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Article

Dimas Application: an Innovative Learning Media for Fardu Prayer to Improve Writing Skills of 2nd Grade Students at SDN 1 Candi Mlarak

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ABSTRACT

Learning using conventional methods is often less effective in attracting students' interest and improving their understanding. This is reflected in the low participation of students in learning activities and evaluation results that show a lack of deep understanding. With the development of learning media through the application prepared by the researcher, it is expected to improve students' understanding in terms of writing skills on the subject of Fardhu prayer. This study aims to determine 1) the implementation of learning activities on the subject of Fardhu prayer using the Dimas application in 2nd grade, 2) the effectiveness of using the Dimas application in improving writing skills on the subject of Fardhu prayer. Using development research, the results of this study are as follows. 1) The use of learning media through the Dimas application has been implemented, as seen from the implementation test results for the material indicator categorized as good; for the indicators of objectives, usage, and success categorized as sufficient. 2) The Dimas application is very effective as an auxiliary media in classroom learning, especially on the subject of Fardhu prayer. This is evidenced by the paired sample t-test result of 0.000 with a significance level of less than 0.05 and an average N gain score of 0.7008, indicating the effectiveness of the Dimas application as a learning media is categorized as high, thus very effective.

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INTRODUCTION

Technology is now advancing rapidly, becoming more accessible, and continuously evolving. This changes our perspective on the world and drives progress in many fields (Siswoutomo, 2005, p. 279). Specifically, the rapid advancement of information and communication technology in the current era of globalization can no longer be avoided in its impact on the field of education (Lailan, 2024). Technology has touched various aspects of life

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and daily activities of every individual and group, influencing behavior and interactions in various relationships (Hidayat et al., 2023, p. 29). The development of information technology, particularly in the field of communication, includes at least two types of rapidly evolving technology: mobile phones (handphones or smartphones) and computers connected to the internet (Kasemin, 2015, p. 7).

Teenagers in the 21st century tend to spend more time with gadgets or smartphones, computers or laptops, as well as iPods and iPads, than engaging in other daily activities (Sugihartati, 2014, p. 100). Many news reports have already covered the excessive use of gadgets, such as a report on detiknews discussing the increasing cases of children addicted to gadgets, which can affect their mental health and even lead to death (Pradana, 2021). According to a report on sindonews, Indonesians are the number one in the world in terms of gadget or phone usage, with an average usage duration of 6.05 hours per day in 2023 (Winarko, 2024). According to Hengki Irawan Setia Budi, technological advancements and globalization can lead to increased juvenile delinquency, the spread of negative content on social media, and a decline in moral values. Additionally, this can trigger intolerance, social cultural crises, and a decline in politeness, ethics, and behavior (Budi, 2022, p. 70).

Another impact of technological development is the decline in writing skills. The presence of digital technology can distance individuals from activities such as reading and writing (Syuhud, 2017, p. 184). The widespread use of digital technology, especially social media, has influenced language use across various segments of society, particularly among the younger generation (Shabrina et al., 2024). The Indonesian language is now experiencing a shift in function, where its use is being replaced by foreign languages. Additionally, there is a tendency to use foreign terms even though equivalents in Indonesian already exist (Ariyanto et al., 2024). To foster and improve writing skills, a high habit of reading is necessary (Yanuar, 2019). The excessive use of gadgets, especially among children and teenagers, can massively damage character and behavior (Hutabarat et al., 2022), and can lead to a decline in students' interest in learning (Gunandar, 2023). Moreover, if the learning provided by teachers is only conventional, many students will feel bored and uninterested (Purwati et al., 2023, p. 50). The learning process that relies solely on conventional methods without the aid of tailored learning media will not be optimal and certainly not enjoyable (Larasati et al., 2022).

The issues related to technological advancements have caused people to prefer playing with gadgets over studying. This is especially true if schools still use conventional teaching methods, which can easily bore students. Teachers need new atmospheres, strategies, and teaching methods. The presence of learning media can influence students' attitudes, knowledge, and skills (R. D. K. Siregar et al., 2023, p. 293). According to Gagne, Briggs, and Wager, learning media are tools in the form of media that include physical devices used to deliver content, such as books, videos, tapes, computers, and so on (Gagne et al., 1992, p. 208).

There are several studies related to the subject of Fardhu prayer, such as the research conducted by Wahyuddin titled 'Development of a Complete Guide to Prayer Application Based on Android.' This study aims to help Muslims understand the complete prayer guide through an Android application created using JavaScript and React Native. The application has two parts: an admin section that adds and updates content, and a user section that accesses the latest content. The result is a complete prayer guide with illustrations, audio, and video, as well as additional features such as short surahs, Qibla direction, prayer times, and nearby mosque locations (Wahyuddin & As, 2022).

Secondly, the research by Tiur Mian Siregar, Renariah, and Sudjianto titled 'The Effectiveness of Using the Alephbet Katakana Application to Improve Katakana Writing Skills.' This study aims to address students' difficulties in mastering Katakana characters using the Alephbet Katakana application. The research method used is a quasi-experiment with a pre-test and post-test design, involving 24 students from class XI IPA 1 at SMA Pasundan 2

Bandung. The results showed a significant improvement in Katakana writing skills, with a mean pre-test score of 18.13 and a post-test score of 88.23. The Alephbet Katakana application proved to be effective and liked by students, making it a viable solution for learning Katakana characters (T. M. Siregar et al., 2017).

Based on the interview data presented by the researcher to Mrs. Sari Hardiyanti, the Head of SDN 1 Candi, SDN 1 Candi is geographically an elementary school located in the easternmost part of Mlarak sub-district. According to Mrs. Sari, many students still have low learning scores, possibly due to difficulties in understanding the lessons, the age of the teachers, or the teachers' inability to integrate technology into their teaching. From the interview data presented by the researcher to Mrs. Endang, the 2nd-grade homeroom teacher at SDN 1 Candi, the teaching process mainly involves direct lecturing, using the blackboard, completing worksheets, or assignments given to reinforce material understanding. Thus, technology-based learning media are still rare or non-existent at SDN 1 Candi. The assessment results of the 2nd-grade students show that the average scores are still at the minimum competency level, with only one or two students standing out.

From the statements of the informants above, the researcher attempted to conduct learning activities in the subject of Islamic Religious Education and Character Education using a learning media application called Dimas. It is hoped that the Dimas application can contribute to increasing students' interest in learning, particularly in improving their writing skills. Additionally, it is expected that the Dimas application, which includes material on Fardhu prayer, can help students develop their religious values. Using learning media can make students more motivated and better understand the material. Students can be more interested and enthusiastic about learning when using engaging and interactive learning media (Rahayu, 2024, p. 8). There are many learning media, one of which is mobile learning (Yasin et al., 2023, p. 66). The researcher developed an application tailored to the subject matter of Islamic Religious Education and Character Education. With the Dimas application, the researcher hopes to foster students' natural interest in technology and their writing skills, as well as to enhance their understanding of the correct procedures for prayer.

Based on the studies of the issues and explanations above, both regarding learning media and writing skills, there is still little research discussing the effectiveness of learning applications at the elementary school level related to writing skills. Therefore, the researcher is interested in conducting a development study titled "Dimas Application: An Innovative Learning Media for Fardhu Prayer to Improve the Writing Skills of 2nd Grade Students at SDN 1 Candi Mlarak".

METHODS

Type of Research

The type of research used is Research and Development. This research is conducted to develop a learning media product that can provide a solution to the phenomena occurring in the field. According to Gall and Borg, development research is defined as a research model used to design, develop, and create an existing or new product, which is then systematically tested in the field, evaluated, and refined until it meets one of the criteria of effectiveness, quality, or other standards (Gall et al., 1996, p. 712).

Research Location

The data collection for the study on the Dimas learning media application was conducted at SD Negeri 1 Candi, located in Mlarak sub-district, Ponorogo regency. The total student population is 74. The research subjects are 2nd-grade students, with 6 students in the test group and 12 students in the field test group.

Research Subjects

The data collection subjects in this study are 2nd-grade students. The sampling technique used is purposive sampling, as it aligns with the Islamic Religious Education and Character Education curriculum, specifically the Fardhu prayer material for 2nd grade.

Explaining research chronological, including research method, research design, research procedure (in the form of algorithms, flow chart, storyboard or other), how to test and data acquisition, time and place of the research (if the article based on the field research), mention the hypothesis if your article has it (optional). The description of the course of research should be supported by **references**, so the explanation can be accepted scientifically.

Research Procedural

The development model in this research refers to the 4D research and development steps developed by S. Thiagarajan, Dorothy Semmel, and Melvyn I. Semmel. The stages in this development are: Define, Design, Develop, and Disseminate (Noprinda & Soleh, 2019). The researcher uses the 4D method, where the steps of this research method extend to the Disseminate stage. However, at this dissemination stage, the teaching material product is distributed to the school being studied, which is SDN 1 Candi in Mlarak sub-district. This is because the researcher only assesses the feasibility of the product based on evaluations from subject matter experts, the Principal, Islamic Religious Education teachers, and student responses.

Research Instruments

This study uses research instruments in the form of questionnaires and assessment sheets. The questionnaires are given to Islamic Religious Education teachers and students to determine the implementation of the learning media. The assessment sheets consist of test questions, including pretests and posttests, to measure students' abilities. The following sections will describe the implementation instruments and evaluation instruments for the Dimas application.

Table 1. Dimas Application Implementation Instruments

No	Indicator	Statement
1	Purpose	Dengan aplikasi Dimas dapat membantu saya dalam memahami materi shalat fardlu
		Aplikasi Dimas dapat meningkatkan kemampuan saya dalam menulis
2	Material	Saya menjadi lebih memahami materi shalat fardlu dengan bantuan aplikasi Dimas
		Materi yang disajikan dalam aplikasi dimas beragam dan tidak monoton
3	Use	Saya menjadi lebih antusias dalam membaca materi shalat karena tidak menjenuhkan
		Terdapat kuis yang bisa membuat saya untuk meningkatkan kemampuan menulis
4	Success	Saya tidak mengalami kendala maupun hambatan ketika menggunakan aplikasi Dimas
		Saya menjadi lebih mudah dalam mengenal dan memahami materi shalat fardlu dengan bantuan aplikasi Dimas

Table 2. Dimas Application Evaluation Instrument

Test Questions

1. Perhatikanlah gambar berikut!

a. b. c. .

Dari ketiga gambar diatas merupakan ketentuan shalat fardu tentang?

a. Rukun shalat fardu
b. Himah shalat fardu
c. Syarat Wajib dan Sah Shalat Fardu
d. Larangan shalat fardu
e. Ciri-ciri shalat fardu

2. Di bawah ini disajikan ciri-ciri dari salah satu dari shalat fardu lima waktu:

1. Dikerjakan waktu fajar
2. Berjumlah 2 rakaat
3. Disunnahkan membaca qunud

Berdasarkan pernyataan-pernyataan ciri shalat di atas, shalat apakah itu?

a. Shalat Subuh
b. Shalat Dhuhur
c. Shalat Asar
d. Shalat Maghrib
e. Shalat Isya'

3. Kamu diminta untuk membuat jadwal shalat lima waktu di sekolah. Waktu shalat Subuh adalah pukul 05.00, Dzuhur pukul 12.00, Ashar pukul 15.30, Maghrib pukul 18.00, dan Isya pukul 19.30. Jika sekolah dimulai pukul 07.00 dan berakhir pukul 15.00, kapan waktu yang tepat untuk melaksanakan shalat Dzuhur di sekolah?

a. Pukul 10.00
b. Pukul 12.00
c. Pukul 15.00
d. Pukul 17.00

4. Perhatikanlah gambar berikut!

Berdasarkan gambar tersebut, maka susunan kalimat yang jelas untuk menunjukkan penjelasan yang benar terkait salah satu syarat sah shalat!

a. Andi melaksanakan shalat Asar di rumah, ketika Andi shalat terdapat kotoran yang menempel di sajadahnya, sehingga Andi harus mengulangi melaksanakan shalatnya.
b. Andi melaksanakan shalat Asar di rumah bersama teman-temannya.
c. Andi berdiri karena ingin berdiri saja.

d. Andi melaksanakan shalat Asar di rumah, ketika Andi shalat terdapat kotoran yang menempel di sajadahnya, Andi tetap melanjutkan shalatnya.

5. Perhatikanlah tabel di bawah ini!
   Berikut merupakan ciri-ciri shalat fardu lima waktu.

Shalat Subuh	Shalat Dhuhur	Shalat Maghrib
- Dilaksanakan di waktu fajar atau pagi hari - Dilaksanakan sebelum matahari terbit - Rakaatnya ada 2	- Dilaksanakan di sore hari - Jumlah rakaatnya ada 3 - Shalatnya dibunyikan	- Dilaksanakan di siang hari - Jumlah rakaatnya ada 4

Berdasarkan ciri-ciri shalat fardu lima waktu yang terdapat pada tabel di atas, manakah dari pernyataan berikut yang menunjukkan kepaduan dari hasil kesimpulan data di atas?

a. Shalat subuh dilaksanakan di waktu fajar atau sebelum terbitnya matahari. Shalat subuh memiliki jumlah rakaat sebanyak 2.
b. Shalat dhuhur dilaksanakan di sore har dengan jumlah rakaatnya yaitu ada 3.
c. Shalat maghrib dilaksanakan di siang hari dengan jumlah rakaat sebanyak 4.
d. Shalat subuh dilaksanakan setelah terbitnya matahari.

6. Perhatikanlah tabel di bawah ini!
   Berikut merupakan ciri-ciri shalat fardu lima waktu.

Shalat Isya'	Shalat Asar	Shalat Dhuhur
- Dilaksanakan di malam hari - Rakaatnya ada 4	- Dilaksanakan di sore hari - Jumlah rakaatnya ada 4	- Dilaksanakan di siang hari - Jumlah rakaatnya ada 4

Berdasarkan ciri-ciri shalat fardu lima waktu yang terdapat pada tabel di atas, coba analisis mana pernyataan ciri-ciri yang sama dari ketiga shalat fardu di atas?

a. Dilaksanakan di pagi hari semua.
b. **Jumlah rakaat tiga shalat fardu di atas semua sama-sama berjumlah 4 rakaat**
c. Dilaksanakan di siang hari semua
d. Jumlah rakaat tiga shalat fardu di atas sama-sama berjumlah 3 rakaat

7. Perhatiknlah gambar berikut!

Jika kamu mengamati dengan saksama, Andi melaksanakan shalat Asar dengan tepat waktu, supata shalat yang dia kerjakan menjadi sah dan tidak membuat batal.
Berdasarkan uraian di atas, menurut analisamu dari gambar dan penjelasan di atas, manakah yang benar?

a. Andi melaksanakan shalat asar dengan berdiam diri saja
b. Andi melaksanakan shalat ashar dengan melihat jam apakah sudah tepat pada pukul 3 sore atau belum

c. Andi melaksanakan shalat asar
d. Andi melaksanakan shalat subuh.

8. Perhatikanlah gambar berikut!

Berdasarkan gambar di atas, dapatkah kamu mendeskripsikanya?

a. Syarat wajib dan sahnya shalat fardu adalah baligh, sedangkan digambar itu adalah bayi atau anak kecil. Maka belum diwajibkan untuk bayi atau anak kecil untul melaksanakan shalat fardu.
b. Bayi sudah diwajibkan untuk melaksanakan shalat
c. Bayi di atas duduk diam
d. Bayi di atas tidak berpakaian, maka tidak boleh shalat.

Data Collection

Techniques In this study, there are three data collection techniques: observation, questionnaires, and tests. Observation is used to observe the use of learning media, student characteristics, and analyze student needs to develop the product. The questionnaires used include evaluation sheets and student response sheets. Tests in this study include pretests and posttests to measure students' abilities before and after the implementation of the learning media product.

Data Analysis Techniques

The data analysis techniques used in this study are, first, to test the implementation of the media using a Likert scale, the effectiveness test is conducted by assessing students through evaluation instruments. The effectiveness of the learning media is tested using the N Gain test. The following is the formula for the N Gain test: Before conducting the N Gain test, prerequisite tests and hypothesis tests are performed. The normality test is used to determine whether the data obtained are normally distributed. The normality test uses SPSS version 20 with the Kolmogorov-Smirnov and Shapiro-Wilk tests. Data are considered normally distributed if the significance value is > 0.05 or 0.01 (Julisyah, 2016, p. 138) or if Ho is accepted. The paired sample T-test is used for paired data. This test is conducted to determine whether there is a change in students' learning outcomes before and after using the learning media. The following is the problem formulation for the paired sample T-test. The paired sample T-test uses SPSS version 25 with two-tailed and one-tailed tests. Data are considered to meet Ha if the significance value is > 0.05 (Andhita Dessy Wulansari, 2012, p. 73).

RESULTS AND DISCUSSION

Define

Based on the interview data presented by the researcher to Mrs. Sari Hardiyanti, the Head of SDN 1 Candi, SDN 1 Candi is geographically an elementary school located in the easternmost part of Mlarak sub-district. According to Mrs. Sari, many students still have low

learning scores, possibly due to difficulties in understanding the lessons, the age of the teachers, or the teachers' inability to integrate technology into their teaching. From the interview data presented by the researcher to Mrs. Endang, the 2nd-grade homeroom teacher at SDN 1 Candi, the teaching process mainly involves direct lecturing, using the blackboard, completing worksheets, or assignments given to reinforce material understanding. Thus, technology-based learning media are still rare or non-existent at SDN 1 Candi. The assessment results of the 2nd-grade students show that the average scores are still at the minimum competency level, with only one or two students standing out.

Design

From the statements of the informants above, the researcher attempted to conduct learning activities in the subject of Islamic Religious Education and Character Education using a learning media application called Dimas. It is hoped that the Dimas application can contribute to increasing students' interest in learning, particularly in improving their writing skills. Additionally, it is expected that the Dimas application, which includes material on Fardhu prayer, can help students develop their religious values. Using learning media can make students more motivated and better understand the material

Development

After conducting observations to assess the needs in the field, the researcher proceeded to plan a solution to the problems identified, which involved developing a learning media product. The learning media created by the researcher is an application that can be used by students, particularly for the subject of Islamic Religious Education and Character Education at SDN 1 Candi in Mlarak sub-district. The researcher designed and developed the Dimas application using software or a website called MIT App Inventor.

1. Group Test Implementation Test

Table 3. Group Test Implementation Results

Indicator	Total Score	Maks Score	Persentase	Average	Standar Devian	Minimum Limit	Maximum Limit
Purpose	51	60	85	85,417	2,846	82,571	88,263
Material	53	60	88,333	85,417	2,846	82,571	88,263
Use	52	60	86,667	85,417	2,846	82,571	88,263
Success	49	60	81,667	85,417	2,846	82,571	88,263

So, the Dimas application can be said to be implemented in several categories as follows:

Table 4. Interpretation of Group Test Implementation Results

Total Assessment	Categories
X > 88,263	Good
82,571 > X < 88,263	Sufficient
X < 82,571	Poor

From these categories, the results of the implementation assessment can be categorized as follows:

Table 5. Categories of Group Test Implementation Results

Indicator	Total Persentase	Categories
Purpose	85	Sufficient
Material	88,3	Good
Use	86,6	Sufficient
Success	81,6	Poor

2. Test the Effectiveness of Group Testing

Normality Test

Before testing the effectiveness of learning media, it is necessary to test the normality of the data first through the results of the pretest and posttest. With the following hypothesis formulation:

H_0 = data is normally distributed

H_a = data is not normally distributed

Table 6. Group Test Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE TEST	.310	6	.074	.805	6	.065
POST TEST	.296	6	.110	.823	6	.093
a. Lilliefors Significance Correction						

In table 6. Group Test Normality Test Results showing the Kolmogorov-Smirnov test, it was found that both types of tests got the same significance results, namely 0.074 in the pretest table and 0.110 in the posttest table. Meanwhile, the Shapiro-Wilk test produced a significance level of 0.065 in the pretest table and 0.093 in the posttest table. The results of both types of tests show that the significance level is greater than 0.05, which means that H0 is accepted with the hypothesis statement that the data is normally distributed.

Paired T Test

After obtaining normal data, the effectiveness test was carried out using the Paired Sample T Test, which was then continued with the N Gain test. Before carrying out the N Gain test, a Paired Sample T Test is carried out with the hypothesis formulation:

H_0 = there is no significant difference in average value between before and after using the Dimas application

H_a = there is a significant difference in the average value between before and after using the Dimas application

Table 7. Paired Sample T Test Results Group Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-20.667	12.691	5.181	-33.985	-7.348	-3.989	5	.010

Based on Table 7. Paired Sample T Test Results. The Paired Sample T Test Test found a negative average, this is because the pretest minus the posttest. Negative results indicate that the posttest average is greater than the pretest. The resulting significance is 0.010. This shows that the test result is <0.05, which means H0 is rejected. So the conclusion from the table above is that there is a significant difference in average scores

between before and after using learning media through the Dimas application. In this way, teaching materials can be said to be effective because there are significant differences.

N Gain Test

In order to find out the level of effectiveness of the Dimas application which was carried out to test N Gain. The N Gain test results can be interpreted according to the table below:

Table 8. Interpretation table of N Gain results

N Gain Value	Categories
g > 0,7	High
0,3 > g < 0,7	Medium
g < 0,3	Low

The following are the results of the N Gain test in the group test using SPSS:

Table 9. N Gain Group Test Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	6	.35	1.00	.7183	.31218
Ngain_Persen	6	35.00	100.00	71.8333	31.21805
Valid N (listwise)	6				

From table 9 there are N Gain Score results with an average value of 0.7183, which means the level of effectiveness is categorized as high. So it can be said to be good.

Disseminate

At this stage, the researcher conducted testing after it was used in the field/classroom with 6 second-grade students at SDN 1 Candi, Mlarak sub-district, to determine the learning outcomes of the students using the Dimas learning media application developed. The results of the testing were obtained using IBM SPSS Statistics 25 software

1. Field Test Implementation Test

Table 10. Field Test Implementation Results

Indicator	Total Score	Maks Score	Persentase	Average	Standar Devian	Minimum Limit	Maximum Limit
Purpose	102	120	85	86,042	1,25	84,792	87,292
Material	105	120	87,5	86,042	1,25	84,792	87,292
Use	102	120	85	86,042	1,25	84,792	87,292
Success	104	120	86,667	86,042	1,25	84,792	87,292

So, the Dimas application can be said to be implemented in several categories as follows:

Table 11. Interpretation of Field Test Implementation Results

Total Assessment	Categories
X > 87,292	Good
84,792 > X < 87,292	Sufficient
X < 84,792	Poor

From these categories, the results of the implementation assessment can be categorized as follows:

Table 12. Categories of Field Test Implementation Results

Indicator	Total Persentase	Categories
Purpose	85	Sufficient
Material	87,5	Good
Use	85	Sufficient
Success	86,667	Sufficient

2. Test the Effectiveness of Field Testing

Normality Test

Before testing the effectiveness of learning media, it is necessary to test the normality of the data first through the results of the pretest and posttest. With the following hypothesis formulation:

H_0 = data is normally distributed

H_a = data is not normally distributed

Table 13. Field Test Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE TEST	.207	12	.163	.881	12	.092
POST TEST	.220	12	.114	.823	12	.018
a. Lilliefors Significance Correction						

In table 13. Field Test Normality Test Results showing the Kolmogorov-Smirnov test, it was found that both types of tests got the same significance results, namely 0.163 in the pretest table and 0.114 in the posttest table. Meanwhile, the Shapiro-Wilk test produced a significance level of 0.092 in the pretest table and 0.018 in the posttest table. The results of both types of tests show that the significance level is greater than 0.05, which means that H_0 is accepted with the hypothesis statement that the data is normally distributed.

Paired T Test

After obtaining normal data, the effectiveness test was carried out using the Paired Sample T Test, which was then continued with the N Gain test. Before carrying out the N Gain test, a Paired Sample T Test is carried out with the hypothesis formulation:

H_0 = there is no significant difference in average value between before and after using the Dimas application

H_a = there is a significant difference in the average value between before and after using the Dimas application

Table 14. Paired Sample T Test Results Field Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST	-17.083	7.525	2.172	-21.865	-12.302	-7.864	11	.000

Based on Table 14. Paired Sample T Test Results. The Paired Sample T Test Test found a negative average, this is because the pretest minus the posttest. Negative results indicate that the posttest average is greater than the pretest. The resulting significance is 0.000. This shows that the test result is <0.05, which means H_0 is rejected. So the conclusion from the table above is that there is a significant difference in average scores between before and after using learning media through the Dimas application. In this way, teaching materials can be said to be effective because there are significant differences.

N Gain Test

In order to find out the level of effectiveness of the Dimas application which was carried out to test N Gain. The N Gain test results can be interpreted according to the table below:

Table 15. Interpretation table of N Gain results

N Gain Value	Categories
g > 0,7	High
0,3 > g < 0,7	Medium
g < 0,3	Low

The following are the results of the N Gain test in the group test using SPSS:

Table 16. N Gain Field Test Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	12	.35	1.00	.7008	.31523
Ngain_Persen	12	35.00	100.00	70.0833	31.52260
Valid N (listwise)	12				

From table 16 there are N Gain Score results with an average value of 0.7008, which means the level of effectiveness is categorized as high. So it can be said to be good.

CONCLUSION

The development of the Dimas application for the subject of Islamic Religious Education and Character Education has proven to be effective and feasible based on the results of implementation and effectiveness tests, both from group and field tests. This learning media has also shown an improvement in student learning outcomes before and after using the Dimas application. Based on the research results, it is hoped that this application can be used as a learning medium during the learning process to enhance effectiveness and efficiency. Currently, the Dimas application only covers the material on obligatory prayers in the subject of Islamic

Religious Education and Character Education. For future research, it is suggested that this application be further developed to include other materials that meet the needs of students.

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