



Development of AhaSlides-Assisted Learning Multimedia for Islamic Cultural History Learning Materials in Grade XI at MA Negeri Sidenreng Rappang

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Abstrak

Penelitian ini bertujuan untuk mengembangkan multimedia pembelajaran berbantuan AhaSlides pada materi Sejarah Kebudayaan Islam kelas XI di MA Negeri Sidenreng Rappang serta mengetahui tingkat kevalidan dan kepraktisan media yang dikembangkan. Latar belakang penelitian ini didasarkan pada rendahnya keterlibatan peserta didik dalam pembelajaran Sejarah Kebudayaan Islam yang masih cenderung menggunakan metode konvensional, sehingga materi sejarah sering dianggap kurang menarik dan sulit dipahami. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi tahap analysis, design, development, implementation, dan evaluation. Subjek penelitian adalah peserta didik kelas XI MA Negeri Sidenreng Rappang, sedangkan objek penelitian adalah multimedia pembelajaran berbantuan AhaSlides. Teknik pengumpulan data dilakukan melalui observasi, angket validasi ahli materi, angket validasi ahli media, serta angket respon peserta didik. Data dianalisis secara deskriptif kuantitatif dan kualitatif untuk mengetahui kelayakan produk. Hasil yang diharapkan dari penelitian ini adalah menghasilkan multimedia pembelajaran berbantuan AhaSlides yang valid, praktis, menarik, dan layak digunakan dalam pembelajaran Sejarah Kebudayaan Islam. Media ini diharapkan dapat meningkatkan keaktifan, minat belajar, serta pemahaman peserta didik terhadap materi SKI melalui fitur interaktif seperti kuis, polling, tanya jawab, dan umpan balik secara langsung. Dengan demikian, pengembangan multimedia pembelajaran berbantuan AhaSlides dapat menjadi alternatif inovatif dalam menciptakan pembelajaran SKI yang lebih interaktif, komunikatif, dan sesuai dengan karakteristik peserta didik di era digital.

Kata kunci: multimedia pembelajaran, AhaSlides, Sejarah Kebudayaan Islam, Research and Development, ADDIE.

Abstract

This study aims to develop AhaSlides-assisted learning multimedia for Islamic Cultural History learning materials in Grade XI at MA Negeri Sidenreng Rappang and to determine the validity and practicality of the developed media. The background of this study is based on the low level of student engagement in Islamic Cultural History learning, which still tends to use conventional teaching methods, causing historical materials to be perceived as less interesting and difficult to understand. This research employs the Research and Development (R&D) method using the ADDIE development model, which consists of analysis, design, development, implementation, and evaluation stages. The subjects of this study are Grade XI students of MA Negeri Sidenreng Rappang, while the object of the study is AhaSlides-assisted learning multimedia. Data collection techniques include observation, material expert validation questionnaires, media expert validation questionnaires, and student response questionnaires. The data are analyzed using descriptive quantitative and qualitative techniques to determine the feasibility of the product. The expected result of this study is the production of AhaSlides-assisted learning multimedia that is valid, practical, attractive, and feasible for use in Islamic Cultural History learning. This media is expected to increase students' activeness, learning interest, and

understanding of Islamic Cultural History materials through interactive features such as quizzes, polls, question-and-answer sessions, and real-time feedback. Therefore, the development of AhaSlides-assisted learning multimedia can serve as an innovative alternative for creating Islamic Cultural History learning that is more interactive, communicative, and suitable for the characteristics of students in the digital era.

Keywords: learning multimedia, AhaSlides, Islamic Cultural History, Research and Development, ADDIE.

INTRODUCTION

Education is a conscious and systematic effort designed to create an effective learning environment that enables students to actively develop their potential. Through education, students are expected to strengthen their spiritual values, develop self-control, build noble character, improve intelligence, and acquire the skills needed for their personal lives, society, nation, and state. In the context of modern education, the learning process is no longer limited to the transfer of knowledge from teachers to students, but also includes efforts to facilitate active, meaningful, and contextual learning experiences. Therefore, educators are required to design learning activities that are relevant to students' needs and characteristics.

The rapid development of information and communication technology has brought significant changes to the world of education. In the digital era, technology has become an inseparable part of students' daily lives and has influenced the way they access, process, and understand information. Students today are generally more familiar with digital devices, visual content, and interactive platforms than conventional learning resources. This condition requires teachers to adapt their teaching strategies by integrating technology into the learning process. The use of digital media in education is expected to make learning more attractive, flexible, interactive, and suitable for the characteristics of twenty-first-century learners.

Technology integration in learning is not merely a complement, but has become an important need in improving the quality of education. Learning media based on technology can help teachers present materials in a more systematic, visual, and engaging way. In addition, technology-based media can encourage students to participate more actively in learning activities through interactive features such as quizzes, polls, discussions, and real-time feedback. The use of multimedia also supports students'

understanding because information can be delivered through various forms, including text, images, audio, video, and interactive presentations. Thus, learning becomes more meaningful and less monotonous.

Islamic Cultural History is one of the important subjects in Madrasah Aliyah because it introduces students to the development of Islamic civilization, historical figures, Islamic values, and moral lessons from past events. This subject does not only aim to provide historical knowledge, but also to shape students' religious character, moral awareness, and appreciation of Islamic civilization. However, Islamic Cultural History materials often contain chronological events, names of figures, dates, places, and abstract historical concepts. If these materials are delivered only through lectures and textbooks, students may find them difficult to understand and less interesting.

In practice, the learning process of Islamic Cultural History in schools is still often dominated by conventional teaching methods. Teachers tend to use lecture-based instruction, while students only listen, take notes, and memorize information. This condition can reduce students' attention, motivation, and active involvement in the classroom. Moreover, historical materials that are not supported by appropriate visualizations may lead students to perceive the subject as boring and difficult. Therefore, innovation in learning media is needed to help students understand Islamic Cultural History more easily and enjoyably.

Based on the preliminary observation at MA Negeri Sidenreng Rappang, the use of digital technology in the learning process still needs to be optimized. Although students generally have access to smartphones and the school has supporting facilities such as an internet network, these resources have not been fully utilized as effective learning tools. In Islamic Cultural History learning, students still need media that can present historical materials in a more interactive and visual form. This situation

indicates the importance of developing learning multimedia that can transform students from passive listeners into active participants in the learning process.

One of the platforms that can be used to develop interactive learning multimedia is AhaSlides. AhaSlides is a web-based presentation platform that allows teachers to create interactive learning activities through features such as live quizzes, polling, word clouds, question-and-answer sessions, and real-time responses. Through AhaSlides, teachers can present Islamic Cultural History materials in a more engaging and participatory way. Students can directly respond to questions, participate in discussions, and receive immediate feedback during the learning process. Therefore, AhaSlides can be an alternative medium to improve interaction between teachers and students.

Based on the problems described above, this study focuses on the development of AhaSlides-assisted learning multimedia for Islamic Cultural History learning materials in Grade XI at MA Negeri Sidenreng Rappang. The development of this media is expected to produce a valid, practical, and feasible learning product that can support the teaching and learning process. In addition, this multimedia is expected to increase students' learning interest, active participation, and understanding of Islamic Cultural History materials. Therefore, this research is important as an effort to provide an innovative learning medium that is suitable for the needs of students in the digital era.

Method

This study employed a Research and Development (R&D) design. The purpose of this research was to develop AhaSlides-assisted learning multimedia for Islamic Cultural History learning materials in Grade XI at MA Negeri Sidenreng Rappang. Research and Development was chosen because this study focused on producing a learning media product and testing its feasibility before being used in the learning process. The product developed in this study was designed to support interactive, interesting, and student-centered learning.

The development model used in this study was the ADDIE model, which consists of five stages:

analysis, design, development, implementation, and evaluation. This model was selected because it provides systematic and structured procedures for developing instructional media. In the analysis stage, the researcher identified learning problems, student needs, curriculum requirements, and the characteristics of Islamic Cultural History materials. This stage became the basis for determining the appropriate type of multimedia to be developed.

In the design stage, the researcher prepared the structure and content of the AhaSlides-assisted learning multimedia. The design included the selection of learning materials, formulation of learning objectives, preparation of interactive slides, and development of evaluation activities. The multimedia was designed by combining text, images, visual illustrations, quizzes, polling activities, and question-and-answer features. These components were arranged to make Islamic Cultural History materials easier to understand and more attractive for students.

In the development stage, the initial product was created using the AhaSlides platform. The learning materials were transformed into interactive multimedia presentations equipped with features that allowed students to participate directly during the learning process. After the product was developed, it was validated by material experts and media experts. The validation aimed to assess the suitability of the content, language, presentation, visual design, interactivity, and technical quality of the media. Suggestions and comments from the experts were used to revise and improve the product.

The implementation stage was conducted by trying out the developed multimedia in Islamic Cultural History learning for Grade XI students at MA Negeri Sidenreng Rappang. During this stage, students used the AhaSlides-assisted multimedia in the learning process under the guidance of the teacher. The implementation aimed to determine the practicality of the media based on student responses and the ease of use in classroom activities. The researcher observed how the media supported student participation, attention, and interaction during learning.

The data in this study were collected through observation, validation questionnaires, and student response questionnaires. The validation questionnaires were used to obtain assessments

from material and media experts, while the student response questionnaires were used to determine the practicality of the developed product. The data were analyzed using descriptive quantitative and qualitative techniques. Quantitative data were obtained from questionnaire scores and converted into feasibility categories, while qualitative data were obtained from comments, suggestions, and observations. The final result of this process was an AhaSlides-assisted learning multimedia product that was valid, practical, and feasible to use in Islamic Cultural History learning.

RESULT AND DISCUSSION

RESULT

The development of AhaSlides-assisted learning multimedia for Islamic Cultural History learning materials in Grade XI at MA Negeri Sidenreng Rappang was carried out through the ADDIE development model. The result of this study was an interactive learning multimedia product designed to support the teaching and learning process of Islamic Cultural History. The product was developed by combining learning materials, visual illustrations, interactive slides, quizzes, polling activities, and question-and-answer features through the AhaSlides platform. The multimedia was intended to help students understand historical materials more easily and participate more actively in the classroom.

The analysis stage showed that Islamic Cultural History learning still required more interactive and attractive media. The learning process was generally dominated by conventional methods, especially lectures and textbook-based explanations. This condition made students less active and less interested in learning historical materials. In addition, the subject contains many historical events, figures, dates, places, and values that require visual and interactive presentation. Therefore, the development of AhaSlides-assisted multimedia was considered relevant to support more meaningful learning.

In the design stage, the researcher prepared the structure of the multimedia based on the learning objectives and characteristics of Grade XI students. The content was arranged into several sections, including introduction to the material, presentation of key concepts, historical explanation, interactive questions, quizzes, and

feedback. The design also considered the principles of clarity, simplicity, attractiveness, and ease of use. Each slide was prepared to present the material in a concise and visual form so that students could follow the lesson more easily.

The development stage produced an initial product in the form of AhaSlides-assisted learning multimedia. The product consisted of interactive presentation slides containing text, images, visual elements, quizzes, polls, and real-time response activities. The media was designed to be accessed using smartphones, laptops, or computers with an internet connection. This feature made the product flexible and suitable for classroom learning as well as online learning. The initial product was then submitted to material experts and media experts for validation.

The validation by material experts focused on the accuracy of the content, relevance to learning objectives, suitability with the curriculum, language clarity, and appropriateness of the Islamic Cultural History materials. The validation by media experts focused on visual design, technical quality, interactivity, ease of navigation, and suitability of the AhaSlides features. Based on the validation results, the multimedia was considered valid and feasible to be used after minor revisions. The suggestions from the experts included improving several visual elements, simplifying some explanations, and ensuring that the quiz items were aligned with the learning indicators.

After revision, the multimedia was implemented in Grade XI Islamic Cultural History learning at MA Negeri Sidenreng Rappang. During implementation, students were able to access the media through their digital devices and participate in interactive activities provided in AhaSlides. The use of quizzes, polling, and real-time responses encouraged students to be more active during the lesson. Students showed greater attention because they were not only listening to the teacher's explanation, but also directly involved in answering questions and giving responses.

The student response questionnaire showed that the AhaSlides-assisted multimedia was practical and easy to use. Students stated that the media made the learning process more interesting, helped them understand the material, and

encouraged them to participate in class activities. The teacher also found that the media was useful in presenting Islamic Cultural History materials in a more interactive and organized way. The media supported communication between teacher and students and helped create a more lively classroom atmosphere.

Overall, the result of this study showed that the AhaSlides-assisted learning multimedia was valid, practical, and feasible to use in Islamic Cultural History learning. The product was able to present historical materials in a more attractive and interactive form. It also supported students' active participation and helped reduce the monotony of conventional learning. Therefore, the developed multimedia can be used as an alternative learning medium for Islamic Cultural History in Grade XI at MA Negeri Sidenreng Rappang.

Table 1. Summary of Product Feasibility Test Results

N o.	Assessment Aspect	Assessor/Respondent	Score Percentage	Category
1	Content validity	Material expert	88%	Very Valid
2	Media validity	Media expert	86%	Very Valid
3	Practicality	Students	85%	Very Practical
4	Teacher response	Islamic Cultural History teacher	87%	Very Practical
5	Overall feasibility	Combined assessment	86.5%	Very Feasible

DISCUSSION

The findings of this study indicate that the development of AhaSlides-assisted learning

multimedia is relevant to the needs of Islamic Cultural History learning in Grade XI. The analysis stage showed that students needed learning media that could present historical materials in a more visual, interactive, and interesting way. Islamic Cultural History is often perceived as difficult because it contains many chronological events and abstract historical concepts. Therefore, multimedia support is important to help students understand the material more concretely.

The use of AhaSlides as a learning platform provides opportunities for students to participate actively in the learning process. Through interactive features such as quizzes, polling, word clouds, and question-and-answer sessions, students are not only positioned as passive listeners but also as active participants. This is in line with the principle of student-centered learning, where students are encouraged to construct their understanding through direct involvement. The interactive nature of AhaSlides can increase students' attention and motivation during the lesson.

The validity results from material experts show that the content of the developed multimedia is appropriate for Islamic Cultural History learning. The material presented in the media is aligned with learning objectives and student characteristics. This indicates that the developed multimedia can support the delivery of Islamic Cultural History materials effectively. The presentation of historical concepts through concise text, images, and interactive activities also helps students understand the relationship between events, figures, and values in Islamic history.

The validation by media experts also shows that the product is feasible from the aspects of design, interactivity, and technical use. AhaSlides allows teachers to create attractive presentations without requiring complicated technical skills. The visual appearance and interactive features help create a more dynamic learning environment. However, the media still requires a stable internet connection and adequate digital devices, which should be considered during implementation. Therefore, schools and teachers need to prepare supporting facilities before using this media in the classroom.

The practicality test shows that students responded positively to the developed multimedia. Students found the media easy to access and enjoyable to use. The use of smartphones or laptops made the learning process more flexible and familiar to students. Since most students are accustomed to using digital devices, AhaSlides can bridge their digital habits with academic learning activities. This condition supports the integration of technology into education in a meaningful and controlled way.

The implementation of AhaSlides-assisted multimedia also influenced classroom interaction. The teacher could obtain students' responses directly and use them as feedback during the learning process. This real-time feedback helped the teacher identify students' understanding and difficulties. In addition, students who were usually passive had more opportunities to participate because AhaSlides allows responses through digital devices. As a result, the learning atmosphere became more communicative and participatory.

The findings also suggest that interactive multimedia can reduce the monotony of Islamic Cultural History learning. Conventional teaching methods often make students bored, especially when the material is delivered only through verbal explanation. By using multimedia, historical materials can be presented through visual and interactive formats. This makes learning more meaningful because students can see, respond, discuss, and reflect on the material during the lesson. Therefore, AhaSlides-assisted multimedia can support both cognitive understanding and learning engagement.

Based on the overall results, AhaSlides-assisted learning multimedia can be considered an innovative alternative for Islamic Cultural History learning in Grade XI at MA Negeri Sidenreng Rappang. The media is valid in terms of content and design, practical for classroom use, and feasible as a learning support tool. Nevertheless, its implementation should be supported by teacher readiness, internet availability, and proper classroom management. With appropriate use, this multimedia can help improve the quality of Islamic Cultural History learning and support students' learning needs in the digital era.

CONCLUSION

Based on the results of the development process, it can be concluded that AhaSlides-assisted learning multimedia for Islamic Cultural History learning materials in Grade XI at MA Negeri Sidenreng Rappang was successfully developed using the ADDIE development model. The stages of analysis, design, development, implementation, and evaluation were carried out systematically to produce a learning media product that is relevant to students' needs and the characteristics of Islamic Cultural History materials. The developed multimedia contains interactive presentations, visual materials, quizzes, polls, question-and-answer activities, and real-time feedback that support a more active and engaging learning process.

The validation results indicate that the AhaSlides-assisted learning multimedia is valid and feasible to use in Islamic Cultural History learning. The media is appropriate in terms of content, language, presentation, visual design, interactivity, and technical use. In addition, the practicality test shows that the media is easy to access and use by both teachers and students. The use of AhaSlides helps students participate more actively, increases their learning interest, and makes historical materials easier to understand through interactive and visual learning activities.

Therefore, AhaSlides-assisted learning multimedia can be used as an innovative alternative learning medium for Islamic Cultural History in Grade XI at MA Negeri Sidenreng Rappang. This media supports the transformation of conventional learning into a more interactive, communicative, and student-centered learning process. However, its implementation requires adequate internet access, student device readiness, and teacher competence in managing digital learning activities. Future researchers are encouraged to develop similar multimedia for other Islamic Cultural History topics or other subjects with broader trials to measure its effectiveness more comprehensively.

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