widespread and easily accessible to many people, including Madrasah Aliyah students. Seeing this phenomenon, the development of Android-based praying guidance media can be an effective solution to help students understand and carry out praying correctly.

Android-based praying guidance media can offer various features and benefits. It can support Madrasah Aliyah students in mastering the correct terms and pillars of

praying. One of the positive sides of the application is the collection of praying and dhikr which are often used in praying. With this features, students can enrich their knowledge about dhikr that must be read when praying.

Apart from that, the development of Android-based praying guide media can also provide interactive visual guidance, such as animated images or videos, which show movements and positions in performing praying. With this visual guide, students can immediately see and practice the correct praying movements, thereby increasing their understanding of praying. Android-based praying media can also be equipped with other features that can shape student characters, such as discipline, honesty, and other positive characteristics. The development of Android-based praying guidance media for Madrasah Aliyah students has great potential to improve their understanding and practice of praying. Interactively and easily accessed via their devices, students can learn and perform praying better according to the requirements and in harmony correctly. With this praying medium, Madrasah Aliyah students can obtain maximum benefits in increasing praying worship and strengthening religious foundations, as well as improving honest and disciplined character.

In line with the research background above, the research problem formulation as follows: "What is the appropriate praying guidance to develop in teaching praying for Madrasah Aliyah students in Mojokerto Regency?"

Review of Related Literature

1. SKUA (Ubudiyah Competency Standards and Akhlakul Karimah) in Madrasah

The SKUA program (Ubudiyah and Akhlakul Karimah Skills Standards) was established by the East Java Regional Ministry of Religion Office through Circular Letter number Kw.13.4/1/Hk.00.8/1925/2012 concerning Ubudiyah and Ahlakul Karimah Skills Standards. The target of the SKUA program is all madrasah students at Ibtidaiyah (MI) and Tsanawiyah (MTs) to Aliyah (MA) levels throughout East Java.

The aim of establishing the SKUA program is to improve students' Al-Quran literacy skills, improve ubudiyah weaknesses, and also shape the morals of madrasa students. In essence, SKUA has 2 (two) important elements, namely Ubudiyah, or worship, and Akhlakul Karimah, or everyday human behavior. So the implementation of SKUA (Standards of Ubudiyah Skills and Akhlakul Karimah) is an activity that aims to provide skills to students so that they can carry out various kinds of worship correctly according

to Sharia and as individual and social beings and have good morals and characters. The example of good characters of discipline and honesty are essential characters for students in the educational process. Discipline helps students become more organized, focused, and motivated to achieve academic goals. Meanwhile, honesty helps students build self-confidence, increase integrity, and become more responsible.

According to Duckworth & Seligman discipline and honesty can help students build healthy relationships with others and improve their social skills (Tackett et al., 2018). In practice, discipline and honesty can be applied in various aspects of students' lives, such as following school rules, completing tasks honestly, and speaking politely and courteously. Therefore, it is essential for teachers and parents to promote and practice discipline and honesty in students' daily lives.

1.1 Madrasah Aliyah SKUA Syllabus

As a religious program, SKUA in madrasah is included in local content which must be taught at least once a week. The implementation of SKUA in each madrasah may be different, but the implementation guidelines must still refer to the East Java Regional Ministry of Religion Office Circular. As a learning program, SKUA, of course, also has a syllabus as a teaching guide. The SKUA syllabus for Madrasah Aliyah students includes several materials, including: 1) Al-Qur'an, 2) Aqidah and Morals, 3) Fiqh. 4) Dhikr and Praying

The complete SKUA syllabus for Madrasah Aliyah students in grades X, XI, and XII.

1.2 Shalat (Praying)

Based the Minister of Religious Affairs' Decree Number 183 of 2019, the material about praying in the SKUA program (Ubudiyah Competency Standards and Akhlakul Karimah) for Madrasah Aliyah students is included in the Fiqh Chapter. Besides, in the SKUA Madrasah Aliyah syllabus based on East Java Regional Ministry of Religion Office Circular Number Kw.13.4/1/Hk.00.8/1925/2012 concerning Ubudiyah and Ahlakul Karimah Skill Standards, there are several praying materials that students must master and practice, including:

1. Jamak prays taqdim and recites his intentions
2. The plural form of the Ta'khir praying and the reading of its intentions
3. The plural form of qashar praying and the pronunciation of its intentions
4. Eclipse prays and recites his intentions

5. Istisqa' praying and reciting the intention
6. Praying on the vehicle
7. Praying when you are sick
8. Khouf praying
9. Praying the rosary and recite the intention
10. Praying Tarawih and reciting the intention

Some of the praying above are still rarely done by students, so it is necessary to deepen the special material so that students can carry them out well and correctly.

2. Learning Media

2.1 Interactive Learning Media

Interactive learning media is learning media that can stimulate active interaction and student participation in the learning process (Arifin Azam, 2023). Technology is the main thing in developing this learning media because utilizing technology allows learning to be more interesting and different from traditional learning. The advantages of interactive learning media according to Arifin Azam: (2023) are (a) giving students to be more active, (b) each students can control their own way to study, (c) students can review the topic everywhere and every time, (d) students can adjust to study based on their own style of study.

<https://www.panduanmengajar.com/2023/04/mgivingedia-pembelajaran-interpolitik.html>

Figure 2.1
Benefits of Using Interactive Media



2.2 Mobile Learning

The development of technology and information in the world of education will certainly facilitate and expedite the learning process, this must be supported by creativity

and innovation in developing technology and information in the world of education. This method is done so that student, as learning objects, do not feel bored and bored during the learning process.

[Bower \(2017\)](#) in his book *Design of Technology-Enhanced Learning*, explains that mobile learning can be described as learning anywhere, at any time that is not determined by time (based on schedule) or space (based on location) and that is supported by digital technology. Mobile learning is an alternative learning process today. It can be said to be an alternative because mobile learning can be done anywhere and at any time. Based on research by [Jeno, et. al \(2022\)](#) mobile learning allows for greater portability. From this explanation, it is known that learning using mobile media allows students to study independently anywhere and at any time so that students can access learning more easily.

3. Android Studio

The use of Android-based smartphones is an alternative learning media. By using this media students can access it anywhere and anytime. Technological developments mean that teachers must participate in learning using smartphones so that teachers' competence increases and they are no less competitive than students. Apart from that, learning can also be fun. Android Studio is an Integrated Development Environment (IDE) for developing software that can run on Android devices; apart from that, the programming language used is Java IDE, often called IntelliJ.

4. Student Activities on Praying Learning Material in the SKUA Program Before Using the NASSHWA Application Media

Before developing an Android-based praying guidance application, the author conducted interviews with students and teachers at Madrasah Aliyah, it was found that:

1. Students deepen their praying material (especially praying other than fardh) only during praying material (both in the SKUA program, which is held once a week and during PBM at the madrasah)
2. Many students admit that they choose not to perform Fardhu praying when traveling or when they are sick because they don't know how
3. Some students lie to teachers, friends, or parents when asked whether they should pray or not
4. Most students are lazy about reading praying guidebooks

RESEARCH METHODOLOGY

1. Research Design

The research method used in this research is the research and development (R&D) method. According to [Rachman, Hanla, Yochanan, Samanlangi, & Purnomo \(2024\)](#), R&D method is carried out to produce certain products and test the effectiveness of these products. R&D also contributes to the development of science and technology. The importance of the R&D method lies not only in achieving concrete results but also in the process of learning and adapting to change. The implementation stages are as follows: (1) analysis, (2) design, (3) development & implementation, (4) evaluation. This stage has the acronym ADDIE.

The ADDIE model can improve skills because the learning steps or syntax of this model are in line with indicators of critical thinking skills, namely formulating problems, induction, evaluation, and decision-making. The ADDIE model is one of learning in various fields such as library teaching and continuing education.

1.1 Analysis

a. Analysis of user needs

User needs analysis was carried out to determine students' interest in using Android-based learning media.

b. Analysis of program content

The program content analysis is adjusted to the SKUA program syllabus (Ubudiyah Amaliyah Religious Competency Standards) issued by the Indonesian Ministry of Religion. This is done so that the content and objectives of the learning media developed to follow the activity guidelines used.

c. Specification analysis

At the specification analysis stage, what is done is to analyze the minimum requirements for a mobile device that can be used to develop Android-based learning media regarding praying guidance for students.

d. Job analysis

The work analysis stage is a step taken to find out the work of a learning media being developed. This stage is related to the function of buttons and navigation in learning media.

1.2 Design

The design carried out in this research is data design, navigation design, and User Interface (UI) design which is a rough overview of learning media development.

a. Data design

In this section, what is done is to collect SKUA teaching materials regarding the Guide to Obligatory Prayings and Sunnah Prayings.

b. Make video recordings

In this section, the developer makes audio and visual recordings of movements and readings of various prayings. The developer determines and directs students demonstrating various praying models in advance based on expert recommendations..The resulting video is then edited and saved on the drive so that the image quality is maintained.

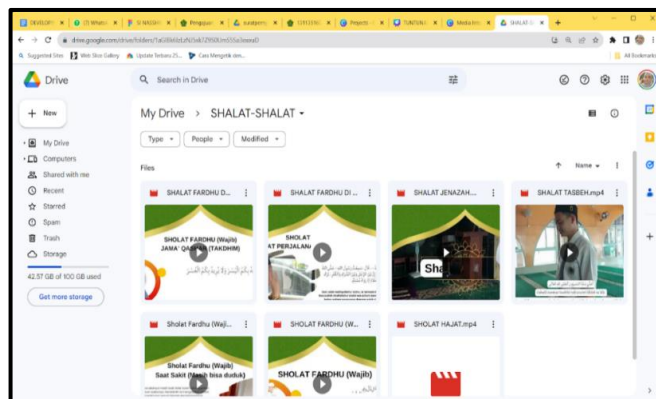


Figure 2.2
Editing Videos

c. Navigation Design

The creation of SI NASSHWA media cannot be separated from navigation. The navigation design that will be applied to the media being developed is shown in Table 3.1 below.

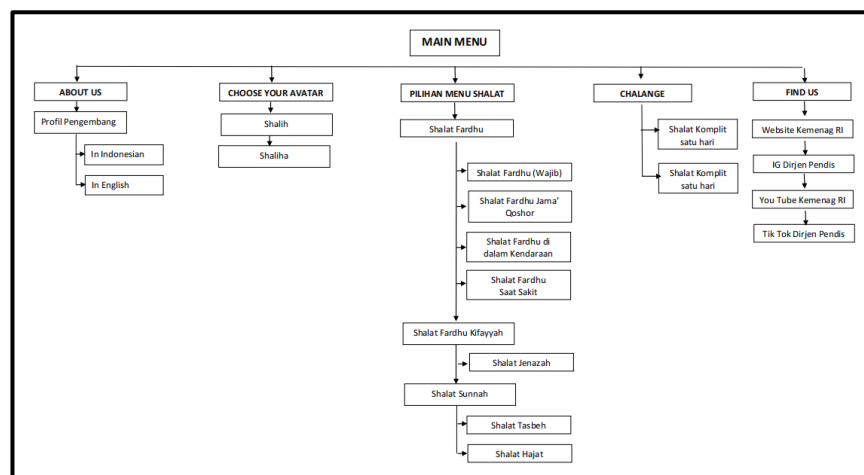


Table 3.1
SI NASSHWA Blueprint

d. Designing UI (User Interface)

Designing the appearance of Si NASSHWA begins by sketching in Canva Pro. The Canva Pro application was chosen because researchers are very familiar with this program and Canva Pro has various interesting images and fonts to include in the design or initial draft of the application. After the design from Canva Pro is saved in PNG format, the design is then transferred to the Figma program. Figma is a vector graphics editor and prototyping tool with additional offline features enabled by desktop applications for Mac OS and Windows. This stage is carried out for page layout and application menu design. Next, after the draft of each application page is prepared, coding is carried out using Android Studio Gerafe version 2022.3.1. The following is the Si NASSHWA UI design flowchart,

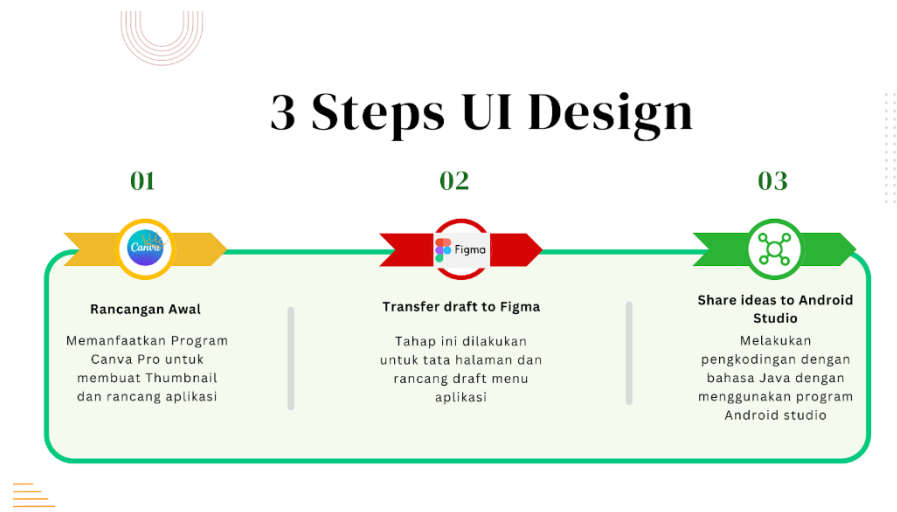


Table 3.2
Flowchart UI Design

The steps for designing a UI are:

1. Determines the color of the application
2. Determine the use of the correct type of font in terms of color, size, and type.
3. Determines the menu that will appear on the UI application.
4. Design an avatar that will be used in the Challenge menu.
5. Design a challenge menu

1.3 Development & Implementation

A. Application Builder

Si NASSHWA (Student Praying Guide Application) was created using Android Studio Gerafe version 2022.3.1. The following are the specifications of Si NASSHWA

1. By the application program used, namely Android, Si NASSHWA is designed to be operated on Android tablets and cell phones. For iOS-based smartphones, another program is required.
2. MT Activity is set at a minimum of 5 DK with API (Application Programming Interface) 24 (Android Nougat 7.0). In Indonesia, Android series above 7.0 are used. It will run smoothly on 95.4% of Android devices commonly used in the market today.
3. The programming language used is JavaScript (JS)
4. Application data is stored in a SQLite database
5. Building a Configuration Language using JSON (JavaScript Object Notation)
6. Running the device simulator using a Pixel 7 Pro with a size of 6.71 inches, a resolution of 1440x3120 pixels with a Density (pixel density in the image) of 560 Dpi (Density Per Inch)
7. The image system uses APi 34 with the target Android APi 34 which can later be run on Google Play.
8. X86_64 system image portrait orientation size
9. Application size 2 grams (20 mb)

B. Application Implementation

The development carried out by researchers was to create Android-based learning media products with the help of Canva Pro, Pigma and Android studio. After the learning media takes the form of a product, a limited trial is carried out by media expert validators and teachers implementing the SKUA program in madrasas as material experts. Suggestions and input from validators during the limited trial were used as material for product revision before being tested again in wider madrasas. After the product was revised and before it was widely tested, researchers distributed the product link to students participating in the SKUA program so they could install the application on their respective Android devices.

1.4 Challenges

After the learning media has been revised and applied to students, the next stage is to test the effectiveness of the product or media. The effectiveness test of this product

was carried out to see students' interest in learning various kinds of praying with the help of this media. The evaluation carried out is also in the form of Challenging (Honesty Test) which is included in the application. The Honesty Test (Challenging) is carried out for 2 weeks, after 2 weeks students are given a questionnaire to see the results.

2. Research Subjects

The population of this study is all students of classes X of MAN 2 Mojokerto. In this study, the subject is the new students of Madrasah Aliyah, namely class X-1 - X-9 consist of 290 students, because the students of the class X are heterogeneous student because they come from public junior high schools and MTs, so the researchers assume that class X students have not very deep skills in religious knowledge, especially praying material.

3. Data Collection Methods and Tools

The data collection method is used to obtain data and information in a study by distributing questionnaires to respondents.

a. Data Collection Tools

The data collection instrument uses a questionnaire or checklist method and is carried out in two stages, namely: 1) product quality data and 2) product response data resulting from trials.

b. Feasibility Assessment Instrument by Media Experts and Material Experts

This instrument is used to determine the level of appropriateness of the learning media being developed. Response Instruments for Users

The questionnaire instrument for students is intended for all students who take part in the trial. The number of statements on the student questionnaire instrument was 9 items. Can be seen in Table 3.2 attachment 1 page 3.

5. Validation Test

Validation can be carried out by asking for help from experts who master the competencies being studied ([Khomarudin & Efriyanti, 2018](#)). In this research, there are 2 (two) validators or experts, namely : 1) Content or material validators that validate the content and materials resulting from media development. The validator is Sumatil Ilya, M.PdI, She is the chief of SKUA's Program in MAN 2 Mojokerto, besides she also the PAI teacher in this school. 2) The graphic field validator will validate the media design. The validator is Arviana Agneshinta Putri. Q, S.Dv an expert of computer programmer

6. Data Analysis Techniques

Data analysis of the Android Studio media development process, starting from the definition stage to the development stage, was analyzed using qualitative descriptive techniques. Meanwhile, data from validators was analyzed using quantitative descriptive techniques. To analyze student activities during media use, student responses to the use of Si NASSHWA will use qualitative descriptive analysis techniques.

7. Data Analysis Procedures

Analyze the validation data by averaging the scores of each component and then converting the average component scores to the assessment criteria formula as follows:

$$HP = \frac{(\text{Total Score of Validation Result}) \times 100\%}{(\text{Total Component})}$$

**HP information = Assessment Results*

Table 3.4

Interpretation Criteria Media assessment scores

Score	Interpretation of Criteria
0% - 20%	Not feasible
21% - 40%	Not worth it
41% - 60%	Decent enough
61% - 80%	Good/Decent
81% - 100%	Very good/very worthy

According to [Nurgiyantoro \(2013\)](#), media is suitable for use if interpretation is at a minimum interval of 61% - 80%.

8. Analysis of Student Response Data

To find out student responses, researchers distributed questionnaires to students after teaching and learning activities were completed. The questionnaire used to determine the percentage of student responses can be seen in attachment 3 page 3. The percentage of each response is calculated by adding up the aspects that appear then dividing it by the number of students then multiplying by 100% ([Baharuddin, Indana, & Koestiari, 2018](#)). The percentage of student responses can be formulated as follows.

$$\text{Percentage of student responses} = \frac{\sum AB}{\sum Z} \times 100\%$$

$\sum Ab$ = the number of students who answered an option
 $\sum Z$ = number of students who filled out the questionnaire

Meanwhile, to determine the level of media effectiveness based on student responses, the results of the analysis of student responses were transformed into student response categories as follows:

Table 3.5
Transformation of Student Response Analysis Results into Student Response Categories

Score	Categorized
50 – 100%	Positive
0 – 50%	Negative

If the score obtained is in the range 0 – 50%, then the student response category to the product or media being developed is negative. If the score obtained is in the range of 50 – 100% then the media developed is in the positive category or has a good response from students.

Data and Discussion

1. Description of the Product Development Process

The results of the application development are in the form of an APK file which is a learning media for Student Praying Guidance or abbreviated as Si NASSHWA which was developed using the Android Studio program which is installed on an Android device of at least Android 7.0 type. The following is the explanation of how to install Si NASSHWA on student smartphones:

1. The way to install Android Studio SI NASSWA is by clicking on the link address or link shared by the teacher. To avoid download errors, the teacher shares the link via WA (WhatsApp) which students can immediately "click".
2. Select the email account to use, click "ok" (or follow the installation flow), then open with "package installation" and click.
3. There is an option to install the app, click "install" at the bottom right of the screen. The phone will install the app. If the installation is complete, a notification

"Application installed" will appear, click "Open" at the bottom right. The process of downloading the file until it is installed only takes 1 minute 45 seconds.

4. Apart from this method, students can also download the SI NASSHWA application on Google Playstore, and install it on their respective Android devices.

1.1 Intro Menu or Landing Page Display

The intro menu or landing page in this application is the initial display when the application is first opened. Blueprint or application development design using the Figma program, which can be accessed online and real time at

<https://www.figma.com/file/baCkyeGxQbA6s31E3wJlIS/SI-NASSHWA?type=design&node-id=0-1&mode=design> .

The intro menu or landing page on Si NASSHWA has changed four (four) times; this was done with aesthetic, functional, and teenage tastes in mind. Initially, the Intro menu or landing page immediately contains the application's core features, namely various kinds of prayings with a large application logo on the front screen. The menu buttons also look bulky and less aesthetic (Fig. 4.1). Next, the landing page was redesigned, taking into account that the SKUA program is a program that is characteristic of the Ministry of Religion, so we made the Ministry of Religion logo the opening icon (Figure 4.2).

This praying guidance application for students initially did not have a name. Furthermore, considering aesthetics, ease of searching on the Google Play store, and ease of use, this application was named Si NASSHWA (Madrasah Student Praying Guidance Application). Apart from that, considering that this application was designed for use by teenagers, the Ministry of Religion Logo was considered to give the impression of formality and not being youthful, so the intro menu was revised again for the third time. In the third revision, the application name appears as a landing page, as well as displaying a more aesthetic and youthful application icon, the "next" page button is also changed from black to orange to match the application's color theme. (Fig.4.3).

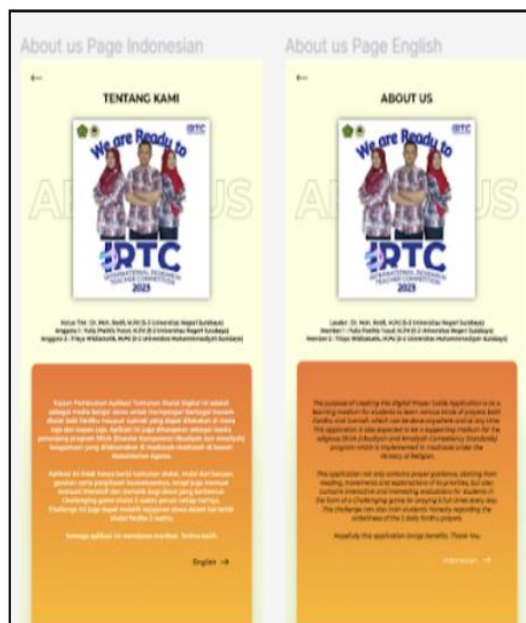
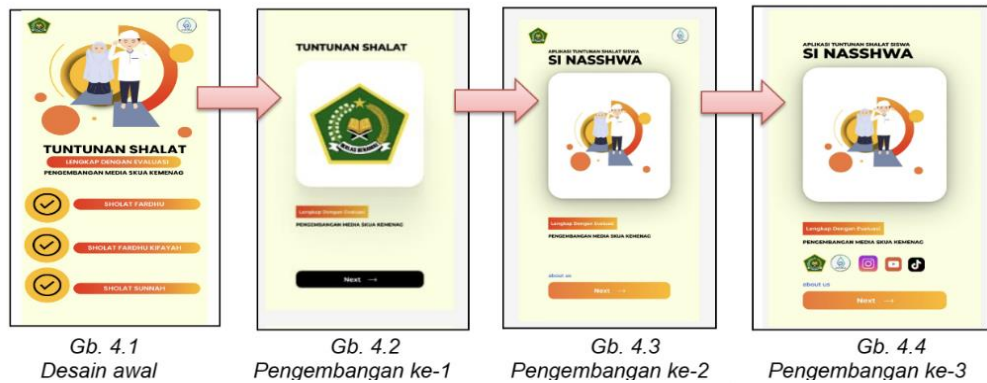


Figure 4.5
About Us "Profile Maker"

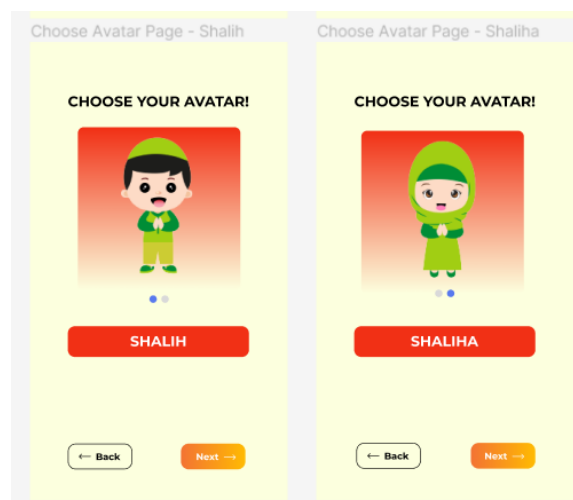


Figure 4.6
"Select your Avatar page"

A good application can be connected to various program features that support each other in one place. So this application is also equipped with connectivity to social media of the Indonesian Ministry of Religion and the Directorate General of Madrasah Education, Ministry of Religion of the Republic of Indonesia. In this fourth stage of revision, a new menu was added, namely “About Us,” which contains the creator’s profile and a brief explanation of the application. This is considered important to display, not only as an identity but also as a characteristic of the application. (Fig. 4.4). On the landing page (intro menu), there is a “next” navigation button; this button directs users to the avatar page. Each user can choose an avatar according to their gender. There are 2 (two) avatars, a male named “Salih” and a female named “Shaliha”. The following is an avatar page on product design

1.2 Designing the Main Menu and Main Sub Menu

On the main menu, there are four main buttons, namely Fardhu Prayings, Fardhu Kifayah Prayings, Sunnah Prayings, and Challenges. The buttons for each type of praying are adjusted to the praying guidance material in the SKUA program (Ubudiyah and Amaliyah Competency Standards).

The following is an explanation of each button on the Fardhu Praying main menu. From the Fardhu Praying main menu button, if clicked, will go to the Fardhu Praying sub-page, which contains 4 (four) buttons, namely Obligatory Fardhu Praying and Fardhu Jama' Qoshor Praying. Fardhu Prayings When Traveling and Fardhu Prayings When Sick. The UI (User Interface) display of the main menu and main sub-pages is shown below.



Fig . 4.7
Menu Utama (Main Page)



Figure 4.8
Main Sub Menu Fardhu Praying
(Main Sub Page)

The following is an explanation of each button on the main Fardhu Praying sub-page which will lead to a praying guidance video according to its respective title. The following is a thumbnail of the video that appears on the Fardhu Praying sub-page



Figure.. 4.9

Video and explanation

B. Fardhu Kifayah Praying: The following is an explanation of each button on the main menu of Fardhu Kifayah Praying; from the main menu button for Fardhu Kifayah Praying; if clicked, it will go to the Fardhu Kifayah Praying subpage. The UI (User Interface) display for the main Funeral Praying subpage is shown below



Figure 4.10

Video and explanation of the Funeral Praying

C. Sunnah prayings

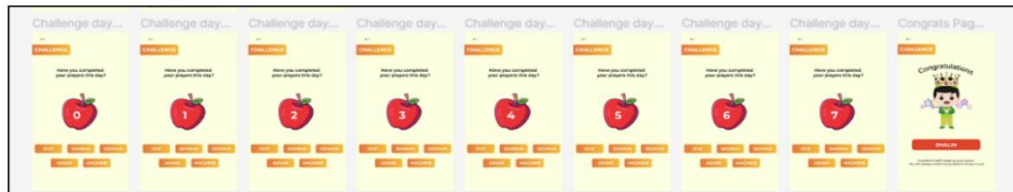
The following is an explanation of each button on the main menu for Sunnah Prayings. From the main menu button for Sunnah Prayings, if clicked it will go to the video sub-page for Sunnah Prayings Tasbih and Sunnah Prayings Hajat. The UI (User Interface) display for the main Funeral Praying subpage is shown below



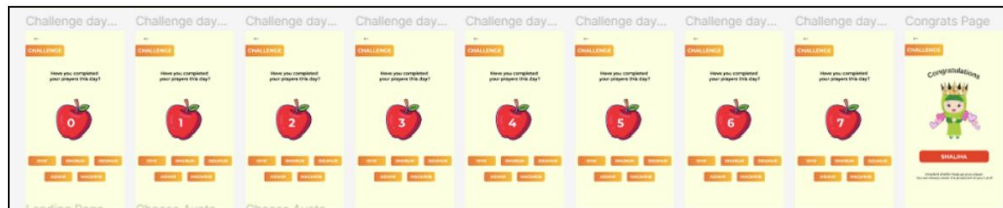
Figure 4.11
Videos and explanations of sunnah prayings

D. Challenge

The following is an explanation of each button on the Challenge main menu. From the Challenge main menu button on the main menu, if clicked it will go to the student honesty test interactive game subpage. From this interactive game of student honesty tests, data will be obtained on the number of student prayings every day and every week. How to play the honesty test, if the student has performed the Fardhu praying, then the student can press the praying they have performed that day. For example, on Monday, students perform the Dhuhur praying, then students can press the Dhuhur praying button, and so on. The system will automatically accumulate the number of praying congregations. After one week (7 days), if the student performs the prayings in full, the student will get a reward in the form of an avatar (which has been previously selected), a crown, and words of motivation to maintain his achievements. To design the UI (User Interface) appearance of the main Challenge subpage, there are two parts, namely the "Salih" avatar and the "Saliha" avatar.



Gb. 4.12
Challenge Shalih



Gb. 4.13
Challenge Shalih

2. Product Development Quality

Below, we will discuss the results of validation tests by material experts, media experts, and student responses.

2.1 Expert Validation Results

Validation tests are useful for determining the suitability of a product from both material experts and media experts. The validation test in this research involved 2 (two) experts, namely 1 (one) a material expert, and 1 (one) a media expert. The validation results produce assessments, suggestions, and improvements to the products developed, which are then improved to be tested on end users, namely students. Validation Results The material expert validation test functions to determine the suitability of the material of a learning media. Material validation tests were carried out by senior PAI (Islamic Religious Education) teachers and computer programmers. The validation test results can be seen in the following diagram.

Table 4.1 Results of media suitability validation assessment

Criteria of SI NASSHWA	Validator Assessment	
	validator	Interpretation
Content eligibility	89.05%	Very good
Graphic feasibility	92.76%	Very good
Average score	90.90%	Very good

According to [Saski, NH & Tri, S., \(2021\)](#) media is suitable for use if the interpretation is within a percentage interval of $\geq 61\%$. From the validation assessment table above, it can be seen that the Si NASSHWA application, which was run with Android

studio Geraaf, which is the product of this research, obtained results of 90.90% with Very Good (Very Good) criteria, so it is very suitable for use.

2.2 Student Response

To find out student responses, researchers used a questionnaire instrument. The questionnaire was filled in by 290 students randomly selected from Tenth students of MAN 2 Mojokerto

The complete recapitulation results of the questionnaire can be concluded that the total percentage of student responses was 55.52%. The results were then transformed into student response categories and put into the positive category. So, it can be concluded that students are interested in the NASSHWA SI Praying Guide Application, which is being developed.

Conclusion

The discussion and results of this research can be concluded as follows: (1) stages of developing an Android-based praying guide based on the ADDIE model which was adapted into the stages used in this research, namely Analysis by conducting requirements. the survey, designing the prototype, developing material, validation of experts and teachers, revision, implementation by conducting material trials, revision, evaluation, and final product; (2) the product is an Android Studio-based application (3) the product consists of 7 videos about the practice of fardhu and sunnah prayings; (4) there is an interactive game challenge menu to test student honesty; (5) the total percentage of student responses was 55.52%. It's mean that student response belong to positive category

Suggestions and Recommendations

In this section, several recommendations are presented which might be taken into consideration by parties who will conduct similar research as well as teachers or students who will use the product. These matters are as follows: (1) other researchers can conduct further studies to develop an Android-based praying guide or conduct an evaluative study of this prototype product after it is implemented for Madrasah Aliyah Students; (2) students who use this research product should ensure that every time students watch the material, they have a specific goal in mastering a particular praying; (3) teachers should encourage students to carry out all guidance and carry out evaluation figures because it can improve discipline and honest character (4) teachers should motivate students not to

worry if they do not understand it. The first time they watch a video, students can repeat watching the video until they understand.

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