



The Effectiveness of Using SAC Media in Islamic Religious Education on Learning Outcomes of Seventh Grade Students at MTs Negeri 1 Sidenreng Rappang

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ABSTRACT

This study aims to describe the effectiveness of using SAC (Smart Apps Creator) media in Islamic Religious Education on the learning outcomes of seventh-grade students at MTs Negeri 1 Sidenreng Rappang. This research is categorized as an experimental study using a descriptive analysis method, involving 60 students from class VII A and VII B as samples. The data were collected through observation, tests, and documentation. The findings show that the use of SAC media is effective in improving students' learning outcomes. Class VII A, which used SAC media, achieved an average score of 87, while class VII B, which used conventional methods, achieved an average score of 75. The percentage of students meeting the Minimum Mastery Criteria (KKM) was higher in the experimental class (60%) compared to the control class (53%). These results indicate that the use of SAC media as a learning tool significantly improves students' engagement and comprehension in Islamic Religious Education. Therefore, it is recommended for educators to adopt SAC as a learning medium to enhance the learning experience.

INTRODUCTION

Education is one of the fundamental pillars for the progress of a nation. The better the quality of education offered by a country, the better the quality of its people. Education plays a significant role in shaping not only the intellectual capacities of individuals but also their moral and ethical values. In Indonesia, the importance of education has been clearly outlined in the National Education System Law Number 20 of 2003, which emphasizes the development of human potential to create individuals who are faithful, knowledgeable, creative, and responsible. In today's era, characterized by rapid technological advancements, the role of technology in education has become increasingly essential. The integration of technology into the learning process is vital to enhance the effectiveness of education. Teachers are now expected to leverage various technological tools and media to create more interactive, engaging, and efficient learning experiences. Multimedia learning, in particular, has proven to be an effective method for increasing students' interest and understanding of the subjects being taught.

One such technological tool that has shown great potential in education is the Smart Apps Creator (SAC). SAC is an interactive application that allows teachers to create engaging educational content for their students without needing advanced programming skills. SAC offers various multimedia elements, such as videos, animations, and quizzes, which can make the learning process more dynamic and appealing to students. By using SAC, teachers can present materials in a way that encourages students to be more active participants in their learning. In the context of Islamic Religious Education, particularly for seventh-grade students, conventional teaching methods are still widely used. These methods often focus on lectures and textbooks, which may not fully capture the attention or interest of students. Consequently, students may struggle to engage with the material and achieve satisfactory learning outcomes. There is a need for more interactive and innovative teaching strategies that can help students better understand and retain the material being taught in Islamic Religious Education.

The use of SAC in the classroom has the potential to address these challenges. By incorporating multimedia elements into the teaching of Islamic Religious Education, SAC can create a more engaging learning environment that promotes better comprehension and retention of the material. Additionally, the application allows for offline use, making it accessible in areas with limited internet connectivity. This makes SAC an excellent tool for improving the quality of education in rural or underserved regions. This research focuses on the effectiveness of using SAC media in improving the learning outcomes of seventh-grade students at MTs Negeri 1 Sidenreng Rappang. The study involves an experimental approach, comparing two groups of students: one group using SAC media and the other group taught using conventional methods. The objective is to determine whether the use of SAC media can significantly enhance the students' learning outcomes compared to traditional teaching methods. conducting this study, we hope to contribute to the body of research on educational technology, particularly in the field of Islamic Religious

Education. The findings from this research can provide valuable insights for educators and policymakers looking to implement technology in schools, especially in the context of Islamic education. Furthermore, this research will offer practical recommendations for improving the teaching and learning process through the integration of multimedia tools like SAC.

LITERATURE REVIEW

The effectiveness of educational media, especially in the context of religious education, has been a subject of various studies. According to Becker et al. (2015), technology integration in education is vital to improve learning outcomes, as it allows for more interactive and engaging learning experiences. The combination of multimedia elements in education has been found to facilitate better understanding and retention of information. In line with this, the use of digital tools like Smart Apps Creator (SAC) has emerged as a powerful solution for educators looking to modernize their teaching methods and improve student outcomes. The integration of educational technology has become a cornerstone of modern education. According to Purwanti (2020), the use of multimedia tools enhances the effectiveness of teaching, allowing for interactive communication between students and teachers. Multimedia elements such as videos, animations, and interactive quizzes create a more dynamic learning environment. The National Education Standards Agency of Indonesia (BSNP) also emphasizes the need for teachers to utilize modern technology to align with 21st-century educational goals. Becker et al. (2015) highlight that technological competency is one of the key skills teachers need to develop in order to effectively facilitate learning in a digital world. Smart Apps Creator (SAC) is a multimedia tool that enables teachers to create interactive learning materials without needing advanced programming skills. According to Astuti (2022), SAC allows educators to design Android-based learning applications that can be used offline, making it suitable for regions with limited internet connectivity. SAC can integrate multimedia elements such as audio, video, text, and interactive quizzes, providing students with an engaging and immersive learning experience. Previous studies (Helly et al., 2022; Wulandari et al., 2019) have demonstrated that SAC is highly effective in increasing student engagement and improving learning outcomes, particularly in subjects requiring critical thinking and problem-solving skills.

Several studies have explored the use of SAC in different educational contexts. For instance, Mahuda et al. (2021) found that SAC improved student engagement and academic performance in mathematics by offering an interactive platform for students to explore complex mathematical concepts. In another study, Rahmatullah et al. (2023) demonstrated that SAC enhanced science learning outcomes by making the content more accessible and interactive for students. These findings indicate that SAC has broad applications across various subjects, including religious education. Islamic Religious Education, particularly in traditional classroom settings, often relies on conventional teaching methods such as lectures and textbook readings. These methods may not always engage students effectively. According to

Khasanah & Rusman (2021), the use of multimedia tools in religious education helps bridge this gap by making the content more relatable and engaging. SAC, with its multimedia capabilities, has been shown to enhance students' comprehension of religious texts and concepts, making it easier for them to internalize and apply the teachings in real life (Wulandari et al., 2019).

Student engagement plays a critical role in determining the effectiveness of learning. According to Prasetyo & Musril (2022), interactive learning environments, such as those facilitated by SAC, allow students to actively participate in their own learning process. The use of SAC encourages students to interact with the material through quizzes, videos, and animations, making the learning experience more enjoyable and less passive. This interaction fosters better retention of information and promotes higher levels of critical thinking, as students are more involved in their learning. Despite its benefits, the implementation of SAC and other technological tools in education is not without challenges. Purwanti (2020) notes that some educators may lack the necessary digital literacy to effectively use multimedia tools like SAC. Additionally, there may be technical issues, such as hardware limitations or lack of access to computers and smartphones, particularly in underprivileged areas. It is crucial for educational institutions to provide adequate training and resources to support teachers in adopting these tools. While technology integration has gained traction in many educational fields, its adoption in Islamic Religious Education has been slower due to the traditional nature of the subject. However, recent studies (Rahmada, 2024) suggest that multimedia tools like SAC can effectively modernize the teaching of Islamic studies, making the subject more appealing to students. By incorporating multimedia elements, teachers can better explain abstract religious concepts and make the content more engaging for young learners.

METHODOLOGY

This study uses an experimental research design to investigate the effectiveness of Smart Apps Creator (SAC) as a learning media in improving the learning outcomes of seventh-grade students in Islamic Religious Education at MTs Negeri 1 Sidenreng Rappang. The research method focuses on comparing two groups: a control group that is taught using conventional teaching methods and an experimental group that utilizes SAC as a learning medium. The research design used in this study is a quasi-experimental design, specifically a pretest-posttest control group design. The purpose of this design is to measure the effectiveness of the intervention (SAC media) by comparing the results of a pretest and posttest between the control group and the experimental group. The experimental group receives instruction through SAC media, while the control group follows the conventional lecture-based teaching method. The results from both groups are analyzed and compared to determine the impact of SAC on students' learning outcomes.

The research design can be represented as follows:

R1 X O1

R2 O2

Where:

- R1: Experimental group using SAC media
- R2: Control group using conventional methods
- X: Treatment (use of SAC media)
- O1: Posttest result of the experimental group
- O2: Posttest result of the control group

The population in this study consists of all seventh-grade students at MTs Negeri 1 Sidenreng Rappang, totaling 279 students. The sample is selected using random sampling, ensuring each student has an equal opportunity to be part of the study. Two classes are selected randomly to represent the sample: class VII A as the control group and class VII B as the experimental group, with each class consisting of 30 students. This study involves two types of variables. Independent Variable: The use of SAC media in Islamic Religious Education. This variable is manipulated by implementing SAC in the teaching process for the experimental group. Dependent Variable: The students' learning outcomes. This variable is measured based on the scores obtained by students in the posttest.

Data collection is carried out using three main methods: observation, tests, and documentation. Observation: The researcher observes the learning process in both the control and experimental groups to record how students respond to the teaching methods and how they engage with the learning material. Tests: A pretest and posttest are administered to both groups. The pretest measures students' baseline knowledge before the intervention, while the posttest measures their learning outcomes after the intervention. The test consists of multiple-choice questions covering topics in Islamic Religious Education. Documentation: The researcher gathers relevant documents, including attendance records, test scores, and instructional materials used during the teaching process.

The data analysis in this study uses quantitative methods with a focus on descriptive statistics and inferential statistics. Descriptive Analysis: Descriptive statistics are used to calculate the mean, standard deviation, and percentage of students who achieve the Minimum Mastery Criteria (KKM) in both the control and experimental groups. Inferential Analysis: A t-test is conducted to determine if there is a statistically significant difference between the posttest scores of the control group and the experimental group. The t-test helps to establish whether the use of SAC media has a measurable effect on the students' learning outcomes. A significance level of 0.05 is used to determine the effectiveness of SAC. The test instruments used in this study undergo a validity and reliability check to ensure their accuracy and consistency in measuring learning outcomes. Validity: The content validity of the test is evaluated by subject matter experts in Islamic Religious Education to ensure that the questions align with the learning objectives. Reliability: The reliability of the test is measured using Cronbach's Alpha, ensuring consistency in the students' responses across different items in the test.

The research procedure is carried out in several stages: Preparation: Selection of the sample, preparation of the test instruments, and creation of SAC

media for the experimental group. Pretest: Both groups are given a pretest to assess their baseline knowledge of Islamic Religious Education. Implementation: The control group receives instruction through traditional methods, while the experimental group uses SAC media during the learning process. Posttest: Both groups are administered the same test after the intervention to measure the impact of the teaching methods on their learning outcomes. Data Analysis: The pretest and posttest scores are analyzed using descriptive and inferential statistics to determine the effectiveness of SAC media.

RESULTS AND DISCUSSION

The purpose of this study was to determine the effectiveness of using Smart Apps Creator (SAC) as a learning media in Islamic Religious Education for seventh-grade students at MTs Negeri 1 Sidenreng Rappang. This section presents the results of the data analysis, which includes the descriptive statistics and the comparison between the control and experimental groups.

Descriptive Statistics

After conducting the pretest and posttest in both the control and experimental groups, the results show the following key findings: Pretest Results: The average score in the control group (class VII A) before the intervention was 50. This indicates a baseline understanding of Islamic Religious Education before the conventional teaching method was applied. In the experimental group (class VII B), the average pretest score was 52, showing that both groups had relatively similar starting points before the SAC intervention. Posttest Results: After the learning intervention, the control group, which was taught using conventional methods, achieved an average posttest score of 75. The experimental group, which used SAC as a learning media, achieved a significantly higher average posttest score of 87. Effectiveness of SAC Media: To determine the effectiveness of SAC media, the Minimum Mastery Criteria (KKM) was set at 75. The percentage of students meeting the KKM in each group is as follows: Control Group: 53% of students (16 out of 30) achieved the KKM. Experimental Group: 60% of students (18 out of 30) achieved the KKM.

To further analyze whether the difference in posttest scores between the two groups was statistically significant, a t-test was conducted. The t-test results indicate a p-value of less than 0.05, which confirms that the difference in learning outcomes between the control group and the experimental group is statistically significant. Therefore, the use of SAC media had a positive and significant impact on the learning outcomes of the students.

The findings of this study indicate that the use of SAC media in teaching Islamic Religious Education is more effective in improving students' learning outcomes compared to conventional teaching methods. The experimental group, which used SAC, showed a significant improvement in their posttest

scores, indicating that the multimedia elements of SAC helped engage students more effectively and enhance their understanding of the material. One of the key reasons for the effectiveness of SAC is its ability to present learning materials in a more interactive and engaging way. SAC allows for the integration of multimedia elements, such as videos, animations, and quizzes, which capture students' attention and encourage active participation in the learning process. According to Prasetyo & Musril (2022), interactive learning environments promote better engagement and retention of knowledge, which aligns with the findings of this study.

The control group, which followed traditional teaching methods such as lectures and textbooks, did not benefit from the same level of interactivity, which may have contributed to their relatively lower posttest scores. This highlights the importance of incorporating interactive media into the teaching of Islamic Religious Education to foster a deeper understanding of the material. The study also suggests that SAC promotes independent learning among students. By using SAC, students can access learning materials at their own pace, review content as needed, and test their knowledge through interactive quizzes. This aligns with findings by Helly et al. (2022), which demonstrate that digital learning tools like SAC allow students to take more control over their own learning process. In the experimental group, students were able to explore the Islamic Religious Education materials in a more dynamic and self-directed way. The multimedia elements in SAC also helped simplify complex religious concepts, making it easier for students to understand and apply the teachings. The significant difference in the posttest scores between the control and experimental groups indicates that the use of SAC media has a direct positive impact on students' learning outcomes. The average score of the experimental group (87) was significantly higher than that of the control group (75). This suggests that the multimedia approach offered by SAC can help enhance students' comprehension and retention of Islamic Religious Education topics.

This finding is consistent with the research of Mahuda et al. (2021), who found that interactive digital tools significantly improve student outcomes by making the learning process more engaging and personalized. In this study, the use of SAC as a learning media was shown to create a more stimulating learning environment, leading to better academic performance. Although SAC media proved to be effective, there were some challenges in its implementation. Some students faced difficulties in navigating the SAC interface, especially those with limited exposure to digital tools. This finding aligns with the work of Purwanti (2020), who noted that digital literacy among both students and teachers can impact the successful adoption of educational technology. In this

study, the teacher provided additional guidance to help students understand how to use the SAC application effectively. This highlights the need for adequate training for both teachers and students when integrating new technology into the classroom. Without proper support, the benefits of SAC may not be fully realized.

Based on the findings of this study, several recommendations can be made for educators and future research. First, educators should consider adopting SAC or similar interactive media to enhance the teaching and learning process, particularly in subjects like Islamic Religious Education that benefit from a more dynamic approach. Second, future research could explore the long-term effects of using SAC media in different educational contexts, such as other subjects or grade levels. Moreover, educational institutions should invest in teacher training programs to ensure that educators are equipped with the necessary digital skills to implement tools like SAC effectively. Providing students with greater access to digital devices will also support the broader adoption of educational technology.

CONCLUSIONS AND RECOMMENDATIONS

This study aimed to determine the effectiveness of using Smart Apps Creator (SAC) as a learning media in Islamic Religious Education for seventh-grade students at MTs Negeri 1 Sidenreng Rappang. Based on the findings and analysis, several important conclusions can be drawn. The use of SAC media significantly improved the learning outcomes of students in the experimental group compared to those in the control group who were taught using conventional methods. The experimental group achieved a higher average posttest score of 87, while the control group scored 75. This demonstrates that SAC is an effective tool for enhancing students' understanding and retention of Islamic Religious Education. SAC provides a more engaging and interactive learning experience by integrating multimedia elements such as videos, animations, and quizzes. These features capture students' attention and encourage active participation, which is crucial for effective learning. The study shows that students in the experimental group were more motivated and involved in the learning process. SAC allows students to access learning materials at their own pace, promoting independent learning. This feature is particularly valuable in enhancing students' comprehension and mastery of complex religious concepts.

The ability to review materials and engage with interactive content outside of traditional class time contributed to improved academic performance. While SAC proved to be effective, some challenges were noted in its implementation, particularly regarding students' digital literacy and familiarity with the platform. This suggests the need for adequate training and support for both students and teachers to maximize the benefits of SAC. The study suggests that educators should consider incorporating SAC or similar educational technology into their teaching practices, particularly in subjects that

benefit from multimedia approaches, such as Islamic Religious Education. Schools and institutions should also invest in training programs to equip teachers with the necessary skills to effectively use digital tools in the classroom. This research demonstrates that SAC is an effective learning tool for improving student outcomes in Islamic Religious Education. Its interactive features promote greater student engagement and support independent learning, ultimately leading to better academic performance. As technology continues to play a pivotal role in education, integrating tools like SAC can significantly enhance the quality and effectiveness of the teaching and learning process.

FURTHER STUDY

This research still has limitations so further research on the topic is still needed "The Effectiveness of Using SAC Media in Islamic Religious Education on Learning Outcomes of Seventh Grade Students."

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