

Development of nefasiyu.id website for da'wah material in Grade V PAI learning

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Abstract

This study aims to develop and evaluate the feasibility and effectiveness of the “nefasiyu.id” website as a learning media for Islamic Religious Education (PAI) for fifth-grade elementary students by integrating the value of charity (sedekah) as a digital da'wah strategy. The research employed a Research and Development (R&D) method using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. The subjects of this study were fifth-grade students of SDN 1 Cirengganis. Data were collected through media expert validation sheets, material expert validation sheets, and student response questionnaires. The results indicate that the developed learning media was rated as feasible by both media and material experts. Furthermore, student responses were categorized as very high, with 100% of students stating that the material was easy to understand, the animations were engaging, and the learning activities were enjoyable. The media also effectively enhanced students' motivation and understanding of charity values in daily life. Therefore, the “nefasiyu.id” website can serve as an innovative, interactive, and relevant learning medium in line with current technological advancements.

Keywords: Learning Media, Website, Charity, Da'wah.

Introduction

Islamic Religious Education (PAI) at the elementary school level plays a strategic role in shaping students' character, morality, and spirituality. At this developmental stage, children are in a crucial period for receiving fundamental religious values that will influence their behavior in the future. Therefore, PAI learning should not only focus on the delivery of knowledge but also be directed toward the internalization of values so that they are deeply embedded in students' lives. The flow of information from online media is immense, and the tide of globalization cannot be stemmed. Therefore, efforts are needed to make online media a communication method for Islamic preaching (Aeni et al., 2024). In general, da'wah is a science that contains methods and guidelines on how to attract people's attention to adopt, agree with,

and implement a particular ideology and work (zaky syabani & Azizah, 2023). One important value in Islamic teachings that needs to be instilled from an early age is Islamic da'wah communication methods in terms of charity (sedekah). Charity is not merely about giving material possessions; it also encompasses attitudes of care, sincerity, helping others, and sharing happiness in simple ways.

Ideally, elementary school students are expected to understand the concept of charity holistically: knowing its meaning, understanding its religious foundations, and being able to apply it in daily routines, both at home and at school. However, in reality, learning about charity often stops at the cognitive level. Many students understand the definition of charity but are not yet able to connect it with real-life experiences, such as sharing food with friends, helping teachers, or contributing to school social activities. This condition is influenced by learning approaches that are still dominated by lecture methods, one-way instruction, and reliance on textbooks as the main source. Such approaches make students passive and limit their ability to truly experience the meaning of the moral values being taught.

This gap has become increasingly apparent in the digital era, as elementary school students belong to the digital native generation, individuals highly accustomed to using technological devices in their daily lives. According to (Sartika et al., 2020) there is a pressing need for instructional media to make the material engaging and easily understandable for students, thereby dispelling the notion that Islamic Religious Education (PAI) is a boring subject. However, the PAI instructional media currently used in schools generally fail to keep pace with these developments. A lack of interactive and engaging digital media renders PAI instruction less relevant to students' needs and characteristics. The use of digital technology in education can be defined as a digital-based management system that supports active learning (Muhammad Syabrina et al., 2025). Indeed, recent studies confirm that web-based digital media can enhance conceptual understanding, learning motivation, and active student engagement in the learning process. Well-designed educational websites offer a richer learning experience through a combination of text, illustrations, audio-visual elements, and interactive activity features that cannot be replicated in conventional classroom instruction.

Google Sites is one of the products owned by Google as a site creation tool (Fadillah Salsabila, 2022). Google Sites is a digital platform with potential for use in learning (Pradika Alim Zulemil, 2025). As an online learning platform, Google Sites offers various features that support independent and interactive learning (Mustapa et al., 2025). This Google Sites-based learning can enable students to practice the material directly (Arrahma. et al., 2025). The main advantages of Google Sites lie in its ease of use, direct integration with various other Google services such as Google Drive, Docs, Slides, Forms, and YouTube, and flexible access across multiple devices (Vikenso Ch. S. Taaraungan et al., 2025). Its flexible features allow for visual presentation, video integration, and online activities that support active learning. By utilizing this platform, PAI learning can be developed to become more modern, contextual, and aligned with technological advancements that are close to students' lives. However, interactive learning media based on the Google Sites website requires implementation for students (Yusuf Nungky Diandita, Ria Saputra, 2023).

Based on these needs, a learning website called "nefasiyu.id" was developed as a PAI learning medium that integrates the value of charity for fifth-grade elementary school students. This website is designed not only as a source of material but also as a digital da'wah medium

that emphasizes meaningful learning experiences. The content includes material on charity, examples of its application in daily life, inspirational videos, illustrations, and reflective activities that encourage students to understand charity as part of noble character that should be practiced. Through this approach, students are not only expected to read and understand the material but also to internalize and practice the values of charity in their social interactions.

The development of this learning website is also in line with the principles of the Merdeka Curriculum, which emphasizes contextual, student-centered, and experience-based learning. The Merdeka Curriculum encourages students to learn through real activities that are relevant to their lives, including in understanding religious values. Digital media such as websites serve as appropriate tools to accommodate these needs, as they can provide flexible, creative, and learner-centered learning experiences suited to contemporary students. Mobile applications designed for learning can present material in a more interactive way, such as animated videos, quizzes, and exercises (In'am Amin et al., 2024).

Based on this background, this study aims to develop the "nefasiyu.id" website as a learning medium for fifth-grade PAI that integrates the value of charity as a digital da'wah strategy. This study also aims to determine the feasibility of the media, its effectiveness in learning, and the responses of teachers and students to the use of the website. The results of this study are expected to contribute to the development of innovative, engaging, and relevant PAI learning media for elementary school students, while also strengthening the internalization of charitable values practically and sustainably.

Methods

This study uses a Research and Development (R&D) approach with the ADDIE development model. The ADDIE model is divided into 5 stages, namely analysis, design, development, implementation, and evaluation; one of its functions is as a reference in development (Syuhada et al., 2023). The ADDIE model is a proven effective learning development model, particularly in the development of technology-based learning media. The first stage, Analysis, helps developers understand student needs and characteristics. Next, in the Design stage, the learning content and structure are designed in detail (Arek Satria & Tata Sutabri, 2025). The research subjects were fifth-grade students of SDN I Cirengganis, who used the developed learning media. These stages can be explained in more detail to facilitate understanding, as follows:

1. Analysis

The first stage in the ADDIE model is the analysis stage. At this stage, the primary focus is identifying learning needs and problems. This stage involves conducting a needs assessment, identifying problems and needs, and then conducting a task analysis. This process or stage will produce an analysis that includes the problems encountered, the requirements required for system design, and the tasks that can be completed by using the learning media to be created.

2. Design

The design stage is the process that precedes system development. This stage involves determining the learning methods or strategies to be used, as well as the learning model that will be applied to the media. The final result of this design stage is a plan that addresses the problems identified in the previous analysis process and provides a plan for the learning experience that users of the learning media will gain. This website has several menus that can

be accessed. On the first screen, we present the homepage, which contains a user guide, learning outcomes, and learning objectives.

Figure 1. Homepage View



In the second screen, we present material on the meaning of da'wah and almsgiving, along with a YouTube link containing an animated video.

Figure 2. Screenshot of the Material



Figure 3. Animated Video Display



The next screen displays an interactive game related to the material presented, which can make learning more enjoyable.

Figure 4. Game Screenshot

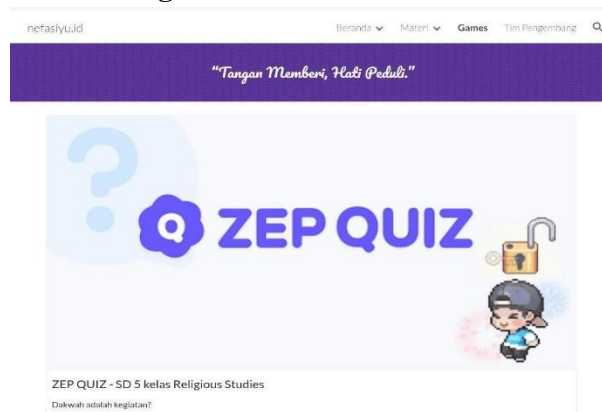
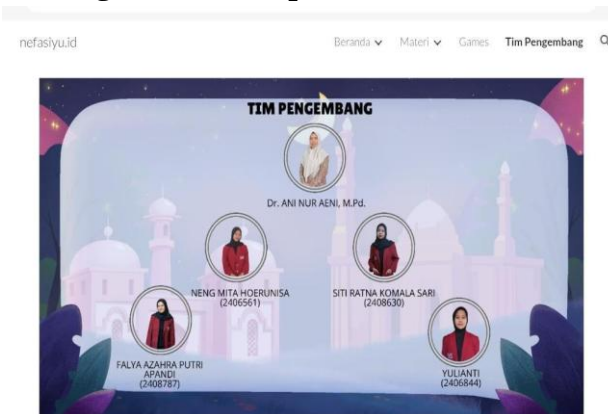


Figure 5. Development Team View



3. Development

The development stage is the stage of correctly implementing the previously created design phase in accordance with the principles and regulations for designing learning media. This stage includes determining and selecting a system development method, as well as selecting supporting materials and applications to be used in creating the learning media. The result of this stage is a learning media design that meets student needs and can then be implemented in the subsequent ADDIE stages.

Figure 6. Website Development Results



4. Implementation

The implementation process involves implementing the created learning media. At this stage, everything developed is installed and configured according to its function so it can be used. At this point, the developed design and media are used in a classroom context. The material is delivered using the developed learning media. An initial evaluation is conducted after the implementation of the learning media to provide feedback for subsequent implementation (Ibrahim Maulana Syahid et al., 2024).

5. Evaluation

This stage is the final stage of the ADDIE model. Evaluation is conducted to assess whether the developed media meets expectations. At this stage, the learning media will be tested to identify any potential system or technical deficiencies. The outcome of this stage is a system testing report. The data collection instruments in this study used media assessment validation sheets by media experts and material assessment validation sheets by material experts, as well as student response questionnaires via Google Forms. This instrument measures the suitability of media indicators related to learning materials, media presentation, and learning media quality with the resulting media results. Validation will be done by 2 experts, namely material experts and media experts (Jannah Raudhatul, 2022).

Findings and Discussion

Findings

This research focuses on the development of a website containing materials, animations, and quizzes as a learning medium for Islamic Religious Education, specifically on implementing the value of charity as a da'wah strategy. This study employed a Research and Development (R&D) approach, aiming to produce a product in the form of learning media that is feasible and effective for use.

During the development process, data collection was conducted through assessment sheets (questionnaires) using various instruments designed to assess product quality. The first instrument, a validation test sheet by media and material experts, aimed to obtain input and evaluation of the learning media designed using Google Sites. The results of these experts' assessments were then used as the basis for product improvements and refinements to optimize the product. This validation sheet was structured using a Likert scale to measure attitudes, opinions, and perceptions of media quality. The measured variables were broken down into several indicators and developed into questions. Furthermore, a practicality assessment instrument was used to determine student responses to the developed Google Sites-based learning media, simplified for ease of understanding. In addition, a student response questionnaire was also used to collect data on students' experiences using and operating website-based learning media. The data from this questionnaire provides an overview of the level of acceptance and ease of use of the media by students, thus determining the extent to which the developed media can effectively support the learning process.

Based on the results of the student response questionnaire regarding the developed learning media, the data showed that all students responded very positively to its use in the learning process. These results indicate that the designed media not only captured students' attention but was also effective in helping them understand the material presented. Overall, student acceptance of this media was very high, indicating that it met the criteria for clarity,

interest, appropriateness, and usefulness in learning activities.

For questions one through four, all students (100%) responded "Yes." This indicates that students perceived clarity in the presentation of the material through the learning media. Clarity of material is a crucial aspect of the learning process because it directly influences students' level of understanding. When material is presented in a simple, systematic manner, and appropriate to students' cognitive development, students more easily grasp the essence of the learning. In this context, the developed media successfully simplified concepts so that all students could understand them without confusion.

Furthermore, the attractiveness of the animation also received a very positive response from students. All students stated that the animations displayed in the learning media were engaging. This demonstrates that the use of dynamic visual elements such as animation can increase student interest and attention during the learning process. Animation serves not only as entertainment but also as a tool to clarify messages. With engaging visualizations, students become more focused, less bored, and more motivated to follow through with the lesson to completion.

Furthermore, students' ability to summarize the messages from the animations also demonstrated excellent results. 100% of students stated that they were able to understand and summarize the messages contained in the animations. This demonstrates that the learning media developed not only focuses on conveying information but also trains students' thinking skills, particularly in understanding the meaning and values contained in the material. This ability to summarize is important because it relates to higher-order thinking processes, where students not only passively receive information but also process and interpret it.

The alignment of the games with the learning materials also received very positive responses. All students stated that the provided games aligned with the material they had learned. This demonstrates that the integration between games and learning elements was well-designed. Games that are relevant to the material can strengthen students' understanding while providing a fun learning experience. Thus, students do not feel burdened but instead feel challenged to complete the games while learning.

On the fifth question, which concerned the difficulty level of the games, the results varied somewhat but still showed a positive trend. 93.9% of students stated that the provided games were too easy, while 6.7% stated that they were too difficult. While there are differences of opinion, overall, this indicates that the game's difficulty level is relatively appropriate for the abilities of most students. A game that most students find too easy may indicate that they have a good understanding of the material, allowing them to complete the game without significant difficulty. On the other hand, the small number of students who found it difficult suggests that individual differences in ability still need to be considered when developing learning media.

These findings indicate that the developed learning media has successfully reached the majority of students, but there is still room for improvement, particularly in adjusting the level of difficulty to create greater variety. For example, adding levels of difficulty to the games can accommodate students with varying abilities. This way, students with higher abilities still feel challenged, while students who need assistance can still effectively follow the learning process. In the sixth question, all students (100%) stated that they felt happy after participating in learning activities using the media. This result indicates that the learning media is not only cognitively effective but also has a positive affective impact. A sense of enjoyment in learning is

an important factor that can increase student motivation. When students feel comfortable and enjoy the learning process, they tend to be more active, more engaged, and more easily understand the material being taught.

Overall, the interpretation of the questionnaire results indicates that the developed learning media falls into the "Very High" category. This means that the media is very effective in supporting the learning process, engaging students, and being easy to use. Due to the website's numerous features, students can access a wide variety of information. Furthermore, they can utilize their smartphones as learning tools, not just for gaming or social media (Karyati, 2021). This success cannot be separated from the planning and design of media that pay attention to the characteristics of elementary school students, such as the use of simple language, attractive visual displays, and the integration of game elements that are relevant to the material. Furthermore, these results also demonstrate that the use of animation- and game-based learning media can be an effective alternative for improving the quality of learning in elementary schools. Interactive and engaging media can create a learning environment that is not monotonous, enabling students to become more than just recipients of information but also to actively participate in the learning process.

Nevertheless, the development of learning media requires ongoing consideration of various aspects, such as varying levels of difficulty, diverse student characteristics, and the development of more interactive features. With continuous evaluation and improvement, the developed learning media is expected to become more optimal in supporting students' learning processes.

Therefore, it can be concluded that the developed learning media has successfully had a significant positive impact on the learning process. The overwhelmingly positive student response demonstrates that this media is not only suitable for use but also has significant potential for further development as an innovation in learning in elementary schools.

Discussion

The development of the nefasiyu.id website as a Google Sites-based learning medium represents an innovative effort to integrate digital technology into Islamic Religious Education (PAI) learning, particularly in the implementation of the value of charity as part of a da'wah strategy. In the context of 21st-century education, the use of technology is no longer optional but rather a necessity in creating adaptive, interactive, and relevant learning that aligns with student characteristics. This aligns with the constructivist paradigm, which positions students as active subjects in the learning process, where knowledge is constructed through meaningful interactions with the learning environment.

The research results indicate that the developed media meets the eligibility criteria based on validation by media and material experts. These eligibility aspects include the suitability of the content to the curriculum, clarity of material presentation, and quality visual displays that support the learning process. These findings indicate that website-based learning media has significant potential to improve the quality of learning, particularly in presenting abstract material in a more concrete and understandable manner. In addition to the feasibility aspect, the results of the practicality test showed that students responded positively to the use of the nefasiyu.id website. Ease of navigation, an attractive appearance, and the integration of animation features and interactive quizzes were factors contributing to increased student

learning motivation. From the perspective of learning motivation theory, the use of visually appealing and interactive media can increase attention and relevance in the ARCS (Attention, Relevance, Confidence, Satisfaction) model, thereby encouraging students to be more active in the learning process.

Furthermore, the use of animation and visual elements on this website can also be analyzed from the perspective of multimedia learning theory. Learning that simultaneously integrates text and visuals can increase the effectiveness of information processing because it involves two cognitive channels: verbal and visual. Thus, students not only receive information linearly but also process it more deeply through visual representations that support conceptual understanding. In the context of this research, the animation presented on the website serves as a tool to explain the concept of charity contextually, making it easier for students to relate the material to their daily lives.

From a substantive perspective, the integration of the value of charity as part of the da'wah strategy demonstrates that this learning medium is oriented not only toward cognitive achievement but also toward the formation of students' attitudes and character. In Islamic Religious Education (PAI) learning, the affective dimension plays a crucial role, as the primary goal of religious education is to shape individuals who not only understand religious teachings but also are able to implement them in their daily lives.

Furthermore, the da'wah approach integrated into this medium also demonstrates a transformation in the method of conveying religious values from a conventional one to one that is more adaptive to technological developments. The nefasiyu.id website functions not only as an information medium but also as an educational tool that allows for interaction between students and the learning materials. This is in line with the concept of contemporary da'wah which emphasizes the importance of utilizing digital media as a means of disseminating Islamic values effectively and efficiently. The implications of this research indicate that developing website-based learning media can be an innovative alternative for improving the quality of Islamic Religious Education (PAI) learning in elementary schools. Teachers are expected to optimally utilize technology to create learning that is not only teacher-centered but also student-centered. Furthermore, the use of digital media can also support the development of students' digital literacy skills, a crucial competency in facing global challenges in the modern era.

However, this research still has several limitations that require consideration. First, the product trial was limited to a limited number of subjects, so the results cannot be broadly generalized. Second, the use of website-based media is highly dependent on the availability of internet access and technological devices, which can be a challenge in areas with limited infrastructure. Therefore, future research is recommended to conduct trials on a larger scale and develop more adaptive media, for example by providing offline versions or more flexible application-based versions.

Overall, the results of this study indicate that the nefasiyu.id website developed not only meets the criteria for feasibility and practicality but also has significant potential to improve the quality of Islamic Religious Education (PAI) learning, both from a cognitive and affective perspective. Thus, this media can be a form of innovation in education-based da'wah strategies that are relevant to the needs of students in the digital era, and contribute to forming a generation that is not only intellectually intelligent, but also has high social awareness and concern through the

implementation of the value of charity in everyday life.

Conclusion

This study is based on the need to provide PAI learning media that is more contextual, engaging, and relevant to the characteristics of students in the digital era. As explained in the Introduction, learning about the value of charity often remains at the cognitive level and has not been able to deeply internalize these values in students. Through the development of the nefasiyu.id website based on Google Sites, this study seeks to address this need by presenting an interactive, accessible digital learning medium that is closely aligned with students' daily lives.

The findings of this study indicate that the developed media is feasible for use, as evidenced by validations from media experts and subject matter experts who provided positive evaluations on aspects such as visual appearance, content feasibility, language clarity, and visual presentation. In addition, student responses fall into a very high category, indicating that this media not only supports students' understanding of the concept of charity but also enhances learning motivation and encourages students to internalize values of kindness in their daily lives. This demonstrates that the objectives outlined in the Introduction, namely, to provide an effective, enjoyable, and meaningful learning medium, have been successfully achieved.

The substantive significance of this study shows that the use of websites as a medium for da'wah and PAI learning can bridge the gap between the needs of students as digital natives and the religious content taught in schools. The nefasiyu.id website functions not only as a medium for delivering content but also as a platform for character building through the use of animations, illustrations, and educational games that emphasize charity as a noble moral value.

Looking ahead, this study has the potential to be further developed through the addition of more interactive features, increased variation in game difficulty levels, and expansion of other PAI content areas to enable broader use. Furthermore, future research could be conducted in different school contexts or with larger sample sizes to obtain a more comprehensive understanding of the effectiveness of digital learning media in supporting the internalization of religious values among elementary school students.

Thus, nefasiyu.id can serve as an innovative PAI learning medium that not only helps students understand concepts but also brings the value of charity to life as part of a digital da'wah strategy and character education in the digital era.

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