DEVELOPMENT OF "SIMEZA" APPLICATION TO IMPROVE UNDERSTANDING OF ZAKAT FOR ELEMENTARY SCHOOL STUDENTS

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A R T I C L E I N F O

A B S T R A C T

The world of education is familiar with the terms learning media, teaching tools, and so on. In this era of modernization, everything is required to be completely digital, even remote areas must keep up with the times so as not to be left behind. So that the learning process of students is endeavored to be digital-based. This is what underlies the presence of SIMEZA (Application for Knowing Zakat) as a solution to assist teachers in presenting learning materials about zakat in a more interactive and interesting way. SIMEZA is designed as a response to the need for a more dynamic and interesting learning approach for students, especially in the midst of the transformation towards digital-based learning. By using SIMEZA, teachers can easily integrate zakat concepts into their learning, creating a more fun and interesting learning experience for students. Through the D&D (Design and Development) research method and data collection techniques through interviews and questionnaire filling by Islamic Studies (PAI) subject teachers in elementary schools. The implementation was conducted at SDN Sukasirna I Sumedang, SIMEZA was successfully proven as an effective and innovative learning tool. With the trial results showing significant benefits in the process of delivering zakat material in class VI, SIMEZA strengthens its relevance as an educational solution in accordance with the demands of this digital era.

1. INTRODUCTION

Government Regulation No.19 of 2005 on National Education Standards states that: "Graduate competency standards are qualifications of graduates' abilities that include knowledge, attitudes and skills", so every graduate must meet the existing criteria first to become a graduate. This applies to all subjects including Islamic Religious Education (PAI) subjects. All subjects will definitely have their own graduate competency standards, for PAI subjects one of the graduate competency standards is to recognize and implement the Pillars of Islam from purification (Thaharah) to Zakat and know the procedures for performing the Hajj. Understanding the pillars of Islam is very important and mandatory for Muslims because the pillars of Islam are the main foundation for Muslims in carrying out their beliefs and worship. These pillars of Islam also indicate the obligations that must be fulfilled by every individual who is Muslim (Nursaadah, 2022).

One of the responsibilities that must be carried out by capable individuals is to pay zakat. Zakat is a small portion of wealth that must be spent by every Muslim after reaching certain requirements to clean one's property or soul. Zakat is given to the groups who are entitled to receive (asnaf). Understanding the concept of zakat has a significant impact on a person's socio-economic aspects, where an understanding of zakat will increase awareness of

the role of zakat in helping people in need and develop an attitude of social care. Therefore, knowledge about zakat should be obtained early on, even from the elementary school level in PAI subjects.

Learning Islamic religious education about zakat in elementary school will provide many benefits for students such as an increase in students' awareness of sharing with people in need, this helps increase social awareness and empathy for others around them. Zakat contains the concept of togetherness where this concept will make students learn about togetherness and solidarity in the community, students will understand that by helping each other and sharing, the community will grow harmoniously and certainly stronger. Learning about zakat can also involve simple mathematical calculations, such as calculating the 2.5% of wealth that should be distributed as zakat. This helps to improve students' arithmetic and financial management skills at a basic level. It also strengthens Islamic values in students, such as obedience to Allah SWT, concern for others, and social responsibility. By seeing the benefits that exist in learning zakat material, it will form a generation that is caring, fair, and socially and religiously responsible.

Teachers play a very important role in bringing out the benefits of learning zakat material by choosing effective and interesting learning media. Especially in this digital era, of course, teachers must be smarter in choosing interactive learning media. The digital era is a period characterized by the existence of digital technology, the dominant technology in this era is internet technology. The internet is an integral part of life. Internet technology contains positive and negative sides the use of technology in education has brought many changes in the way we learn and teach (Aeni et al., 2019). In this digital era, students tend to be very dependent on technology, especially mobile devices and the internet. This can disrupt their learning focus as at this time many students are often bored if they only learn through books without any other sources related to technology which will ultimately make the benefits mentioned earlier not obtained by students.

This is what encourages researchers to create SIMEZA Learning Media (application for knowing zakat) using Smart Apps Creator (SAC) digital technology. It is hoped that this application can be used as an alternative to learning zakat that is interesting and not boring. Based on this, researchers are interested in conducting research with the title "Development of SIMEZA Application (application for knowing zakat) based on SAC in PAI subjects to improve student understanding in grade 6 elementary students".

2. METHODS

According to Sugiono, the research method is a scientific way to obtain data based on specific objectives. This research uses the Design and Development (D&D) research method. Richey and Klein (2007) expressed their opinion that D&D (Design and Development) or research and development is a systematic study of the design, development, and evaluation process which aims to establish an empirical basis in the creation of instructional and non-instructional products and tools as well as new or improved models. This method involves product testing steps with the aim of improving the product based on the benefits gained from the product already made.

The research process adopting the D&D method involves a series of steps, starting from identifying problems in learning Islamic Religious Education (PAI) zakat material in high grade elementary school. In the context of the new curriculum and the times, learners are expected to play an active role, while teachers are challenged to develop interactive learning. Therefore, the main focus of this research is to use digital products as an interesting learning tool for the topic of zakat in grade VI elementary school. Implementation is done through the development of a digital application called SIMEZA, which is in accordance with the

Merdeka Phase C curriculum, including the use of customized images and audio. After the product is finished, testing is carried out which is then revised based on input from validators (PAI Teacher and PAI Lecturer). After that, the researcher evaluates the test results and analyzes the extent to which the product achieves the research objectives.

Our research is located at SDN Sukasirna I, Sumedang, using the Design and Development (D&D) method. Previously we had conducted interviews in advance for the process of collecting data and information to facilitate and produce products that suit the needs of students at the school.

3.   RESULTS AND DISCUSSION

Based on the results of the literature survey, digital-based learning media is very helpful in the learning process, this digital-based learning media can be accessed anytime and anywhere. By utilizing smartphone technology that has the features of making android-based applications can help educators to find out the practical and interesting functions of the smartphone (Anita et al., 201). Therefore, researchers created a product in the form of learning media that can help educators in delivering material about zakat named SIMEZA (Application for Knowing Zakat) based on Smart Apps Creator (SAC) digital technology.

In the product development process, there are several crucial steps that need to be followed. Researchers utilize the Design and Development (D&D) model which also has a series of steps in its development.

a. Problem Identification

The initial stage in research using the Design and Development model is identifying problems, which is very important for building the foundation of research. The purpose of this step is to understand the initial condition of the subject and determine the product that will be developed to overcome existing problems. Through problem identification, researchers can find out the obstacles in learning Islamic Religious Education, especially on zakat material.

In this step, the researcher used the literature study method and observation of PAI teachers in schools that would be used as product trial locations. After the process was completed, the researcher concluded that there were several problems in PAI learning regarding zakat material. several problems were identified related to learning zakat material. First, the lack of student interest in zakat material may be due to the lack of interactivity in the learning media used. This could mean that the learning methods used are not interesting enough or do not facilitate students' active involvement in learning. As a result, students may feel bored and less motivated to learn.

Another issue highlighted is the students' perception that zakat material is not useful to them. This may be due to limited understanding or lack of relevance given to the zakat material in the context of students' lives. For example, students may feel that since zakat is generally practiced by their parents or adults around them, it has no direct relevance to their current lives. Thus, a lack of understanding of the importance of zakat and how it can affect their own lives may reduce their interest and motivation to learn about the topic.

The impact of this step challenged the researcher to create an innovation in the form of a more interactive product application to explain zakat material to elementary school students. This product, called SIMEZA (application for knowing zakat), this product is expected to increase students' understanding of zakat.

b. Objective Description

Currently, the era has entered a digital era where almost all humans are good at using technology from small children to adults. Therefore, researchers will utilize this technology by making learning media in the form of an application called SIMEZA (application for knowing zakat) which can be accessed by anyone and anywhere. The purpose of researchers in creating SIMEZA products is to improve students' level of understanding of the concept and practice of zakat. This includes understanding what zakat is, what types of zakat are, who receives zakat, why it is important, and how to calculate it.

This increased understanding is important because zakat is an important part of Islamic teachings and has a significant impact in social and economic contexts. By understanding zakat well, students can appreciate the importance of sharing their sustenance with people in need and understand their contribution in building a more just and sustainable society.

So, the researcher's goal is to create a product or learning tool that is effective in improving students' understanding of zakat material, so that students can better master the concept and apply it in their daily lives. Researchers will present it in an attractive visual format and design, and can be accessed without space and time restrictions. This is intended to improve the quality of learning for elementary school students through a fun digital approach.

c. Product Design

In this step, researchers began designing the product, determining the materials to be used, the media to be used, and preparing product components to meet product objectives. First, researchers determine what materials will be in the product. Furthermore, researchers look for references to the material presented. At this time researchers need to pay attention to word choice, and researchers need to choose words that are easy for students to understand. After both were completed, the researchers began designing. Researchers create their designs using the Canva application.

Picture 1. canva application

The Canva application made it easy for the researcher to add many elements to make the design more attractive. After the draft was completed, the researchers recorded the audio and a fragment of the poem representing the intention of zakat into the materials for students to listen to. The researchers used an audio distortion app to make the recorded voice sound like a child's voice. The researchers then transferred their designs to the SAC application for use.

d. SIMEZA Product Trial (Application for Knowing Zakat)

After successfully developing a product with the name SIMEZA (Application for Knowing Zakat), the next step is to carry out the testing process at SDN Sukasirna I Sumedang. Researchers hope that this product can be an interesting learning media for elementary school students. SIMEZA also aims to facilitate student learning through applications that can be accessed anytime and anywhere. Researchers tested this SIMEZA product on grade VI students of SDN Sukasirna I by filling out an assessment questionnaire by the PAI teacher.

Picture 2. Application Cover
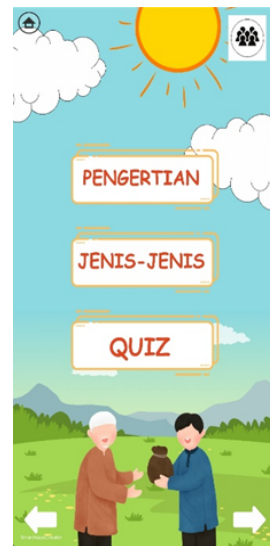
Picture 3. Application Menu

Picture 4. View Definition

Picture 2 shows the initial view of SIMEZA. Picture 3 shows what is being discussed and the functionality of the application consisting of definitions, types, and tests. Picture 4 then displays the first material on the Meaning of Zakat presented in written form, with
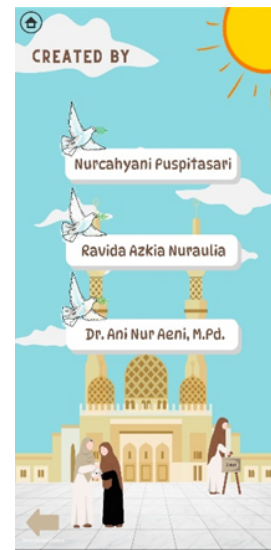
Quranic verses supporting the material in audio form. The content on this application is presented as simply as possible so that even elementary school students can easily understand it.

Picture 5. Material Types of Zakat


Picture 6: Quiz view

Picture 7. Developer Name

Picture 5 provides resources on the types of zakat and illustrations to help students identify them. Picture 6 shows the quiz given to students after learning the entire content. This quiz will take place directly in class between the teacher and students. Picture 7 shows the final display of the application showing the researcher's identity.

e. Evaluation of Trial Results

The product testing evaluation step is a step that needs to be taken to determine the effectiveness of the product which will be applied directly to the research population, namely grade VI students of SDN Sukasirna I. After product testing, there was a shift in the position of the results on the quiz that displayed the results. Therefore, researchers must use the SAC application to relocate related locations.
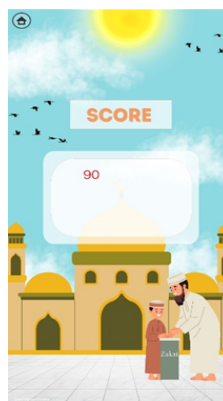
Picture 8. Object Settings on SIMEZA

Because the position produced in the final display was not suitable, the researcher had to rework the product using the SAC application. This revision is done so that users feel comfortable and attract attention when accessing the application.

f. Communicating Trial Results

Researchers conducted product trials of SIMEZA to students of VI. SDN Sukasirna I class by observing Zakat material and practicing it in class. The first step is to provide instructions in advance to students and teachers on how to use the SIMEZA application. Students will then complete several quizzes included in the application to test their knowledge of Zakat, which has previously been discussed in the discussion included in the application.

After seeing the results of the product trial, the researcher obtained very good results from the 6th grade students of SD Sukasirna I and the school's PAI specialist teacher. The various stages carried out by researchers in the process of making the SIMEZA (Application for knowing Zakat) application have resulted in a positive response and good results so that the product can be utilized properly. This can be seen from the results of the evaluation conducted by the PAI subject teacher of SDN Sukasirna I by evaluating the SIMEZA product using the evaluation tool sheet distributed. The PAI course lecturer also gave positive comments on the evaluation tool sheet, stating that SIMEZA can be used well in schools for PAI learning in elementary schools regarding Zakat material.

Table 1: PAI Teacher Assessment Instrument

No	Criteria	Score					Note
		1	2	3	4	5	
1	**Suitability of Materials with CP and TP**						
	Is material alreadyappropriate with learning objectives?				√		-
	Are the learning outcomes in line with the phases?				√		-
	Are learning outcomes, learning objectives, and learning materials aligned?				√		-
2	**Readability Principle**						
	Does the material use good and correct Indonesian language?				√		-
	Using sentences that are easy to understand?				√		-
	Does the location of the picture not distract from the material?				√		-
	Appropriateness of language to students' level of thinking				√		-
	Clarity in providing information in the presentation of material				√		-

Table 2: Assessment Instrument for PAI Lecturers

No	Criteria	Score					Note
		1	2	3	4	5	
1	**Suitability of Materials with CP and TP**						
	Is material alreadyappropriate with learning objectives?				√		-
	Are the learning outcomes in line with the phases?				√		-
	Are learning outcomes, learning objectives, and learning materials aligned?				√		-
2	**Readability Principle**						
	Does the material use good and correct Indonesian language?					√	-
	Using sentences that are easy to understand?					√	-
	Does the location of the picture not distract from the material?					√	-
	Appropriateness of language to students' level of thinking					√	-
	Clarity in providing information in the presentation of material					√	-

From the results of the table above, the researcher can conclude that the product obtained is 86.25% suitable for use as a learning media for elementary school students. This is also supported by the results of respondents. This means that Class VI students completed the quiz on the SIMEZA (Application for Knowing Zakat) product after going through the learning process using this application and obtained an almost perfect score of almost 100 points. Thanks to the attractive appearance of the SIMEZA application, learning becomes more interactive, motivates students in learning, and improves reading and writing skills. Based on the results of the literature review, the determining factor of the learning process is the use of interactive learning media (Tafonao, 2018).

The use of learning media should be evaluated for effectiveness based on the following aspects, including learning objectives, student context, educator's ability to use the media, available time, and other supporting factors. In addition, researchers evaluate the results of product testing in the form of research journals to make it easier and more useful for users. Therefore, this research aims to increase the user's understanding of Zakat material, especially among 6th grade students. This product can also be used as a learning media that can be used by PAI subject teachers to make the learning process more interactive.

4. CONCLUSION

After our research, the product "SIMEZA" (application for knowing zakat) can be an effective choice in supporting student learning, by presenting the material through an attractive and easily accessible application. This application presents information about zakat clearly, including its types, zakat intentions, and quizzes designed for elementary school children. Responses from PAI teachers at SDN Sukasirna I and PAI lecturers indicate that this application is well received to be used as learning media. It is expected that the presence of

this interactive application can increase students' interest in learning in deepening knowledge about PAI.

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