



FIQH LEARNING MEDIA INNOVATION BASED ON IFTAR APPLICATION (INNOVATIVE FASTING TEACHING APPLICATION RESOURCE) IN THE DIGITAL ERA

Farandika Nanda Pratama^{1*}, Miftakhul Jannah², Luthfila Evita Hapsari³

^{1,2,3}UIN Sunan Kudus

*Corresponding Author's e-mail: farandika36@student.iainkudus.ac.id

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Abstract: This study was motivated by the need to develop technology-based learning media in fiqh subjects, especially Ramadan fasting material in class III MI NU Baitul Mukminin. Learning so far, which is still dominated by printed books and simple props, is felt to be less effective and interesting. So it is necessary to innovate learning media to increase student understanding and enthusiasm. This study aims to (1) develop IFTAR application learning media, (2) determine the function of each feature of the IFTAR application learning media, (3) determine the feasibility of IFTAR application learning media, (4) determine the responses of teachers and students to the effectiveness of IFTAR application learning media. The method used is Richey & Klein's Design and Development (D&D), including the stages of design, production, and evaluation. The data collection technique is done with a validation questionnaire by IAIN Kudus lecturers as material experts and media experts, as well as validation from teachers. In addition, there are also interviews and observations to see the responses of teachers and students. Based on the assessment results, it shows that the IFTAR application is very good, with scores on a scale of $4.20 \leq 4.7 \leq 5.00$. This application is categorized as very good and feasible to use for fiqh learning media in Madrasah Ibtidaiyah, and is expected to improve the quality of learning in the digital era, especially in fostering students' understanding and spirit of fasting

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INTRODUCTION

The development of technology is very rapid which has a significant impact on all levels of human life, especially in the field of education (Yahya et al., 2021, p. 110). An advanced nation cannot be separated from the role of an educated generation (Taqiyuddin et al., 2019, p. 15). Therefore, through quality education, a country can achieve high progress and prosperity and create a generation that is smart, skilled, and

ready to face the challenges of the times (Pratama et al., 2024). The existence of technology is currently considered very important in human life, supporting various activities such as work and education (Salsabila & Agustian, 2021, pp. 123–133). In the field of education, technology has an important role in science (Blankesteyn et al., 2024, p. 1). Students are taught about natural phenomena and facts and with technology, humans can implement this knowledge (Anwar et al., 2022, p. 23). Technology functions as a means of delivering teaching (Hendy, 2021, p. 1). In education, technology is used as a tool to achieve learning objectives (El-Aasar et al., 2024, p. 2). Learners can make good use of this technology to increase knowledge (Pratama, 2024, p. 61).

Islamic Religious Education (PAI) has an important role in advancing a country, especially Indonesia, where almost the entire population embraces Islam (Saekan, 2017, p. 101). Therefore, the Indonesian government sets national education standards based on the values of Pancasila and the 1945 Constitution of the Republic of Indonesia which are attached to religious values, national culture and sensitive to changing times (Asrori, 2016, p. 273). PAI in madrasah has the aim of increasing students' faith with knowledge, appreciation, and practice of Islamic teachings (Mas'ud et al., 2019, p. 29). In formal schools, PAI is made a compulsory subject from the primary level or Madrasah Ibtidaiyah to Higher Education with details of subjects namely SKI, Akidah Akhlak, Fikih, and Al-Qur'an Hadith (Padli et al., 2023, p. 203).

Over time, Indonesia has experienced significant moral decadence due to the less than optimal function of PAI (Aimah et al., 2024, p. 114). This is due to the teacher's limited understanding of student character and the methods and methods of teaching learning strategies that are still traditional (Dewi et al., 2021, pp. 88–103). Therefore, teachers are expected to be able to utilize all existing facilities and integrate technology in learning activities in accordance with changing times (Ahmad et al., 2024, p. 84). In addition, teachers also need to make preparations before learning in class (Nufus et al., 2023, p. 565). This is related to making lesson plans that include teaching materials, evaluation tools, and learning media (Pratama, 2024, p. 92). Learning media is a tool in teaching and learning activities that can increase student enthusiasm (Setiyo et al., 2018, p. 2). Creative and innovative learning media can make learning more interesting and facilitate the achievement of predetermined learning objectives (Arsyad, 2016, p. 30).

Based on the results of interviews with two teachers at MI NU Baitul Mukminin, information was obtained that the fiqh media used in the learning process were teaching aids and LKS books only (Pratama, Naja, et al., 2026). Therefore, the fiqh teacher hopes that there is a technology-based learning media that supports the implementation of learning in accordance with the independent curriculum (Pratama, Nurtaqim, et al., 2025). Researchers also asked questions to a number of third grade students and stated that they had difficulty understanding fiqh learning because it was boring, especially on the material of Ramadan Fasting (Ahmad, Pratama, Nusaibah, et al., 2025). So learning activities require innovative and interactive learning media to be more effective (Fauzi & Khosiah, 2023, pp. 37–49).

Based on the above problems, researchers provide solutions that can be done by teachers, namely using IFTAR learning media. This application offers learning materials that can be accessed through mobile phones with attractive designs and features to motivate students. The development of this IFTAR application is expected to increase

students' understanding and enthusiasm in learning Ramadan fasting material, and help them experience fasting in a positive way.

Researchers created and developed this learning media and chose material about Ramadan fasting because the law of fasting for Muslims is mandatory for those who have reached puberty. However, students in grade 3 MI generally have not reached the age of puberty, so they are not required to fast Ramadan. However, many parents have begun to train their children to fast, which often poses its own challenges, so the realities that children face while fasting, such as complaints of weakness and hunger, can interfere with their concentration in participating in classroom learning. This situation is exacerbated by the limited learning media available, which is often only textbooks (Rosnata et al., 2021, p. 417). This limitation can lead to boredom and a decrease in students' enthusiasm for learning. Therefore, an innovative solution is needed to increase their motivation to learn. The development of the IFTAR application is expected to be a significant step in supporting the fiqh learning process among Madrasah Ibtidaiyah students, as well as fostering a better understanding of the practice of fasting in the context of their lives.

Based on the description of the background, the researcher wants to carry out a study entitled "Jurisprudence Learning Media Innovation Based on IFTAR *Application (Innovative Fasting Teaching Application Resource)* in the Digital Age". So from the problems that will be discussed in this study, among others: (1) How is the development of IFTAR application learning media at MI NU Baitul Mukminin? (2) What is the function of each feature of the IFTAR application learning media? (3) How is the feasibility of IFTAR application learning media at MI NU Baitul Mukminin? (4) How do teachers and students respond to the effectiveness of the IFTAR application learning media at MI NU Baitul Mukminin?

METHODOLOGY

This research was conducted in one of the madrasas in Kudus Regency, Central Java, namely MI NU Baitul Mukminin. This research uses research subjects including Mr. Suaidi, S.Pd. and Mrs. Erma Naela Zulfa, S.Pd. as MI NU Baitul Mukminin fiqh teachers and MI NU Baitul Mukminin third grade students with a total of twenty-seven students as the population. Data processing uses a qualitative approach by examining research data from questionnaire results as well as interviews and observations described descriptively in this study (Ahmad, Pratama, & Jannah, 2025). The application trial in the field was carried out on Thursday, July 25, 2024 during the fiqh class III C schedule so that it did not interfere with the KBM subject in the class. However, before testing the application in the field, it was first validated by IAIN Kudus lecturers and MI NU Baitul Mukminin teachers as media experts and material experts who are competent in their fields in order to ensure that the products developed are on target or not. If it has not met, it still needs to be improved or improved the quality of the IFTAR application from the comments and suggestions for improvement from the results of the questionnaire that has been given. In this research process, of course, there are many obstacles, but thanks to the hard work of the researchers, it can be completed properly and achieve the planned goals with the support of various parties who encourage the results of this research.

The method used in this research is the Richey and Klein method which includes the *Design and Development* (D&D) model. This *Design and Development* (D&D) method

involves systematic design and research on how to create and evaluate the performance of products, tools, and models that can be used in learning and non-learning (Bhujiangga et al., 2024, p. 2429). Research and development with this method includes three main stages, namely design, production, and evaluation (Riduwan, 2011, p. 5).

RESULT AND DISCUSSION

IFTAR Application Learning Media

The presence of media is very important in learning activities, because the media can help overcome the unclear material presented (Pratama, Nusaibah, et al., 2025). Even though the initial learning objectives are good, without the right media support, these objectives will be difficult to achieve properly (Pratama, Rizqiyah, et al., 2026). Learning media affects the delivery of complete and targeted information so that it has an impact on the final results in the learning process. The advancement of science and technology encourages innovation in using the results of existing technology in the learning process (Pratama, Shobirin, et al., 2025). This is in line with the results of his research Sari et al. that strengthening technological skills and abilities needs to be owned by teachers. Teachers are required to continue to innovate, both in teaching skills and other skills that can affect the learning process so that learning can be in accordance with the development of science and technology (Sari et al., 2021, p. 20).

The results of research that have been made Fatmawati et al. reinforce this, which states that various skills need to be present in teachers such as critical thinking, communicative, collaborative and creative. However, the situation in the field does not match expectations (Fatmawati et al., 2021, pp. 134–143). There are still various teachers who do not understand. There are even those who do not know how what needs to be done in the learning process of the modern era. In fact, the ease of internet access should make it easier for teachers to find and create interesting and interactive learning media. Seeing this, the development of learning media should be done to answer the challenges in this digital age.

Related to the development of IFTAR (*Innovative Fasting Teaching Application Resource*) application-based learning media is a learning innovation as well as research media. Nevertheless, there are various previous research studies that have developed application-based learning media, although the number is not large. For example, research by Muttaqien (Muttaqien et al., 2021, pp. 1–15) by developing interactive learning media using an android base with *Smart App Creator* and research by Abdurrochim et al (Abdurrochim et al., 2022, p. 8) by developing interactive android learning through *Google Sites* access. The results of the two studies show that the applications made with *Smart App Creator* and *Google Sites* are suitable for learning media. The difference between this research and previous studies lies in the creation and features of the application. In the previous study, the application was made using *Smart App Creator* and *Google Sites*, while in this study the application was made using the *NucleApp* developer, which later this IFTAR application can be downloaded and run like other applications on the Google *PlayStore*. The features in the previous study include materials, learning videos, and evaluations. While the application made in this study includes many features, including *e-books* of learning materials, learning videos, songs that support learning, mini dictionaries, and evaluations developed into interactive games.

Meanwhile, research by Hapsari & Zulherman uses animated videos in the learning process that can be used by teachers and students. Video This animation is made with *Canva* software as a science learning media. (Hapsari & Zulherman, 2021, p. 2394) The results of their analysis show that efforts to improve the quality of education, especially in using digital learning media, are still not optimal. The application they designed has several features that can be accessed by teachers and students, including learning videos. Meanwhile, the IFTAR application that we developed also has various features that can be used by teachers, students and parents, such as learning videos. The learning video feature in our application will take students to the *YouTube platform* to view learning videos about Ramadan fasting.

IFTAR (*Innovative Fasting Teaching Application Resource*) application- based learning media is an application in which there are several interesting features, including the "Ayo Membaca" feature which contains learning objectives, the "Budayakan Membaca Yuk " feature which contains modules in the form of *e-books*. Then, the "Nonton Video Yuk" feature which contains several videos that support the learning process, the "Ayo Bernyanyi Bersama " feature which contains fun songs and certainly supports learning. In addition, there is also a "Ayo Tebak Apa Jawabannya" feature that will stimulate students to actively ask questions in learning, as well as the "Ayo Uji Kemampuanmu" feature which will take students to answer questions related to learning through games. Then, there is also the " Kamus Mini IFTAR-Ku" feature in which there are explanations of word terms that are difficult for students to understand. And at the end, there is an " Profil Pengembang Aplikasi" feature.

IFTAR Application Learning Media Development

IFTAR is an innovation in fiqh learning media specifically designed to teach the fiqh of Ramadan fasting in an integrated manner. This application is technology-based and designed to facilitate the dissemination of information for students, parents and teachers. By utilizing advances in information technology, this IFTAR application offers a smart, creative and innovative solution to support the fiqh learning process in Madrasah Ibtidaiyah (MI), as well as fostering the spirit of fasting among students in the digital era. The name IFTAR was chosen because this term is often heard by the community, especially among teachers and students. The term IFTAR is used in the highly anticipated breaking of the fast, making it a familiar and memorable term. By using the name IFTAR (*Innovative Fasting Teaching Application Resource*) for this application, researchers hope that it will be easily recognized and remembered by everyone, and become a learning media that is eagerly awaited.

This IFTAR application was developed by the Famivi Team consisting of Farandika, Mifta, and Vita on July 21, 2024. The development process of this application was carried out through the *NucleApp platform*, an innovative platform that allows developers to create educational applications easily and efficiently (SurveyHeart, 2023). With the help of the *NucleApp platform*, the Famivi Team succeeded in creating an IFTAR learning media application with various features that support the learning of Ramadan fasting fiqh, such as interactive modules, quizzes, educational videos, and other features that allow students to interact and share their understanding. With the *NucleApp platform*, developers can focus on the educational content they want to deliver without having to worry about the technical aspects of app development. This

allows the development of apps such as the IFTAR app to be faster and more efficient so that they can be immediately used by students and teachers to improve the quality of fiqh learning.

IFTAR Application Learning Media Features

The IFTAR (*Innovative Fasting Teaching Application Resource*) Menu feature display is designed with various features and functions tailored to the needs of MI students, especially to support the learning of Ramadan fasting fiqh material for grade 3 students. This application aims to foster the spirit of Ramadan fasting and deepen students' understanding of fasting fiqh material, so as to create quality learning and student characters who are enthusiastic about fasting.



Figure 1. IFTAR Menu Display

The following is an explanation of the features and their respective functions in the IFTAR Menu:

1. “Ayo Mengamati” Feature

This feature is designed to introduce the learning objectives of Ramadan fasting material to grade 3 MI students. This feature is taken from the grade 3 fiqh student book written by Sutrisno and published by the Indonesian Ministry of Religious Affairs in 2020. “Ayo Mengamati” feature invites students to pay attention and understand the five points of learning objectives that will be achieved through the use of the IFTAR application. These objectives include students' ability to carry out Ramadan fasting as a command of Allah SWT, apply patient and honest behavior, understand the provisions of fasting, communicate fasting experiences, and explain the wisdom of fasting correctly.

2. “Budayakan Membaca Yuk” feature

This feature aims to invite students to cultivate reading as part of the learning process of Ramadan fasting. This feature presents an IFTAR module that invites learning about Ramadan fasting with an initial display in the form of an invitation “Budayakan Membaca Yuk” feature. This module was developed by Famivi Team and covers various aspects related to fasting, such as the definition of fasting, the valid and obligatory conditions of fasting, etc. Each material is presented using concise and easy-to-understand language, so that students do not feel bored.

3. “Ayo Bernyanyi Bersama” feature

This feature presents three learning videos that feature songs about Ramadan fasting. These songs are designed with a fun and educational feel, so

students can learn while singing without feeling pressured. By using songs, students can remember and understand fasting material in a fun way. In addition, this singing activity can enhance a more interactive and encouraging learning atmosphere.

4. “Ayo Uji Kemampuanmu” feature

This feature is designed to test students' understanding of fasting material that they have learned through previous features. This feature is connected to Kahoot, a popular quiz game-based learning platform. In this feature, students are invited to test their skills in a fun and competitive atmosphere.

5. “Ayo Tebak Apa Jawabannya” feature

This feature is designed to answer various issues that often arise in the minds and minds of MI students. This feature allows students to guess and find answers to questions they often face related to Ramadan fasting. Each question comes with an answer that is directly connected to the NU Online website. NU Online is a trusted source with guaranteed accuracy of answers, so students can feel confident that the information they receive is correct and in accordance with Islamic teachings.

6. “Kamus Mini IFTAR-Ku” feature

This feature is designed to help students understand various terms that may be difficult to understand in the context of fasting. This feature aims to make it easier for students to know and understand terms that are not familiar in their world. Each term is explained in easy-to-understand language, so that students quickly understand its meaning.

7. “Profil Pengembang Aplikasi” feature

This feature presents photos and personal data of IFTAR app developers who have been created and developed by the Famivi Team, namely Farandika, Miftah, and Vita. This aims to give users an understanding of who is behind this educational application. In addition, this feature is also equipped with interesting cartoon animations to add the impression of the world of children of madrasah ibtidaiyah students so that students feel more comfortable and interested in getting to know the developers of the applications they use. With this feature, it is expected that students can feel more connected to the IFTAR application developers and are more motivated to utilize the features provided in this application to learn and understand Ramadan fasting.

IFTAR Application Feasibility Test Results

After carrying out various stages from research to feasibility testing of the application made, this discussion will explain the validity and feasibility of the IFTAR application product. Researchers conducted a test The application was tested by IAIN Kudus lecturers as well as teachers and students of MI NU Baitul Mukminin as users of the application products made. Below are the results of the questionnaire to determine the assessment of the application that researchers make so that it is feasible to use:

Table 1. Assessment Questionnaire Results

No.	Assessment Aspect	Score						Total
		A	B	C	D	E	F	
1.	Application IFTAR can easily accessed	5	5	5	4	4	4	27
2.	All feature views and images of the IFTAR application attracts attention	4	5	5	4	5	5	28
3.	IFTAR application can be used in the learning process in the classroom as well as at home	5	5	5	5	5	5	30
4.	Effectiveness Usage IFTAR application as learning media	4	5	5	4	5	5	28
5.	Application image can foster sense of curiosity to learn and Ramadhan fasting	4	5	5	3	5	5	27
6.	Application IFTAR can improving learning motivation for students	5	5	5	4	5	5	29
7.	The selection of color design, fonts, and layout in the IFTAR application is already as per	4	5	5	5	4	4	27
8.	App Display Design Interesting Titles	5	5	5	4	5	5	29
9.	IFTAR app quality	5	4	4	4	5	5	27
10.	The content of the material in the IFTAR application is in accordance with the material and learning objectives of fiqh class III chapter on Ramadan fasting	4	5	5	4	5	5	28
11.	Ramadan fasting material contained in the IFTAR application is easy understood	5	5	5	4	5	5	29
12.	The language in IFTAR application is easy to understand	5	5	5	4	5	5	29
13.	Features in the IFTAR application	5	5	5	5	5	5	30

	can help students understand the material fasting							
14.	Quizzes contained in the IFTAR application can measure students' ability to understand material	5	5	5	5	5	5	30
15.	Users have no trouble when using the IFTAR application	5	4	5	4	5	5	28
Total		70	73	74	63	73	73	426
Average		4,67	4,86	4,93	4,2	4,86	4,86	4,73

Description:

- A : Dr. Ashif Az Zafi, M. Pd. I
B : Dr. Mas'udi, S.Fil.I., M.A.
C : Nur Ahmad, S.Sos.I., M.S.I.
D : Marda' Ulya Reksadhini, M. Pd.
E : Suaidi, S.Pd.
F : Erma Naela Zulfa, S.Pd.

Rating Scale
Table 2. Rating Scale

Average ($\bar{x}$)	Value
$1,00 \leq \bar{x} < 1,80$	Not good
$1,80 \leq \bar{x} < 2,60$	Not good
$2,60 \leq \bar{x} < 3,40$	Good enough
$3,40 \leq \bar{x} < 4,20$	Good
$4,20 \leq \bar{x} \leq 5,00$	Very good

Based on the average obtained from the six respondents above, the IFTAR application product can be said to be very good because it is on a scale between $4.20 \leq 4.7 \leq 5.00$. Therefore, the IFTAR application product that the researcher made has a "very good" feasibility status to be used as a learning media for fiqh class 3Ramadan Fasting Chapter. This research was conducted by distributing questionnaires directly to respondents and coming to the school to find out how the respondents responded to the IFTAR application product as a learning medium.

Comments and Suggestions for Improvement

Table 3. Comments & Suggestions for Improvement

Respondent Name	Comments and Suggestions for Improvement	Comments on Media Validation IFTAR Learning
Dr. Ashif Az Zafi, M. Pd. I.	Display more images and table charts to make it easier for students to understand.	Can be Used with revision
Bapak Dr. Mas'udi, S.Fil.I., M.A.	Apps can already provide insights to users. However, to maintain <i>safety</i> needs to be registered to the Playstore.	Can be used without revision
Nur Ahmad, S.Sos.I., M.S.I.	-	Can be used without revision
Marda' Ulya Reksadhini, M. Pd.	Reduce the application <i>connection</i> to the <i>website</i> . It's better to just write the material directly.	Available at usable with revision
Suaidi, S.Pd.	The layout of learning objectives needs to be improved fix it.	Can be used without revision
Erma Naela Zulfa, S.Pd.	-	Can be used without revision

Based on the table of comments and suggestions for improvement above, there are several improvements that need to be made by researchers. This is because in terms of appearance, the learning objectives feature in the IFTAR application product needs to be improved. In addition, the IFTAR application also needs to add several images and graphs so that students can more easily understand the material. Meanwhile, in terms of the content of the IFTAR application product, it would be better if researchers reduce the application *connection* to the *website* and just write the material directly. On the other hand, to maintain *safety* for users, IFTAR application products can be registered with *Playstore* as a future consideration.

Effectiveness of Using IFTAR Application

Currently, the development of technology has changed the role of humans in all dimensions of life, including the field of education. Advances in information communication technology in the 21st century era have a very significant role for technology as a learning medium. The use of technology in learning has provided new opportunities for teachers and students in improving the quality of learning and achieving better results. IFTAR (*Innovative Fasting Teaching Application Resource*) application is one form of application-based fiqh learning media innovation by utilizing existing technology.

To test the effectiveness of using IFTAR application products, researchers came directly to MI NU Baitul Mukminin and observed student responses when using IFTAR application products. Together with the teacher concerned, the researcher jointly tested this application to the class and divided the students consisting of twenty-seven students into four groups. There are several student responses when using the IFTAR application, including:

1. Student feel happy because they can learn using technology-based learning media

When using the IFTAR application, students feel happy because the learning resources they use are not limited to books. The material presented in the IFTAR application is not monotonous as in the LKS book, but is equipped with various animations, colors, and interesting fonts. In addition, this application is also connected to YouTube which contains interesting videos and songs that can be used as learning media. This is in line with the principle of student-centered learning in *Learning Media Development*, because the material presented can pay attention to the needs, interests, and learning styles of different students (Wibowo, 2023, p. 5). In addition, this feeling of pleasure is what encourages students' interest in learning so that students can understand and understand the material, especially in Ramadan Fasting material easily (Nurfadillah et al., 2021, p. 2).



Figure 2. Student Response

2. Students' spirit of competition

Through the quiz menu contained in the IFTAR application connected to Kahoot, students' enthusiasm increases because the points earned in this quiz are assessed based on correct answers and speed in answering questions. There is a board that displays the number of points and the names of those in first to fourth place so that students can monitor their point gain. This is in accordance with the *Evaluative* learning principle in *Learning Media Development* that can measure progress and monitor students' understanding of the material being studied, namely Ramadan Fasting material (Wibowo, 2023, p. 6).

3. Students become active in learning activities

The atmosphere in the classroom when using the IFTAR application as a learning medium becomes more interactive. There is a "Ayo Tebak Apa Jawabnya!" feature that contains questions that they often face related to Ramadan fasting such as "what is the law of complaining about thirst during fasting?" and "can lying break the fast?". These questions elicit a variety of responses from each student based on their experience. This is in line with the principle of *Contextualized* learning in *Learning Media Development* because the material presented is related to the situation and conditions faced by students (Wibowo, 2023, p. 6).



Figure 3. Learning Activity Condition

In addition to testing the effectiveness of IFTAR application products to students, researchers also tested this application to fiqh teachers at MI NU Baitul Mukminin. There are two teachers who teach 3rd grade fiqh subjects at MI NU Baitul Mukminin, namely Mr. Suaidi S.Pd. and Mrs. Erma Naela Zulfa, S.Pd. Based on data obtained by researchers during observations and interviews, Mr. Suaidi S.Pd. and Mrs. Erma Naela Zulfa, S.Pd. stated that the IFTAR application can be said to be effective in assisting learning activities.

The following is the fiqh teacher's assessment of the effectiveness of the IFTAR application:

a. In terms of appearance

According to Mr. Suaidi S.Pd. the IFTAR application has various features that are well designed. Meanwhile, Mrs. Erma Naela Zulfa, S.Pd. believes that the IFTAR application can attract the attention of users because the color selection is not too striking and is equipped with various animations that can attract students' attention. Students and teachers and even parents can easily access the application so that it has a good impact when learning in the classroom or at home. This has relevance to the attentional function of learning media such as being able to make interest and attention by directing students to focus on the material (Wulandari et al., 2023, p. 3932).

b. In terms of Content-wise

Based on the content or material, the IFTAR application is in accordance with the learning objectives and curriculum of grade 3 fiqh subjects on Ramadan fasting. This is in accordance with the statement of Djamarah and Zain which is one of the factors when choosing learning media so that it is necessary to pay attention in terms of material. Making media related to the existence of scientific developments and educational curriculum policies needs to be considered in terms of learning objectives and the depth of the material (Alti et al., 2022, p. 35). In the IFTAR application, there are various features that can facilitate learning activities such as in the "Budayakan Membaca Yuk" feature which presents modules on Ramadan Fasting material and other features. Mr. Suaidi S.Pd. believes that the material presented in the IFTAR application is quite comprehensive. Not only contains text, the IFTAR application which is equipped with video and song features can help children with less literacy to understand the material.

On the other hand, Mrs. Erma Naela Zulfa, S.Pd. believes that the IFTAR application can also be used in measuring students' understanding of the material obtained as an evaluation tool through quizzes connected to the *Kahoot Platform*. Through this quiz, the assessment that students previously

considered stressful turned into interesting because the quiz display is not monotonous and is equipped with various sounds, shapes, and colors.

In addition, learning activities in the classroom can also be interactive because learning can be contextually linked according to the experiences of students when carrying out Ramadan fasting as stated in the feature "Ayo Tebak Apa Jawabannya". This is in accordance with Sapriyah's statement which argues that when using learning media appropriately and variedly, it can reduce students' passivity (Sapriyah, 2019, p. 273).

c. In terms of language

According to Djamarah and Zain, the use of language in learning media must be in accordance with the ability to think, clear, and easily understood by students (Alti et al., 2022, p. 35). Based on the results of an interview with Mr. Suaidi S.Pd. The language used in the IFTAR application is easy to understand and straightforward for children of Madrasah Ibtidaiyah age. The explanation of sentences in the material contained in the teaching module is also not too long so as to minimize the boredom that can arise in students. Meanwhile, Mrs. Erma Naela Zulfa, S.Pd. stated that terms that may be unfamiliar to students are explained briefly so that students more easily understand their meaning. The translation of these foreign terms is listed in the "Kamus Mini IFTAR-Ku" feature which can be accessed if students do not understand the meaning of each term.

CONCLUSION

The research shows that the IFTAR application as a learning media innovation developed by the Famivi Team using the NucleApp platform has significant potential to improve comprehension and understanding. The IFTAR application is designed to increase students' enthusiasm in learning the fiqh material of Ramadan fasting in Madrasah Ibtidaiyah. Based on the development results, the features contained in the IFTAR application, such as interactive modules, educational videos, songs, quizzes, and mini dictionaries, are designed to make learning more interesting, interactive, and in accordance with student needs. In addition, the IFTAR application shows that the application is very good and feasible to use for learning media. The results of the validity and feasibility of the IFTAR application tested on IAIN Kudus lecturers and MI NU Baitul Mukminin teachers and students indicate a feasibility status of "very good".

The use of IFTAR application is also proven to be effective in learning. Observations and interviews with 3rd grade students of MI NU Baitul Mukminin showed positive responses, such as a sense of pleasure in learning using mobile phones, an increase in the spirit of competition through quizzes connected to Kahoot, and a more interactive learning atmosphere. In terms of appearance, the IFTAR application attracts users' attention with good feature design, appropriate color selection, and attractive animation. In terms of content, this application is in accordance with the learning objectives and curriculum using language easily understood by children of Madrasah Ibtidaiyah age, with terms explained briefly to facilitate understanding. So overall, the IFTAR application has succeeded in becoming an innovative and effective learning media that can improve the quality of fiqh learning at MI NU Baitul Mukminin. This research also emphasizes the

importance of technology in learning in the digital era that can provide new opportunities for students and teachers to achieve better results.

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