

## Development of Jurisprudence Learning Media for Android-based Islamic Economics at SMK Muhammadiyah Karangmojo

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**ABSTRACT:** *The development of fiqh learning media for android-based Islamic economics at SMK Muhammadiyah Karangmojo was the focus of this research against the background that there were still many PAI learning methods, especially fiqh, using conventional methods. This study aims to describe the learning of fiqh in class XI at SMK Muhammadiyah Karangmojo and the development of fiqh media for android-based Islamic economics at SMK Muhammadiyah Karangmojo. This research applied the type of R&D research with the Borg & Gall model because it was expected to develop learning products. The research methods were model development, development procedures, and product testing. The model developed in this research was developing Islamic economics material based on Islamic Jurisprudence learning media. The results of this study indicate: (1) Fiqh learning class XI at SMK Muhammadiyah Karangmojo still uses conventional methods. There are still few teaching media for fiqh. There are 90% of students have android phones. Principals, teachers, and students expect innovation in learning media development. (2) Development of Android-based Islamic Economics Jurisprudence media. Media assessment in the form of material expert validation got a score of 73%, a fairly decent score, media experts got a score of 80% with a decent value, and the assessment of respondents in the small and medium stage usage test got a score of 90 with very good criteria to be used as class fiqh learning media XI SMK Muhammadiyah Karangmojo.*

Pengembangan media pembelajaran Fikih materi ekonomi islam berbasis android di SMK Muhammadiyah Karangmojo merupakan fokus dalam penelitian ini dilatarbelakangi masih banyaknya metode pembelajaran PAI terutama Fikih dengan menggunakan metode konvensional. Penelitian ini bertujuan untuk mendeskripsikan pembelajaran Fikih kelas XI di SMK Muhammadiyah Karangmojo dan pengembangan media Fikih materi ekonomi islam berbasis android di SMK Muhammadiyah Karangmojo. Penelitian ini menerapkan jenis penelitian R&D dengan Model Borg & Gall karena diharapkan untuk mengembangkan produk-produk pembelajaran. Metode penelitian yang dilakukan, yaitu: model pengembangan, prosedur pengembangan, dan uji produk. Model yang akan dikembangkan dalam penelitian ini adalah pengembangan media pembelajaran Fikih materi ekonomi islam berbasis Android. Hasil penelitian ini menunjukkan: (1) Pembelajaran Fikih kelas XI di SMK Muhammadiyah Karangmojo masih menggunakan metode konvensional. Media pembelajaran Fikih masih sedikit. Ada 90% siswa yang memiliki ponsel android. Kepala sekolah, guru serta siswa mengharapkan adanya inovasi pengembangan media pembelajaran. (2) Pengembangan media Fikih Ekonomi Islam berbasis Android. Penilaian media berupa validasi ahli materi mendapatkan nilai 73% dengan nilai cukup layak, ahli media mendapatkan nilai 80% dengan nilai layak, dan penilaian dari responden pada uji pemakaian tahap kecil dan menengah mendapatkan nilai 90 dengan kriteria sangat baik untuk digunakan sebagai media pembelajaran Fikih kelas XI SMK Muhammadiyah Karangmojo.

**Keywords:** *Learning Media, Fiqh, Android, Islamic Economics.*

## INTRODUCTION

We have now entered the era of the Industrial Revolution 4.0, an all-digital era. Industrial revolution 4.0 is also commonly known as the "cyber-physical system," a collaboration between cyber technology and automation technology. The existence of the industrial revolution 4.0 has a very massive impact on the field of (Arifin, 2021; Santoso et al., 2021). In the past, sources of information and knowledge were still minimal. Students can only get it through teachers or books. However, nowadays, new information and expertise spread quickly, and anyone who needs it can access it. Education is experiencing a moderately rapid disruption (Arifin & Muslim, 2020). Disruption is an innovation that will replace the entire old system in new ways. Disruption replaces old physical technology with digital technology, producing something wholly new and more efficient (Kasali, 2017: 34).

In the early 2000s, mobile phones, which became a medium of communication, could only be used to send short messages and make calls. However, since the emergence of smartphones as a medium of communication and information, the function of smartphones is more than just sending short messages and making calls. Smartphones have become a basic need for humans that can facilitate all human affairs. Through smartphones, we can get any information, look for the address of a place, order food and drinks, and even be relied on to book travel tickets and accommodation.

The existence of this smartphone technology can also be used in education. Learners can more easily find subject matter by "googling" online or viewing learning videos via Youtube. Based on the author's observations, 90% of students at SMK Muhammadiyah Karangmojo already have a smartphone, an android type. It proves that the students are already familiar with smartphones and android.

Most students only use smartphones to listen to music, watch videos, play games, and play social media. Seeing this phenomenon, many students are very familiar with smartphones, but very few still use smartphones to improve their understanding and knowledge as students. Therefore, educators must be able to take on the role of providing direction for students in using smartphones.

Educators can also provide educational services via smartphones to maximize their use in education. In line with Nurseto's opinion, the advancement of educational technology and learning technology (Instructional Technology) requires various learning media and sophisticated equipment (Nurseto, 2011, p. 20) However, it turns out that many educators still use conventional methods, especially in learning Islamic Economics Fiqh material, even though the material is challenging to understand if only using the lecture method, question and answer method, or assignment method.

Based on the problems above, the primary concern of this research is that students have not used smartphones for learning, and educators have not provided learning media according to the needs of students. Educators still apply to learn with conventional methods, so the process of teaching and learning activities is still not optimal. Whereas various stimuli can be given to maximize the learning process, such as the use of multiple media that can attract the interest and motivation of students to learning (Yusmaliana et al., 2020). This thinking is in line with the theory of social constructivism. Vygotsky has developed that mental development is not a simple maturation of 'instincts' but objective activity and communication with adults. (Bodrova et al., 2011). Therefore, the authors want to conduct research related to the process of learning fiqh at SMK Muhammadiyah Karangmojo and the development of fiqh learning media for Android-based Islamic Economics. With the development of this media, it is hoped that students can take advantage of Android smartphones for learning activities to maximize the results.

## LITERATURE REVIEW

### 1. Learning Theory

Learning is a business process carried out by a person to obtain a new behavior change due to his own experience in interaction with his environment (Slameto, 2010, p. 2). Learning is a complex process that occurs in each individual throughout his life. The learning process occurs because of the interaction between a person and his environment. Therefore, learning can happen anytime and anywhere. A change in behavior in a person is a sign that the person has learned that occurs due to changes in the level of knowledge, skills, or attitudes (Arsyad, 2011, p. 1).

According to Gagne in learning and learning theory in (Al-Mahiroh & Suyadi, 2020) "Learning is a relatively permanent change in behavior that results from experience or purposeful instruction." Learning is a permanent change in behavior resulting from past experiences or purposeful/planned learning. Individuals obtain experience in their interactions with the environment, both unplanned and designed, resulting in relatively permanent changes.

Djamarah (2011, p. 13) reveals that "learning is a series of mental and physical activities to obtain a change in behavior due to individual experiences in interactions with their environment involving cognitive, affective, and psychomotor."

Based on some of the opinions above, it can be concluded that learning is a process of changing knowledge, skills, and attitudes due to interactions with the environment as a result of experience. Learning theory exists to explain how the learning process occurs and how learning should be carried out.

There are several dominant learning theories: behavioristic learning theory, cognitive learning theory, humanistic learning theory, and constructivist learning theory. The behavioristic theory is a theory that learning is a change in behavior due to the interaction between stimulus and response. In other words, learning is a change experienced by students in terms of their ability to behave in new ways due to the interaction between stimulus and response (Uno, 2006, p. 7). Experts who have worked a lot in this genre are Thorndike, Watson, Hull, Edwin Guthrie, and Skinner.

Cognitivism theory is that learning is a change in perception and understanding that is not always in the form of behavior that can be observed and measured. This theory assumes that everyone already has knowledge that has been arranged in its cognitive structure. The learning process will run well if the learning material or new information adapts to a person's cognitive structure. (Herpratiwi, 2016, p. 23). The experts who worked a lot in this school were Piaget, Bruner, and Ausubel.

Humanistic theory departs from the flow of humanism as a reaction to the flow of behaviorism. This learning theory seeks to understand learning behavior from the perpetrator's point of view, not from the observer's point of view (Uno, 2006, p. 13). The idealized understanding of learning allows this theory to take advantage of any learning theory as long as the goal is to humanize humans. Experts who have worked a lot in this school are Arthur Comb, Abraham H. Maslow, and Carl R. Rogers. It is suggested that PBL should be used more frequently in science learning to further enhance students' self-efficacy and critical thinking skills in higher education (Saputro, Atun, Wilujeng, Ariyanto & Arifin, 2020: 755).

Constructivist theory is a theory with the view that knowledge is not the result of a "gift" from others but the result of the construction process carried out by each individual. Teaching activities are not activities to transfer knowledge from teachers to students but rather an activity that allows students to build their knowledge. Students themselves must interpret what has been learned or taught by adjusting to their experiences. Thus, according to this theory, what is guided by the teacher does not have to be understood by the students. Students' understanding may be different from that of the teacher, so it can be said that the right to determine the knowledge that exists in a person is the individual himself, not someone else (Yamin, 2008, p. 3).

## **2. Learning Media Development**

Research and development (research and development) aim to produce new products through the development process (Mulyatiningsih, 2012, p. 161). Research and development focus on the model, products such as media, teaching materials, and procedures (Sugiyono, 2013). The meaning of development research

is a process or steps to develop a new product or improve an existing product that can be accounted for.

Development in a general sense means growth, change slowly (evolution) and change gradually (Sukmadinata, 2008: 164). Growing means that the process continues to develop towards perfection, while change is not what it used to be or is expected to change for the better (Arsyad, 2011). Because the subject here is education, it is hoped that education will be ideal and perfect through certain stages or processes. It needs careful planning, manifestation, planning, and self-evaluation of each program described.

Gerlach and Ely suggest three media characteristics that indicate why learning media are used because teachers or education are unable or less effective (Arsyad, 2011, p. 12). These characteristics are:

a. **Fixative Features**

This feature describes the ability of the media to record, store, preserve and reconstruct an event or object. An event or object can be sorted and rearranged using photographic media, videotapes, computer diskettes, and films. With this fixative feature, the media allows recording events or things that occur at a specific time to be transported regardless of time. For example, tsunamis, earthquakes, floods, and others can be captured with video recordings.

b. **Manipulative Traits**

The transformation of an event or object is possible because the media has manipulative characteristics. Events that take days or even months can be presented to students in a shorter time than usual. For example, how the process of performing Hajj can be recorded and shortened to only five to ten minutes.

c. **Distributive Features**

The distributive characteristics of the media allow an object or event to be transported through space and simultaneously presented to students with relatively the same experience or experience stimulus regarding the event. Media is not only in one class but can be accessed by many classes in a particular area. For example, video recordings, and audio, can be distributed in several directions at any time. Based on the results of product trials in class, this science comic media can improve student achievement in critical thinking in learning (Saputro, 2016: 101).

### **3. Islamic Economic Jurisprudence Learning**

Learning is defined as a structured combination that includes human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. Humans

involved in the teaching system consist of students, teachers, and other personnel, such as laboratory personnel. Materials include books, blackboard, chalk, photography, slides and films, and audio and videotapes. Facilities and equipment consist of classrooms, audio-visual equipment, and computers. Procedures include schedules and methods of delivering information, practice, study, exams, etc. (Hamalik, 2001, p. 57).

Jurisprudence, according to language, comes from "faqiha yafqahu-fiqhan" which means to understand or understand. The intended understanding is the effort of reason in understanding Islamic teachings that are sourced from the Al-Qur'an and As-Sunnah. Ibn Al-Qayyim said that fiqh is more specific than understanding, namely a deep understanding of various Qur'anic signs, both textually and contextually. Of course, understanding will be obtained if the source of the teaching intended is textual, while understanding can be done textually or contextually. The results of understanding the texts of Islamic teachings are arranged systematically so that they are easy to practice (Saebani & Januri, 2008, p. 13). So, fiqh is a science that studies Islamic teachings about sharia (practical) obtained from systematic arguments.

Fiqh subjects contain Islamic religious education that provides knowledge about Islamic teachings in terms of Syria's law and guides participants to have faith and know the laws in Islam correctly and form habits to implement them in everyday life. Jurisprudence learning means the teaching and learning process about Islamic teachings in Shari'a law, which is carried out in the classroom between educators and students using planned learning strategies and media.

Jurisprudence education in learning requires clarity of messages conveyed by teachers to students depending on how the communication process is established between the two parties to create effective learning. In the digital era, Fiqh Education Educators are required to develop media as a learning tool and be able to attract the attention of students in the classroom.

Religious education media are all activities related to religious education materials, both in teaching aids and techniques or methods that religious teachers can effectively use to achieve specific goals and do not conflict with Islamic teachings.

In this study, researchers use technology as a media tool used in the learning process of Fiqh Education to attract an audience, creating a pleasant learning atmosphere and facilitating understanding of Fiqh material, especially for students.

The scope of the Fiqh class XI material in the ISMUBA (Muhammadiyah Islam and Arabic) curriculum for the SMA/SMK level is: care for the elderly before death, implementation of funeral care, implementation of congregational prayers, implementation of

sermons and Friday prayers, provisions on procedures for carrying out borrowing and borrowing, the principles of buying and selling/muamalah by the provisions of Islamic law for the discovery of goods, as well as economic principles and practices in Islam.

The author develops fiqh learning media about Islamic economics. The main argument about this material is QS. Al-Hashr verse 7:

... كَيْ لَا يَكُونَ دُولَةً بَيْنَ الْأَغْنِيَاءِ مِنْكُمْ ...

Meaning: "so that it may not (make) a circuit between the rich among you."

Meanwhile, the basics of Islamic economic law, namely:

The Qur'an is the eternal and original basis of Islamic economic law and is the first source and reference for Islamic law because it contains global principles and their details. As the word of Allah in the letter an-Nisa [4] verse 80:

مَنْ يُطِعِ الرَّسُولَ فَقَدْ أَطَاعَ اللَّهَ وَمَنْ تَوَلَّىٰ فَمَا أَرْسَلْنَاكَ عَلَيْهِمْ حَفِيظًا

Meaning: "Whoever obeys the Messenger obeys Allah"

As-Sunnah, often referred to as al-Hadith, has almost the same meaning, namely everything that is relied on the Prophet Muhammad in words, deeds, and destiny. Meanwhile, Al-Hadith is based not only on the Prophet Muhammad but also on the companions of the Prophet. As-Sunnah is the second source of law after the Qur'an. The primary basis of as-Sunnah as a source of law is the word of Allah in Surah an-Nisa [4] verse 59:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا أَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ

Meaning: "O believers! Obey Allah and obey the Messenger"

Ijtihad is all abilities in all actions to obtain the syara' law and detailed arguments by way of istinbat (concluding). The legal basis for establishing ijtihad is as Allah says in QS. As-Shura' [42] verse 38:

وَأَمْرُهُمْ شُورَىٰ بَيْنَهُمْ

Meaning: "and whose affair is [determined by] consultation among themselves"

## METHODS

This research is included in the field research. The types of the study conducted are qualitative and R&D types. Development of R&D (Research and Development) is a research method used to produce specific products and test their effectiveness of these products (Sugiyono, 2013). The product developed is an android-based Islamic economics material fiqh learning media. In the development stages, this research used the Borg and Gall model (Sugiyono, 2013, p.



409)(Sugiyono, 2013: 409) sequentially, as shown in the following figure 1.

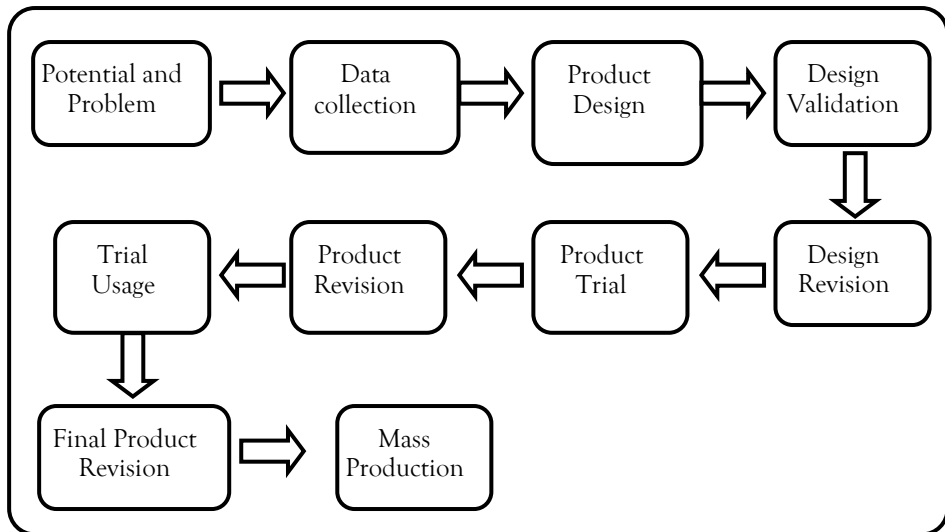


Figure 1. Borg and Gall Development Stage Chart

Based on the table above, the research started by analyzing the potential, and problems in SMK Muhammadiyah Karangmojo. Furthermore, at the data collection stage, the potentials and problems found are used as product planning materials expected to overcome existing problems. The researcher collected data using observation and interviews with the tenth-grade Jurisprudence teacher. After this stage, the product design and its specifications are carried out. The resulting product is further validated by presenting several experienced experts to assess the designed product. This study will use material validation and IT validation (media experts). Material Experts focus on Islamic Economics material on Fiqh material. Meanwhile, media experts (IT) focus on the aspects of the media used.

In the next step, after experts validate the product design, it will be able to identify the weaknesses and shortcomings. So that if the weaknesses and shortcomings are known, the researcher will improve the product design based on input and advice from experts. After the product is revised, the product is tested. This trial aims to determine the success or failure of the product in achieving its goals and collect information to improve the product. The product trial data will be carried out twice, namely small (limited) and large group trials. Product testing on a limited sample will show how the performance of the old product will be better than the performance of the new product. After the product trial is thriving and there may not be a revision that is too important, the product in the form of a new work system is applied in actual conditions for a broad scope.

At the final revision stage, revisions are made if there are advantages and disadvantages during the actual use test. We

recommend that product makers continue to evaluate the product. After doing these several stages, then the product is mass-produced. However, the researcher was only limited to the ninth stage in this study, given the limited time and budget.

In the above flow of this research, the instruments used in data collection include observation sheets, interview sheets, and questionnaire sheets. Observation and interview sheets were used to record information from the field in the initial research, while the questionnaire was used to measure the product's feasibility. The data collected in the preliminary research, assessment of material experts, and media experts were then analyzed and described. The data was obtained in the form of qualitative and quantitative. Thus, two data analysis techniques were used: 1) Data analysis of initial conditions and product development. Initial condition data in the form of problems and potential for developing physical education in schools were analyzed and developed as a learning medium; 2) Product feasibility data analysis.

Product feasibility data in the form of fiqh learning media on Android-based Islamic Economics material was developed according to the opinions of material experts and media experts and described quantitatively. Media expert validation was conducted to assess text clarity and efficiency, navigation clarity, time duration, ease of use, voice clarity, and image version. The confirmation of learning material experts was carried out to measure the suitability of the material with the Ismuba curriculum, the delivery of the material in sequence, the use of good language according to the EYD, the attractiveness of the material presented, and understanding of the terminology used. This activity was carried out to determine the theoretically developed learning media feasibility. The instrument used is a validation sheet. The data collection method in this study collects validation results, then the data obtained are analyzed descriptively qualitatively.

## FINDINGS AND DISCUSSION

### 1. Jurisprudence Learning Process

Class XI Jurisprudence learning at SMK Muhammadiyah Karangmojo generally still uses conventional methods. The approach used is still teacher-centered, while students only passively receive learning materials. In this digital era, Fiqh subject teachers are required to develop media as a learning tool and be able to attract the attention of students in the classroom. Based on researchers' observations, as many as 90% of students of SMK Muhammadiyah Karangmojo have smartphones with android type.

Principals, teachers, and students expect innovations in the development of learning media to attract students' attention and interest in learning to take fiqh lessons. Researchers are trying to

develop fiqh learning media for android-based Islamic economics by seeing this situation.

## 2. Development of Jurisprudence Learning Media

In the research procedure, researchers use development according to Borg and Gall (Sugiyono, 2013, p. 408) through ten stages:

### a. Analysis of Potential Problems

Based on the results of observations and interviews conducted by researchers with school principals, teachers, and students, it can be concluded that supporting the development of android-based fiqh learning media has the following potential:

- 1) There are 90% of class XI students who have android phones, so they support the development of android-based fiqh learning media.
- 2) Educators or respondents strongly agree and support the development of android-based fiqh learning media which contains material and practice questions to support fiqh learning.
- 3) The principal's policy is pleased and supports the creativity of teachers in making innovations or developing learning media

These potentials can be used as the basis and reason for researchers' development of android-based fiqh learning media to continue the next stage.

### b. Data collection

Data collection conducted by researchers shows that there is hope from school principals and teachers to improve the quality of learning, one of which is by making engaging learning media. The development of learning media developed by researchers includes audio-visual media and test development using an Android smartphone system that is flexible and practical because the operating system is open source.

### c. Product Design

The initial design of the Android-based Islamic Economic Fiqh learning media is as follows:

|                                |   |
|--------------------------------|---|
| <b>Text aspect</b>             | <b>The text is developed with harmony, proportion, and attractiveness principles.</b>   |
| <b>Color and design aspect</b> | The designs and colors are chosen in bright and soft colors for comfortable viewing for a long time. The design is made to be attractive and pleasing to the eye.                 |
| <b>Material aspect</b>         | The material is taking fiqh education books for class XI from the PWM D. I. Yogyakarta Educational Education Council in 2017 and relevant materials.                              |
| <b>Video animation aspect</b>  | The video was taken and downloaded from Bank Indonesia's Youtube channel on Islamic Economics. This material introduces Islamic economics, which will be discussed in the lesson. |

d. Material Expert and Media Expert Design Validation

Researchers conducted an assessment of several experts to assess the designs made. The media expert asked by the researcher to validate is Ujang Narendra Pratama, a lecturer at the Indonesian Art Institute (ISI) Yogyakarta. The data obtained is based on a questionnaire, and the validator provides an assessment. The results of the assessment from the validator Ujang Narendra Pratama, are as follows:

Table 1. Assessment of Learning Media Experts on the aspect of ease of use

| No                               | Indicators      | Scoring scale  |   |   |    |   |
|----------------------------------|-----------------|----------------|---|---|----|---|
|                                  |                 | 1              | 2 | 3 | 4  | 5 |
| 1                                | Time duration   |                |   |   | V  |   |
| 2                                | Easy to use     |                |   | V |    |   |
| 3                                | Voice clarity   |                |   |   | V  |   |
| 4                                | Image variation |                |   |   | V  |   |
| Amount                           |                 |                |   | 3 | 12 |   |
| Total Rating                     |                 | 15             |   |   |    |   |
| Percentage: $15/20 \times 100\%$ |                 | 75%            |   |   |    |   |
| Conclusion                       |                 | Quite feasible |   |   |    |   |

The material expert asked by the researcher to provide an assessment and validation of the material in this application is Dr. Watini, S.Pd.I, M.Pd.I. He is a lecturer in the Master of Islamic Religious Education at UAD, whom researchers have considered qualified because he has received a doctorate in Islamic education. The results of the assessment from the validator Dr. Wantini, S.Pd.I, M.PdI are as follows:

Table 2. Material expert assessment on the quality aspect of material content

| No                               | Indicators                                     | Scoring scale |   |   |   |   |
|----------------------------------|--|---------------|---|---|---|---|
|                                  |  | 1             | 2 | 3 | 4 | 5 |
| 1                                | The material is presented in a coherent manner |               |   |   | V |   |
| 2                                | Good use of language according to EYD          |               |   |   | V |   |
| Amount                           |  |               |   |   | 8 |   |
| Total Rating                     |  | 8             |   |   |   |   |
| Percentage: $15/20 \times 100\%$ |  | 80%           |   |   |   |   |
| Conclusion                       |  | Feasible      |   |   |   |   |

e. Design Revision

Researchers who have consulted with media experts found the shortcomings of the Android-based Fiqh learning media

design. The deficiencies in the design are then revised according to input from experts and the ability of the researcher.

f. Product Trial

After the product design revision process, the next step is product testing. The researcher used a small-scale trial in this product trial by asking teachers and students to install an Android-based application or fiqh learning media.

Table 3. Teacher's assessment of Android-Based Jurisprudence Learning Media

| No                 | Aspect           | Number of indicators | Number of scores | Score | Criteria  |
|--------------------|------------------|----------------------|------------------|-------|-----------|
| 1                  | Material/content | 10                   | 48               | A     | Very good |
| 2                  | Media            | 10                   | 42               | B     | Good      |
| Sum of all aspects |                  |                      | 90               | A     | Very Good |

Table 4. Small-scale student assessment of Learning Media Android-Based Islamic Economic Jurisprudence

| No                 | Aspect           | Number of indicators | Total score 3 students | Average | Score | Criteria  |
|--------------------|------------------|----------------------|------------------------|---------|-------|-----------|
| 1                  | Material/content | 5                    | 68                     | 22,6    | A     | Very good |
| 2                  | Media            | 5                    | 60                     | 20      | B     | Good      |
| Sum of all aspects |                  |                      | 90                     | 42,6    | A     | Very Good |

g. Product Revision

Based on this learning media trial on a small scale for teachers and students, it can be concluded that small-scale respondents did not find difficulties in using learning media. Furthermore, not all entries can be made due to time constraints.

h. Trial Usage

The researcher asked the students of class XI Accounting and Finance to do a trial use. Fifteen students are ready to do a trial use after installing the application. The researcher asked the students to fill out an assessment sheet for the application. The filling results will be analyzed concerning students' responses to the android-based Fiqh learning media.

The results of the student questionnaire instrument in the use trial produced the following test results:

1) Student responses from the aspect of content or material

Three indicators measure this aspect: material according to the book, easy-to-understand sentences,

coherent material, and questions according to the material presented.

Table 5. Percentage of each item on the aspect of content or material

| No    | SB |       | B  |       | C |       | K |   | SK |   |
|-------|----|-------|----|-------|---|-------|---|---|----|---|
| Item  | F  | %     | F  | %     | F | %     | F | % | F  | % |
| 1     | 10 | 66,67 | 3  | 20    | 2 | 13,33 | 0 | 0 | 0  | 0 |
| 2     | 11 | 73,33 | 4  | 26,67 | 0 | 0     | 0 | 0 | 0  | 0 |
| 3     | 13 | 86,67 | 1  | 6,67  | 1 | 6,67  | 0 | 0 | 0  | 0 |
| 4     | 9  | 60    | 3  | 20    | 3 | 20    | 0 | 0 | 0  | 0 |
| Score | 43 | 71,67 | 11 | 18,33 | 6 | 10    | 0 | 0 | 0  | 0 |

Globally, if we look at the diagram in the figure 2., students' assessment of the application can be seen from the diagram. Most of the students rated this application as very good in material/content.

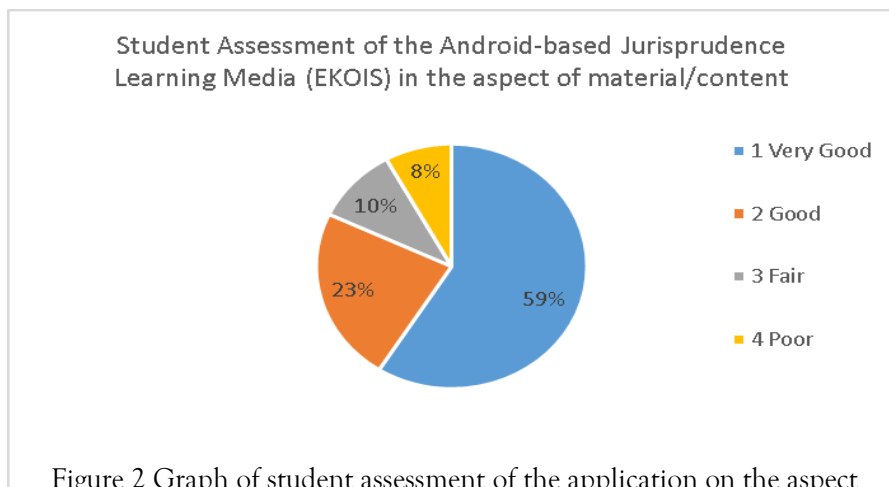


Figure 2 Graph of student assessment of the application on the aspect of material/content

2) Student responses from the application aspect

There are six indicator items in student assessments in the student use trial on the application aspect: easy to use, attractive pictures and videos, attractive colors, fast media operations, easy navigation, and clear writing.

Table 6. Percentage of each item on the application aspect

| No     | SB |       | B  |       | C  |       | K |      | SK |   |
|--------|----|-------|----|-------|----|-------|---|------|----|---|
| Item   | F  | %     | F  | %     | F  | %     | F | %    | F  | % |
| 5      | 10 | 66,67 | 3  | 20    | 2  | 13,33 | 0 | 0    | 0  | 0 |
| 6      | 9  | 60    | 4  | 26,67 | 2  | 13,33 | 0 | 0    | 0  | 0 |
| 7      | 13 | 86,67 | 1  | 6,67  | 1  | 6,67  | 0 | 0    | 0  | 0 |
| 8      | 9  | 60    | 3  | 20    | 3  | 20    | 0 | 0    | 0  | 0 |
| 9      | 11 | 73,33 | 2  | 26,67 | 1  | 6,67  | 1 | 6,67 | 0  | 0 |
| 10     | 10 | 66,67 | 3  | 20    | 1  | 6,67  | 1 | 6,67 | 0  | 0 |
| Amount | 62 | 65,26 | 16 | 16,84 | 10 | 10,53 | 2 | 2,10 | 0  | 0 |

Of all the items, 15 students who used this application rated the application aspect with 65.26% very good, 16.84% good, 10.53% sufficient, and 2.1% less. So it can be concluded that most students can accept and use this application well.

i. Final Product Revision

The trial of this learning media on students showed that the android-based fiqh learning media was declared feasible and good. The researcher did not revise the product anymore and could take advantage of android-based fiqh learning media.

j. The Final Product of Learning Media Development

The final product in this research is android-based fiqh learning media used as one of the media used to assist the process of teaching and learning activities. This fiqh learning media contains material on Islamic economics in the subjects of fiqh education for class XI SMK. This media received validation from one media expert and one material expert, received several inputs, and was declared suitable for use as learning media. This media is not mass-produced due to various limitations of researchers.

As the final result, an overview of the learning media product can be seen in this figure 3.



Figure 3. Display of the final menu section design

## CONCLUSION

Based on the results of observations, interviews, and visits to SMK Muhammadiyah Karangmojo obtained the following results:

1. Fiqh learning, especially class XI at SMK Muhammadiyah Karangmojo, still tends to use the lecture method a lot and lacks learning media. As many as 90% have an android phone that can be operated. Principals, teachers, and students expect innovations in the development of learning media to attract students' attention and interest in learning to take fiqh lessons. Researchers are trying to develop a fiqh learning media for android-based Islamic economics by seeing this situation.
2. The learning media produced is an Android-based Islamic economics fiqh study that has been validated by two experts, namely learning media experts and material experts. The results of acquiring expert validation of learning media are 75%, with a reasonably decent category. Meanwhile, the results of the acquisition of expert validation of learning materials are 80% with a decent category. This learning media can be used continuously.



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