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Development of the KIRASA interactive website for exemplary students of grade IV elementary school

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Abstract

This study aims to develop the KIRASA Interactive Website (*Kisah Rasulullah SAW*) as an innovative learning medium in Islamic Religious Education to address the challenge of low student engagement in learning Islamic history in the digital era. KIRASA is designed to address the challenges of the current digital era in conveying the history of the Prophet Muhammad SAW's leadership in Medina. The approach used is design and development (D&D) with the ADDIE model. This study involved 17 fourth-grade students and Islamic education teachers from SDN Kadujajar III in Sumedang. This website combines multimedia elements, including digital comics, interactive digital books, an attendance system, a collection of prayers, Word Wall-based interactive games, and various other features that can be accessed anywhere and anytime, or flexibly. The media validation results revealed high feasibility with an average score of 95.6% from experts, which explicitly confirmed that this media met quality standards in terms of material, design, and function. In addition, the positive response rate from students reached 91.5%, indicating that this media was very effective and well-received by the target users. The combination of expert validation results and student responses clearly reinforces the position of the KIRASA Interactive Website as an effective and innovative learning tool. Thus, KIRASA becomes a learning alternative that can improve students' understanding of the leadership of the Prophet Muhammad SAW with a more interesting, interactive, and meaningful learning atmosphere in the classroom.

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1. Introduction

Teaching the exemplary stories of the Prophet Muhammad SAW in elementary schools is often still done in a conventional and uninteresting manner, thus encouraging the need for the development of interactive media such as KIRASA (*Kisah Rasulullah SAW*). This condition poses a challenge for Islamic Religious Education (PAI) in the digital era, which demands more creative, relevant, and contextual learning. Amid the rapid advancement of technology affecting various sectors, including education (Suryo et al., 2024), the teaching and learning process is undergoing a major transformation. Teachers no longer only play the role of conveying material, but also as facilitators and innovators who are able to connect Islamic values with technological advances (Halim et al., 2024). However, the reality in the field shows that conventional methods still dominate, even though this approach is no longer able to meet the needs of the digital-native generation, who are accustomed to multimedia interactions.

Research reveals that the use of learning approaches and media that are in line with student characteristics can create an interesting, creative, and enjoyable learning atmosphere, as well as improve academic achievement (Judrah et al., 2024; Rahayu et al., 2023; Mahrudin et al., 2025). Therefore, PAI teachers need to adapt and develop digital media that can revive students' interest in learning, especially in understanding Islamic history and the leadership of the Prophet Muhammad SAW. In this context, adaptability is key for learners to adjust to the e-learning environment, embrace technology, and think openly about new situations (Almelhi, 2021).

One innovative solution is the development of website-based digital media, such as KIRASA, which presents Islamic history learning in an interactive and easily accessible manner. KIRASA integrates multimedia features, such as digital comics, interactive books, audio-visuals, and game-based evaluations that attract students' interest. This is in line with the opinion of Aeni et al., (2022); Nur Aeni et al., (2024) that audiovisual-based media with animation and sound can increase student engagement in learning. Furthermore, the use of e-comics has also been proven effective in facilitating interactive and enjoyable learning (Mirosunnaily & Pramudiani, 2021), while teachers can use digital platforms such as Canva to design creative learning media (Tri Wulandari & Adam Mudinillah, 2022); A. Sobandi, 2023). Thus, the development of KIRASA interactive digital media is expected to be a relevant and inspiring alternative in teaching the exemplary values of the Prophet Muhammad SAW to students in the digital age.

2. Method

This study employs the Design and Development (D&D) approach as its main methodological basis. This approach was chosen because it is considered most relevant in the context of research that focuses on the design and testing of the effectiveness of innovative digital learning media. Through this approach, researchers can integrate learning theory, field requirements, and technological aspects into a systematic and continuous research process. According to Aeni et al., (2023), D&D is a comprehensive research method because it covers a structured and in-depth process from the planning, design, and development stages to the evaluation of the resulting product. This approach not only emphasises product creation but also ensures that the product is academically and practically feasible in real learning situations. The main objective of the D&D approach is to produce learning products that are valid, effective, and relevant to user needs, either through the development of new learning models or the refinement of existing models to suit better the characteristics of students and the context of elementary schools.

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This research was conducted at SDN Kadujajar III, located in Tanjungkerta, Sumedang. This school was purposively selected because its characteristics were considered suitable for the research needs, particularly in the context of Islamic Religious Education (PAI) learning. The research subjects consisted of 17 fourth-grade students and one PAI teacher who were actively involved in the implementation of learning media. The selection of this location was based on preliminary findings that the Islamic history learning process at the school was still dominated by a conventional approach, in which teachers mostly used lecture methods and textbooks without the support of interesting interactive media. This condition caused boredom among students and resulted in low active involvement in the learning process. Therefore, this study is expected to provide innovative alternative solutions through the development of KIRASA (*Kisah Rasulullah SAW*) media, a learning website designed to provide a more contextual, inspiring, and enjoyable learning experience, while instilling moral values and character through the exemplary stories of the Prophet Muhammad SAW.

As an implementation of the D&D approach, this study refers to the ADDIE development model as an operational framework in designing, developing, and evaluating digital learning media. The ADDIE model is widely known in the world of education because it has a systematic and flexible structure for developing technology-based learning products. This model consists of five main stages that are interconnected, namely analysis, design, development, implementation, and evaluation. In the analysis stage, research activities focused on identifying various important aspects such as learning needs, learner characteristics, learning objectives, and problems that arise in the process of learning Islamic history, especially on the topic of the Prophet Muhammad's leadership. The analysis results became the basis for determining the direction and needs of media development so that it was truly in line with the real context in the classroom.

The subsequent stage is design, which focuses on developing learning strategies, selecting content to be presented, arranging the learning flow, and selecting appropriate interactive media and supporting features to be included in the KIRASA website. At this stage, the visual design and user interaction flow are designed with consideration for the principles of readability, clarity of message, and ease of navigation so that the media is easy to use by elementary students with varying levels of digital literacy.

In addition, the development stage involves the process of creating digital media based on the design that has been prepared previously. At this stage, researchers integrate various multimedia elements, such as images, animations, audio, digital comics, and game-based evaluations, tailored to the students' characteristics and learning objectives. Limited trials are conducted to assess the feasibility of the media, ease of use, and the students' level of understanding of the content presented. The results of these trials are used as input for revisions before the media is implemented widely. The implementation stage is the process of directly applying KIRASA media in a real learning environment. At this stage, teachers play an important role as facilitators who guide and assist students during the learning process. Teachers not only function as conveyors of material, but also as motivators who encourage students to interact with the digital content that has been provided actively. This approach is in line with the views of Moses Adeleke Adeoye et al., (2024), who emphasise the importance of the role of teachers in ensuring that digital media is used optimally so that learning objectives can be achieved effectively.

The final stage is evaluation, which is an activity to assess the effectiveness of the learning media that has been developed. The assessment is carried out comprehensively on various aspects, such as visual appearance, functionality, attractiveness, and the contribution of the press to improving students' understanding of the material on the leadership of the Prophet

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Muhammad SAW. This evaluation process involves analysis of the test results, feedback from students, and teacher assessments of the benefits and ease of use of the media. This feedback is then used as a basis for making improvements so that the press is more optimal and sustainable in supporting classroom learning, as emphasised by Savitri et al., (2024) continuous improvement is an important element in the development of educational digital media.

Methodologically, this study also applied a descriptive qualitative approach to describe in depth the process of developing KIRASA media, from the planning stage to implementation, as well as assessing its effectiveness in the context of Islamic history learning. This approach was chosen because it allowed researchers to gain a comprehensive understanding of how the media functions in real learning situations and how students respond to its use. To support data validity, various data collection instruments were used, including questionnaires, interviews, and observations. Expert (validator) questionnaires were used to assess aspects of the media and materials, covering indicators such as visual appearance, interactivity, clarity of language, suitability of content to basic competencies, and meaningfulness of learning content. The assessment of these experts is important to ensure that the media developed meets academic and pedagogical quality standards. Meanwhile, student response questionnaires serve to determine the extent to which KIRASA media is considered interesting, easy to use, and useful in improving understanding of the material.

3. Results

The Design and Development (D&D) approach applied in this study follows the ADDIE development model, which consists of five main stages, namely analysis, design, development, implementation, and evaluation. The application of this model aims to ensure that the development process of the KIRASA (Stories of the Prophet Muhammad SAW) learning media is carried out systematically, measurably, and with proven validity. Each stage in the ADDIE model is interrelated and contributes significantly to the perfection of the final web-based learning media product.

The analysis stage began with observation and interviews with teachers and students at SDN Kadujajar III, Tanjungkerta, Sumedang. Based on the observation results, Islamic history learning still uses conventional methods in the form of lectures and reading texts from textbooks. Students tend to be passive, uninterested in the material, and have difficulty understanding the historical context of the Prophet Muhammad SAW in depth. Teachers also expressed the need for media that was interactive, easily accessible, and suited to the characteristics of elementary school students. Therefore, the development of KIRASA digital learning media was chosen as an innovative solution that could provide a more interesting and meaningful learning experience.

At the design stage, the media focused on producing attractive and user-friendly visuals. The design process was carried out using the Canva application, as this application allows for the creation of visual content that is both aesthetic and educational. Each visual element was designed to suit the characteristics of elementary school students, taking into account aspects such as colour, shape, and text readability. According to Hidayatullah et al., (2023), the use of Canva in learning can optimise the students' learning experience because the design is easy to understand and suits the habits of today's digital generation. In addition, integrating audio and illustration elements in the media is designed to support a more vivid and contextual understanding of the narrative of the Prophet Muhammad's leadership.

Figure 1 displays the initial design of a digital comic developed using the Canva application. This comic combines narrative text with contextual visual illustrations, creating a fun and easy-

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to-understand learning atmosphere for elementary school students. The colours, character expressions, and short dialogues are made to match the story content so that the moral message can be conveyed effectively. Rofiq et al., (2025) emphasise that using comics in learning can increase learning motivation because they combine elements of humour, visuals, and storylines that are close to students' daily lives. Therefore, digital comics on the KIRASA media play an important role in building students' emotional engagement with the material.

Figure 1. Comic design on the canva application

The development stage was carried out by integrating the visual design and narrative content into a digital platform. In this study, the KIRASA website was developed using Google Sites as the main platform. In contrast, Heyzine was used to convert the story material into an interactive digital flipbook, and Word Wall was used as a game-based evaluation tool. The integration of these three platforms makes KIRASA a comprehensive, interactive, and adaptive learning medium that meets the needs of students. According to Anggreni and Sari (2022) in (Pratiwi et al., 2023), Heyzine provides an experience similar to conventional e-books, but with the advantage of adding multimedia elements such as audio, video, and animation. This feature not only enhances visual appeal but also strengthens the learning context. Meanwhile, the use of Wordwall supports active and participatory learning through educational games. Dewi Arini et al., (2024); Kaltsum et al., (2024); Lusce Maria et al., (2024); Rika et al., (2024) emphasise that the use of Word Wall can create a more challenging learning experience and encourage collaboration among students. Thus, KIRASA media not only conveys material but also hones 21st-century skills such as critical thinking, creativity, collaboration, and communication.

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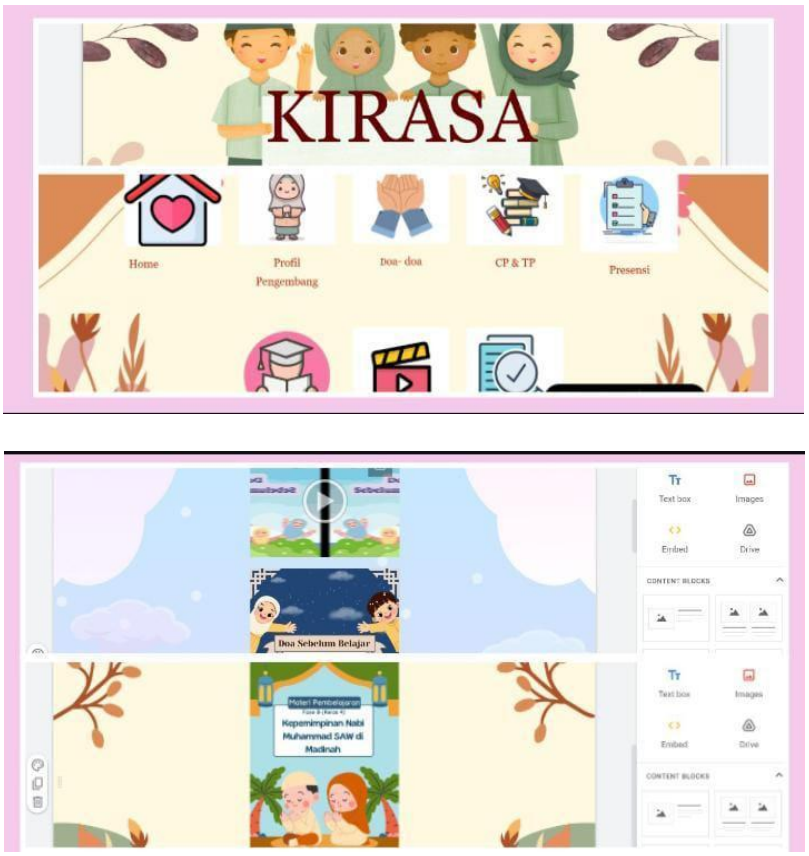

Figure 2. KIRASA website

Figure 2 reveals the developed KIRASA website. This site combines text, images, videos, and audio in one attractive, interactive platform. The layout is aesthetically arranged so that students can easily navigate each menu, from stories and digital comics to evaluation exercises. According to Arifah & Fawait, (2025), the integration of visual and audio elements in digital media can strengthen conceptual understanding and create a fun and memorable learning atmosphere. With its responsive and interactive design, KIRASA successfully provides an immersive learning experience for elementary school students.

The implementation phase was carried out at SDN Kadujajar III, involving 17 fourth-grade students and one Islamic Education teacher. The learning process using KIRASA media took place over two meetings with direct guidance from the teacher. Students were asked to access the KIRASA website independently, read stories in the form of digital comics, and complete interactive exercises through the Word Wall-based evaluation feature. Based on observations and interviews, students showed high enthusiasm, were more focused, and found it easier to understand the material. Teachers also acknowledged that KIRASA media helped save time in delivering material and facilitated the evaluation process.

The evaluation stage was carried out through validation by media and material experts, as well as user (student) responses. The expert validation results showed a feasibility score of 95.6% in the Excellent category, indicating that KIRASA is suitable for use as digital learning media. Meanwhile, the student questionnaire results showed an average score of 91.5%, also falling into the Excellent category. The highest scores were in the areas of ease of use and media display,

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while the lowest scores were in the practice questions section, indicating the need to increase the variety of question difficulty levels to make them more challenging.

Overall, the research results prove that the KIRASA web-based learning media is effective in increasing students' interest and understanding of Islamic history. Interactive features, such as digital comics, audio narratives, and game evaluations, provide an enjoyable learning experience and strengthen learning motivation. KIRASA also supports the implementation of flexible learning, where students can learn anytime and anywhere, and makes it easier for teachers to provide quick feedback. Thus, the development of KIRASA media has proven to be able to meet the learning needs of the 21st century, which demands innovation, independence, and interactivity. This media can be used as an example of digital learning development that is oriented towards meaningful learning experiences and digital literacy for elementary students.

Table 1. Media and material experts validation assessment

No	Aspects	Assessment Indicator (Rating Scale 1-4)					Total	%
		1	2	3	4	5		
1.	Product Suitability	4	4	4	3	4	19	95
2.	Product Display	4	4	4	3	-	15	75
3.	Ease of Access	4	4	4	4	4	20	100
4.	Good Impact of the Product	4	4	4	4	4	20	100
5.	Suitability of Material	4	4	4	4	4	20	100
6.	Presentation of Material	4	4	4	3	4	19	95
7.	Writing	4	4	4	4	4	20	100
8.	Good Impact of Material	4	4	4	4	4	20	100
Amount Obtained							**153**	**765**
Average							**0.956**	**95.6**

Table 2. Description of media and material experts validation

Score	Categories
0% - 25%	Not good enough
26% - 50%	Good enough
51% - 75%	Good
76% - 100%	Very good

Table 3. Student questionnaire assessment

No	Appraiser	Rating Scale 1-4				Total	%
		View	Ease	Practice Questions	Benefits		
1.	Student A	4	4	4	4	16	100
2.	Student B	3	4	3	4	14	87.5
3.	Student C	3	4	3	4	14	87.5
4.	Student D	3	3	3	4	13	81.2
5.	Student E	4	4	3	4	15	93.8
6.	Student F	4	3	4	4	15	93.8
7.	Student G	4	4	4	4	16	100

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No	Appraiser	Rating Scale 1-4				Total	%
		View	Ease	Practice Questions	Benefits		
8.	Student H	4	3	4	3	14	87.5
9.	Student I	4	4	4	3	15	93.8
10.	Student J	4	4	4	4	16	100
11.	Student K	4	4	4	4	16	100
12.	Student L	4	3	3	4	14	87.5
13.	Student M	4	3	4	3	14	87.5
14.	Student N	4	4	4	4	16	100
15.	Student O	4	3	4	3	14	87.5
16.	Student P	3	4	3	4	14	87.5
17.	Student Q	3	3	3	4	13	81.2
Amount Obtained						**249**	**1.556.3**
Average						**0.915**	**91.5**

4. Discussion

4.1 Validity of content and media as character education tools

Based on the validation results by subject matter and media experts, the KIRASA website was assessed to be of excellent quality with an average score of 95.6%. This score reflects that the learning media developed have met the eligibility criteria in various aspects, including visual appearance, technical factors, and content. The “highly eligible” rating indicates that every element on the website has been systematically organised and takes into account pedagogical principles that are appropriate for the needs of elementary students. This also proves that the KIRASA design process has undergone thorough testing and refinement, ensuring that the final product is truly relevant for use in real classroom learning contexts.

In terms of content suitability, the score reached 100%, which means that all content on the website is fully in line with learning objectives, student characteristics, and classroom development phases. This means that the material presented not only considers the cognitive content of the lessons but also pays attention to the affective and moral needs of students as part of character building. These results show that KIRASA has succeeded in aligning learning content with core curriculum competencies and the character values it seeks to instil. The integration of character values in digital media such as this is crucial, as it bridges the gap between the demands of the national curriculum and the needs of students in the digital age.

The findings demonstrate that the material presented in KIRASA not only serves to convey information but also serves as a means of character building, in line with the objectives of basic education, which emphasise a balance between knowledge, skills, and attitudes. The stories featured, such as the story of the Prophet Muhammad SAW, have a strong narrative power and are full of moral messages that can foster values of empathy, hard work, and justice in students. These values are the main foundation for building students' noble character and positive behaviour. This is also reinforced by the results of material expert validation, which gave a perfect

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score on the aspect of "positive impact of the material," meaning that the content of the media has been able to have a good influence on the formation of students' attitudes and morals. Thus, KIRASA plays an active role in supporting the achievement of value-based and religious character education in a contextual setting in elementary schools.

This high-quality content is also closely related to the application of the principles of constructivist learning theory, where students do not merely receive information but construct their own understanding through exploring the meaning of stories and learning experiences. In this context, KIRASA provides space for students to think critically, interpret moral messages, and reflect on the values contained in the stories they read. This process makes learning more meaningful because students are actively involved in constructing knowledge and values. This is in line with the view that interactive digital media can foster meaningful learning experiences, as students participate actively rather than passively receiving information. Thus, it can be concluded that the validity of KIRASA's content lies not only in the accuracy of the material but also in its ability to foster character through reflective and contextual learning.

4.2 Effectiveness of KIRASA in increasing student engagement and motivation

The results of a questionnaire involving 17 students demonstrated that the KIRASA website received an average score of 91.5%, which falls into the "very good" category. This score indicates that the majority of students feel comfortable, interested, and motivated when using this medium in the learning process. The appearance aspect received the highest score, namely 92.6%, which reveals that the visual design, colour combination, layout, and consistency of graphic elements used on the website successfully attracted students' attention and increased their focus on learning. The attractive interface design prevented students from getting bored easily, allowing them to participate in the learning process more actively and enjoyably.

In addition to the appearance aspect, the existence of interactive features, such as digital comics and quizzes from Word Wall, is an essential factor that makes students more directly involved in learning. This feature provides a different learning experience compared to conventional methods, because students can interact with the material visually and kinaesthetically. According to Hidayatullah et al (2023), the use of technology-based media, such as Canva, can increase interest in learning, as it is visually appealing and in line with students' habits of being familiar with digital devices. This is in line with the findings in this study, where students expressed high enthusiasm when using KIRASA to understand material related to life values and character.

This high level of student engagement can be explained through the theory of multimedia learning, which asserts that the use of a combination of text, images, and audio can strengthen the understanding process and increase learning motivation. Multimedia elements in KIRASA, such as illustrated comics, voice narration, and interactive evaluations, support students' cognitive processes through the integration of visual and verbal information. Thus, KIRASA not only functions as a medium for conveying information but also as a means to increase students' motivation, curiosity, and active participation in each stage of learning. This medium facilitates diverse learning styles, whether visual, auditory, or kinaesthetic, so that every student has the same opportunity to understand the material in the way that suits them best.

In addition, Kustati et al., (2024) emphasise the essentials of active and participatory learning so that students can play a direct role in learning activities. The research results support this view, as students expressed high enthusiasm and found it easier to understand the material when interacting directly with the features in KIRASA. Through the use of game elements and digital

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evaluation, students felt challenged to answer questions and complete the activities provided. This not only increases their involvement in the learning process but also strengthens students' intrinsic motivation to achieve better learning outcomes. Thus, KIRASA has proven to be capable of creating a fun, interactive, and meaningful learning environment.

4.3 Implications and limitations of KIRASA development

Although KIRASA received excellent reviews from experts and students, there are several areas for improvement that serve as a basis for future product refinement. Some of the issues that need to be addressed include a font size that is still too small, a lack of instructions for use on the main page, and suboptimal audio integration in the prayer and Quran verse menus. These weaknesses show that even though digital media can attract students' attention visually, technical aspects such as readability, navigation, and accessibility remain important factors that determine the effectiveness of a learning medium.

In light of a multimedia theory perspective, deficiencies in visual and audio aspects can affect the flow of information and the level of student focus during learning. For example, small font sizes can cause eye strain and reduce interest in reading, while the absence of instructions for use can confuse students when they first access the site. Therefore, improvements in user interface design are crucial so that the learning experience provided by KIRASA is optimised and easy to use by various groups of students, including those with different levels of digital literacy.

In addition, audio narration to the verses of the Qur'an is expected to strengthen the affective aspect of learning, because through sound, students can feel the depth of the spiritual meaning of the reading. Audio can also help students who have an auditory learning style to understand the material more easily. This improvement is in line with the findings of Savitri et al. (n.d.), who stated that digital media can increase learning motivation when supported by interactive and multisensory elements. Thus, the refinement of these features not only improves technical aspects but also expands the potential of KIRASA as a holistic learning medium that touches on the cognitive, affective, and psychomotor domains of students in a balanced manner.

4.4 Synthesis of findings and theoretical relevance

Overall, the research results reinforce the theory that web-based digital media can be an effective alternative for improving literacy, motivation, and character education of elementary school students. KIRASA is not only a visual aid but also a constructive and multimodal learning tool, where students build knowledge through interaction with various media elements such as text, images, sounds, and educational games.

The integration of constructivist theory and multimedia learning applied in the development of KIRASA demonstrates that technology plays an important role as a learning environment that stimulates critical and creative thinking. Students do not merely consume information, but also actively participate in constructing understanding and instilling moral values through enjoyable learning experiences. Thus, KIRASA is not only technically and aesthetically feasible, but also has strong pedagogical relevance in supporting 21st-century learning that is oriented towards literacy, creativity, collaboration, and character.

5. Conclusion and Implications

The present study develops the KIRASA interactive website as an attractive and effective Islamic education learning medium for conveying the leadership values of the Prophet Muhammad SAW in Medina. The research results prove that KIRASA has succeeded in creating a

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flexible, interactive learning experience that is relevant to the needs of today's students through the integration of various multimedia elements such as electronic comics, interactive digital books, prayer collections, and evaluation-based games. Positive responses from students and expert validators indicate that the use of KIRASA can improve material comprehension, learning motivation, and assist in character building among students. Overall, this study reveals that the development of systematically designed digital media can transform conventional learning into a more meaningful and enjoyable experience. The development of the KIRASA website also indicates that integrating design platforms, such as Canva, with interactive applications (Heyzine and Word Wall), can be an effective model for revitalising Islamic Religious Education teaching at the elementary school level.

The research's practical implications are intended for Islamic Religious Education teachers, namely that they can adopt or adapt the KIRASA development model into their classroom learning practices. Teachers can use a similar approach to teach other conceptual material and Islamic values in a way that is more contextual and interesting for students. Through the application of interactive media, such as KIRASA, teachers can facilitate more collaborative learning, foster interest in education, and help students understand Islamic values more deeply.

The research's theoretical implications lie in its contribution to the development of literature on the design and development (D&D) of learning media based on the ADDIE model in the context of Islamic Religious Education. This study reinforces the evidence that a systematic design-based approach can produce media that is not only instructionally effective but also relevant to the goals of character education and spiritual values.

For further research, it is recommended that the effectiveness of KIRASA should be tested on a broader scale, both through a quantitative approach to measure improvements in student learning outcomes and in the context of its application at various levels of education and other Islamic materials. Thus, the research results can serve as a basis for further development of innovative interactive learning media that support PAI learning in the digital age.

Credit authorship contribution statement

Jenuri, as the first author, analysed the overall research results. **Ani Nur Aeni, as the second author,** researched methods, curated research results data, and analysed research article texts. **Gamal Abdul Nasir Zakaria, as the third author**, provided academic insights, validation, and expert consultation from a foreign institution to strengthen the international research perspective. **Salsa, as the fourth author**, conducted the analysis and design stages of the ADDIE design. **Ghaida Mufidah Nuha, as the fifth author**, carried out the development stage of the ADDIE design. **Irena Okta Berliani, as the last author**, carried out the implementation and evaluation stages of the ADDIE design.

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