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Development Of Zep Quiz Learning Media In The Subject Of Islamic Culture And History In Class Xi Man 1 Bengkulu City

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Abstract

This research is motivated by the low learning motivation of students in the subject of Islamic Cultural History. This research aims to determine the stages in developing the Zep Quiz learning media in the subject of Islamic Cultural History. The research method used is Research and Development (R&D) with the 4D development model (Define, Design, Develop, Disseminate). (1) Definition, at this stage includes initial analysis, student analysis and formulation of learning objectives to determine the media used in learning Islamic Cultural History. (2) Design, at this stage, content preparation, media selection, initial design, making question banks and templates are carried out. (3) Development, at this stage, media validation is carried out with experts, namely: media experts, validated by lecturers who are experts in learning media, with a percentage of questionnaire validation results of 85% with the criteria of being very suitable for use. Language experts, validated by expert lecturers with a percentage of questionnaire validation results of 82% with the criteria of being very suitable for use. Material experts, validated by teachers who teach Islamic cultural history subjects, with a percentage of questionnaire validation results of 95% with the criteria of being very suitable for use. (4) Dissemination, at this stage, promoting the final product of the Zep Quiz learning media to Islamic Cultural History teachers at

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MAN 1 Bengkulu City and disseminating the Zep Quiz learning media to class XI students of MAN 1 Bengkulu City.

Keywords: Zep Quiz, Learning Media, History of Islamic Culture

INTRODUCTION

If we look at the origin of the word, media is the plural of the word "media".*medium*". This word comes from Latin meaning between. From a communication perspective "*medium*" means something that can act as an intermediary in the communication process. Media is also defined as something that carries information between a source and a receiver. Jefriyanto et al., 2023 Educational media possesses positive and synergistic powers that can transform attitudes and behavior toward creative and dynamic change. The role of educational media is essential in learning, as its current development is no longer viewed as merely a tool but as an integral part of the education and learning system. (Hasan et al., 2021) Learning and teaching are two closely interconnected and inseparable elements of educational activities..(Dasopang, 2017)Likewise, in Islamic religious education, during learning, the role of media is very much needed to facilitate the learning process so that the desired learning objectives are achieved, the same applies to learning the history of Islamic culture.learningHistory of Islamic Culturenot only aims to transfer knowledge, but also character formation through exemplary values. (Kholik et al., 2025)

For most students, the subject of Islamic Cultural History is one of the least engaging. This is largely due to a less enjoyable learning process and a lack of creativity among teachers when interacting with students in the classroom. Islamic Cultural History, characterized by its historical past, is often presented or even simply narrated using a storytelling approach. This learning style often leads students to simply sit and listen, resulting in less than optimal creative thinking and comprehension.In addition, the use of innovative learning media is also key to increasing the effectiveness of learning Islamic cultural history. (Ananda & Hidayati, 2025)

To address these issues, teachers need to develop innovative learning media that can accommodate students' needs. One alternative that can be used isZep Quiz, which is an interactive quiz-based digital platform that allows students to learn through educational games.

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RESEARCH METHODOLOGY

1. Types and Approaches of Research

The research method used isResearch and Development The development model used as a reference in this research is the Thiagarajan model. This Thiagarajan model is known as the 4-D Model, which is carried out through four stages: define, design, develop, and disseminate.Kurniawan, (2017).This development method is considered relevant because it provides clear stages, from needs analysis to evaluating media effectiveness. By implementing the 4D model, it is hoped that the Zep Quiz media developed will truly meet student needs and the learning objectives of Islamic Cultural History.

2. Research Data Sources

The data source for this study was 36 students in grade XI.12. The data collected in this study consisted of quantitative and qualitative data, as follows:

a. Quantitative Data

Quantitative data as primary data, namely data regarding the quality of the Zep Quiz learning media product based on assessments by material experts, media experts, Islamic cultural history teacher response questionnaires and student motivation questionnaires.

b. Qualitative Data

Qualitative data is data regarding the process of developing the Zep Quiz learning media in the form of criticism and suggestions from material experts, media experts, Islamic Cultural History teachers and students.

3. Research Instruments

Research Instruments is a strategy or method used by researchers to collect the data needed in their research. Research Instruments intended to obtain reliable materials, information, facts, and information. To obtain this data, various methods can be used in research.(Hartono , 2018). Research Instruments used in this study are as follows:

a. Observation

Observation is an activity that involves the process of understanding knowledge by obtaining needed information. Observation is a method of collecting data by systematically observing or recording the phenomena being studied. (Shobariyah 2018).

Observations were conducted directly to determine the media needs in the Madrasah, by asking teachers directly about the media, so that the researcher intended

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to develop the Zep Quiz media that had been developed. Through this observation, an overview was obtained of the learning process of Islamic Cultural History for class XI students at MAN 1 Kota Bengkulu.

b. Interview

Interviews are a technique used to obtain information directly from the source. Interviews are conducted when a respondent wants to learn more in-depth information. The flow of information in an interview involves the interviewer, the respondent, the interview guide, and the interview situation. (Rujakat, 2022)

c. Questionnaire

A questionnaire is a method of collecting data by providing a list of questions or statements in the form of a questionnaire to be filled out by respondents according to the needs of each research variable. (Fitrianti et al., 2022) This questionnaire will require respondents to choose from the alternative answers provided.

RESULTS AND DISCUSSION

A. Stages of Development of Zep Quiz Learning Media in the Subject of Islamic Cultural History for Class XI Students of MAN 1 Bengkulu City.

Research and development is carried out in 4 stages including*define, design, develop, disseminate* And *disseminate.*The steps in developing the Zep Quiz learning media are as follows:

1. Define

The results of student analysis of the development of Zep Quiz learning media given to class XI students of MAN 1 Bengkulu City are presented in the following table:

Table 1.1

Student Needs Analysis

No	Question Aspects	Conclusion of The Answer
1.	Aspects of the Islamic Cultural History learning process	Students are active in learning and have a high curiosity about Islamic Cultural History. However, they are less interactive in their learning because the learning method is less interesting and boring for them.

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2.	students in the aspect of Islamic Cultural History learning teaching materials	The learning materials used include printed books and Quiziz. Quiziz doesn't use characters or images; it only presents questions, which can be boring for students.
3.	Aspects of the learning media criteria needed by students	The learning media needed by students in SKI learning are designed to help the learning process and increase student motivation.

2. Design

This was done after analyzing the teaching material needs of teachers and students. After identifying the problems in the field, the next step was to develop a design for the Zep Quiz learning media, and to outline the content of the learning media.

a) Content Compilation

The developed learning media contains material on the Establishment of the Abbasid Government. This content is intended for 11th grade students at MAN 1 Bengkulu City. The material is adapted to the learning outcomes and objectives..This stage is the making of "*blueprint*" or quiz script.

b) Initial plan

When first opened, the user will be greeted with*landing page*which displays the lesson title. This display is complemented by illustrations of Zep Quiz's signature 3D cartoon-style avatar characters, creating the impression of being in a game world. The colors used tend to be bright and dynamic to attract students' attention. Next, there's a simple and easy-to-understand main menu. This menu typically consists of the Start Quiz, Instructions, Profile, and Settings buttons. Each button is designed with a clear visual icon to make it easy for students to navigate. This section can also include student usernames or avatars to create a personal touch.

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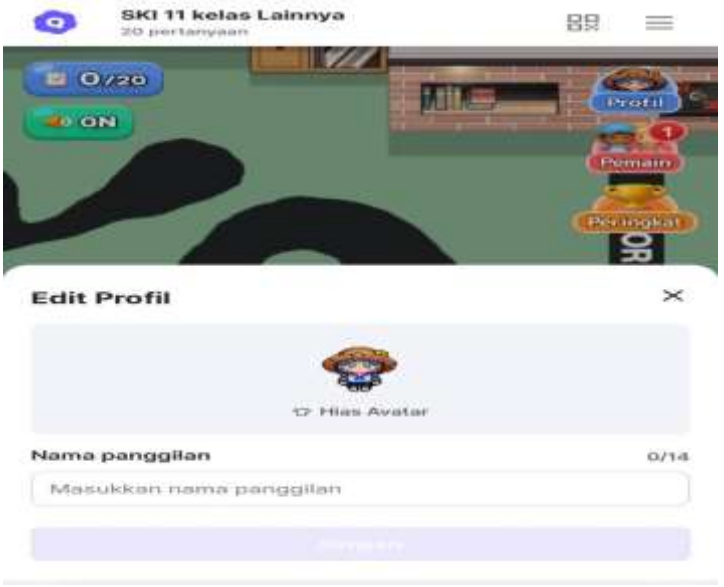


Image: Zep Quiz

3. Develop

This stage represents the transformation from a conceptual design to a tangible product ready for testing. The primary focus at this stage is to ensure the quality of the instrument through a series of rigorous validations to ensure that the Zep Quiz media is not only technically functional but also has high educational value for the Islamic Cultural History course.

The development phase aims to assess whether the Zep Quiz learning media developed will be more engaging and beneficial for teachers and students in learning activities. The validation instruments used are the validation instrument of material experts and media experts from lecturers at Fatmawati Soekarno State Islamic University, Bengkulu, who understand the content of the material and media, and teachers of Islamic Cultural History.

4. Dissemination

At this stage Packaging and distribution to the predetermined product targets were carried out. After being tested and the instrument had been revised. The purpose of this stage was to disseminate the Zep Quiz Learning media. In this study, limited dissemination was carried out, namely by disseminating and promoting the

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final product of the Zep Quiz Learning media to Islamic Cultural History teachers at MAN 1 Bengkulu City. Then the researcher disseminated the Zep Quiz learning media to students in class XI MAN 1 Bengkulu City. Theory: Game-based learning (*Game-Based Learning)*applied at this stage supports the principle*Active Learning*, where students are no longer passive subjects, but active participants in evaluating their own understanding. (Dina, Amirul Akbar Marfit, 2025)

B. The Level of Eligibility of Zep Quiz Learning Media in Learning Islamic Cultural History Based on the Assessment of Subject Matter, Language and Media Experts.

1. Results of the Material Expert Validation Assessment

Products produced through R&D must go through a validation process to ensure their effectiveness and reliability in achieving learning objectives. (Okpatrioka, 2025)The subject matter expert in this study was the Islamic Cultural History teacher at MAN 1 Bengkulu City. Validation was obtained by providing assessments and suggestions for the Zep Quiz learning media by completing a provided questionnaire. Through this stage, it was determined whether or not the media needed revisions. The results of the material validation can be seen as follows:

Table 1.2

Material Validation Results

Aspect	Number of Items	Maximum Score	Validator Assessment Score	Presentation	Information
Relevance	3	12	11	91%	worthy
Quality	11	44	38	86%	worthy
Function	2	8	8	100%	worthy
Total	15				
Maximum score	60				
Validator assessment	57				
Presentation	95%				
Criteria	Very Worth Using				

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It is known that:

∑ *Shoes Total*	*:*	57
∑ *Maximum Score*	:	60

Validity Presentation:

In –*ah* $\frac{These}{Tsh} x\ 100\%$

In –*ah* = $\frac{57}{60} x\ 100\%$

In –*ah* = 95%

The calculation of the validity percentage of the Zep Quiz learning media development for the SKI subject was 95%. After being converted to the criteria, the calculation result fell into the "very suitable" category, meaning the learning media is very suitable for use.

2. Media Expert Validation Assessment Results

The media experts in this study were lecturers at Fatmawati Sukarno State Islamic University, Bengkulu. Validation data was obtained by providing assessments and suggestions for the Zep Quiz learning media. This step will determine whether or not media revisions are necessary. The results of the media expert validation are as follows:

Table 1.3
Media Validation Results

Aspect	Number of Items	Maximum Score	Validator Assessment Score	Presentation	Information
Visual	3	12	10	83%	Eligible
Typography	7	28	24	85%	Eligible
Media Programming	3	13	11	84%	Eligible
Functions and Benefits	2	8	8	100%	Eligible
Lay out	5	20	16	80%	Eligible
Total					
Maximum score		80			

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Validator assessment	68
Presentation	85%
Criteria	Very Worth Using

It is known that:

∑ Shoes Total	*:*	68
∑ Maximum Score	:	80

Validity Presentation:

In *–ah* $\frac{These}{Tsh} x\ 100\%$

In *–ah* $=\frac{68}{80} x\ 100\%$

In *–ah* = 85%

The calculation of the validity percentage of the Zep Quiz learning media development for the SKI subject was 85%. After being converted to the criteria, the calculation result fell into the "very suitable" category, meaning the learning media is very suitable for use.

3. Results of the Language Expert Validation Assessment

The linguist in this study was a lecturer at Fatmawati Sukarno State Islamic University, Bengkulu. Validation data was obtained by providing assessments and suggestions for the Zep Quiz learning media. This stage will determine whether or not revisions are necessary. The results of the media expert validation are as follows:

Table 1.4 Language Validation Results

Aspect	Number of Items	Maximum Score	Validator Assessment Score	Presentation	Information
Foreword	5	20	18	90%	Worthy
Presentation	5	20	15	75%	Worthy
Total					

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Maximum score	40
Validator assessment	33
Presentation	82%
Criteria	Very Worth Using

It is known that:

∑ Shoes Total	*:*	33
∑ Maximum Score	:	40

Validity Presentation:

In *–ah* $\frac{These}{Tsh} x\ 100\%$

In *–ah* $=\frac{33}{40} x\ 100\%$

In *–ah* = 82%

The calculation of the validity percentage of the Zep Quiz learning media development for the SKI subject was 82%. After being converted to the criteria, the calculation result fell into the "very suitable" category, meaning the learning media is very suitable for use.

CONCLUSION

Based on the results of research and discussion regarding the development of Zep Quiz learning media in the subject of Islamic Cultural History at MAN 1 Bengkulu City, the following conclusions can be drawn:

Development Process: Zep Quiz media development was carried out using the 4-D development model, namely the stages *Define, Design*, *Develop* and *Disseminate*. This stage includes analyzing student needs for innovative media, designing interactive quizzes with engaging characters, and validation by experts.

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Media Suitability Level: Zep Quiz learning media is declared Very Suitable for use based on the assessment of three validation aspects, namely: Material Expert: Obtained a percentage of 95% with very suitable criteria. Media Expert: Obtained a percentage of 85% with very suitable criteria. Language Expert: Obtained a percentage of 82% with very suitable criteria. This media provides a fun, competitive, and interactive learning atmosphere so that students are more enthusiastic in participating in learning the History of Islamic Culture.

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