Development of Learning Media for Islamic Fiqh Educational Games on Learning Interest

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ABSTRACT

Advances in science and information and communication technology as one of the products of changing times have had a positive impact on the progress of the world of education today. The era of digitalization, called the industrial revolution era 4.0, has penetrated into various sectors including education. This can be a very effective and efficient medium to be used to support the learning process. Various IT-based multimedia facilities can be used to make the learning process more interesting. Various learning applications, both free and paid, are available to be used optimally for the millennial generation. This study aims to determine the feasibility of the Fiqh Educational Game as a learning medium and also to determine the effect of using the developed Fiqh Educational Game on students' interest in learning. This research uses development research which is usually abbreviated as R&D. Data collection techniques used questionnaires, validation sheets and also pretest and posttest questions. Therefore, researchers use the R&D method for processing questionnaires and Pairet Sample Tests to determine student learning outcomes and also regarding the existence of meaningful treatment in conducting research on each variable. This can be seen from the results of the questionnaire given to respondents showing a percentage of 74% that the word wall educational game is worthy of being a learning medium at MTs AL-IHSAN Banjaragung and the average of the results of the pretest score is 69 while the posttest score is 80. Based on the table sample test pair, the significance value is <0.05 indicating that there is a significant effect on the difference in treatment given during the pretest and posttest in fiqh subjects.

Keywords: Learning Media; Educational Games; Student Interest in Learning.

INTRODUCTION

The advancement of science and information and communication technology as a product of changing times has had a positive impact on the advancement of today's education world. The era of digitalization, called the era of the industrial revolution 4.0, has penetrated various sectors including education. This can be a very effective and efficient medium to be used as a support for the learning process (Zahro & Hidayah, 2021). Various IT-based multimedia facilities can be used to make the learning process more interesting. Various learning applications, both free and paid, are available so that they can be maximally utilized by the millennial generation (Mulyati & Evendi, 2020).

In order to improve education in Indonesia, especially in the teaching and learning process. So the teacher's job is to make the teaching and learning process active, effective, creative, and fun (Aisa & Mahmudah, 2021). The ideal conditions for the use of learning media that are suitable for the material and conditions of students and academic demands will greatly assist the implementation of learning activities (Sulaikho, 2021). Learning media is one of the supporting components for the success of the teaching and learning process (Asih dkk, 2016). The right learning media can lighten and help the teacher's task to get increased results, besides that student activity and learning achievement also increase. This becomes a challenge for teachers to create interesting and fun learning. Fun learning can be created through the use of various learning models or methods (Rahmawati & Ainun, 2021).

The purpose of this study was to determine the feasibility of the Educational Game and the effect of the use of the Fiqh Educational Game on the learning interest of grade VIII students of MTs AL-IHSAN Banjaragung. In line with our research, namely learning using *word wall*. What distinguishes "The Development of Learning Media for Islamic Law Education Games on the Learning Interest of Class VIII Students at MTs AL-IHSAN Banjaragung" based on the above background, the research problem is focused on how to make the *word wall* application a fun fiqh learning media and increase interest in learning, so that students can study anywhere, anytime, and in any way.

METHOD

This research is a development research (R&D) which is carried out to determine the interest in learning, the skills of students who implement the word wall game. To produce a product and test the effectiveness of the product using Sugiyono's theory by using the first several stages of planning with identification of the problem potential, the second stage is creating a new design, the third stage is design validation, the fourth stage is design revision, the fifth stage is design validation, and the last stage is the sixth stage of testing. try the product (Sugiyono, 2017).

This research was conducted at MTs AL-IHSAN Banjaragung in the second semester of the 2020/2021 school year. The subjects of this study were class VIII which consisted of 30 students consisting of 15 male students and 15 female students. This study was designed in two cycles, each of which has 4 stages, namely planning, implementing the action, observing or observing, and reflecting. Each cycle consists of 2 face-to-face meetings. Data collection techniques in this study are: a) tests, used to obtain data on student learning interests. This test data is taken in each cycle which consists of 2 cycles and each cycle obtains post test data, b) observation, is used to obtain data about students' skills in the learning process that implements the word wall game media (Maghfiroh, 2018).

RESULT AND DISCUSSION

The results of this development research are educational game-based fiqh learning media products that are presented online through the website. The material used is about the differences in Shadaqah, Grants, and Prizes for class VIII MTs AL-IHSAN Banjaragung.

Result

This research model is a development model (R&D), namely the theory proposed by Sugiyono which has been adapted to the needs of development research.

Preliminary studies

- Needs analysis, analysis of needs by observation and interviews at MTs AL-IHSAN Banjaragung. These observations and interviews were carried out to identify existing problems.
- Curriculum analysis, the basic competencies contained in the word wall udukasi game developed are competency 5.1 explaining the differences of shadaqah, grants, and prizes.

The results of each stage of the development procedure are:

Planning

- Set goals, bsed on the preliminary study conducted, word wall product development goals were created and determined to produce attractive learning media in the form of educational games that were integrated through the website in a complete and systematic manner. In addition, it is expected to provide innovations in other learning.
- Set material, at this stage, the basic subjects for selecting subjects are presented with the main subject matter of Shadaqah, Grants, and Gifts.
- Develop media assessment instruments, at this planning stage, a media assessment instrument was prepared in the form of a questionnaire for material experts, media experts, and students.

New design

- There are several steps taken in using the word wall
- Open the `https://wordwall.net/` website to make the game.
- Then select the wordwall quiz login on that page, if you don't have an account, you can use the gmail account that we already have so it's easier.
- After successfully logging in, we can immediately create the desired activity by selecting the Create Activity menu.
- We can choose a free or paid template that can be used, I will choose the maze chase template.

- We will enter 10 questions and their answers into the existing content menu, put a checklist on the correct answer.
- And the activity can be started, later we can see the final score how many correct answer.

Learning media is anything that can be used to transmit the sender's message to the recipient, so that it can stimulate the thoughts, feelings, attention, and interests of students to learn (Tafonao, 2018). Educational games are games that support the learning process with games. The game here is an Android-based learning product which contains a challenge or storyline that must be completed by the user. Game-based learning is a learning method used in analyzing interactions between a number of players or individuals who show rational strategies (Faizal, 2017).

The word wall educational game is the latest technology used by teachers for learning. The purpose of using word wall media is to significantly increase student access and interaction to learning resources so that it is expected that there will be accidental learning in understanding the learning material taught by the teacher. Interest is a strong desire, passion or a very high heart inclination towards something. By having a high interest in learning, students will be able to learn and practice well, so that students will find it easier to be trained to think critically, creatively, carefully, and logically, so that students can perform well. (Sirait, 2016)

Word wall is a learning medium that must be used not only to display or be seen. This media can be designed to improve group study activities and can also involve students in its making and be active (Fauziah et al., 2019). The online word wall website is used by teachers to determine the extent to which students learn. Interest is a strong desire, passion or a very high heart inclination towards something. Easy use and fast results in the assessment process in this application are suitable for use as a learning application in this digitalization era, so that students have a strong interest in learning. Teachers who teach must have a question bank. So that this application is used as a means of storing questions for later analysis so that they become valid, reliable, and have a different power and a good level of difficulty and become more enjoyable learning.

Discussion

- Media expert validation results

Validation of media experts is done by filling out an assessment questionnaire consisting of aspects of the feasibility of graphics. There are 14 statements in this aspect. This assessment was given by Mr. Harianto, S. Kom. After the scores from the media experts were collected, the researcher calculated the percentage of quality scores for each aspect of the word wall educational game learning media questionnaire that used a Likert scale.

Tabel 1. Media Expert Validation Results

No	Aspect	Percentage (%) Ideal	Criteria
1	Grafict eligibity	75,7%	worthy
	Average	75,7%	worthy

Based on the results of table 1 above, it is obtained that the assessment of the feasibility aspect of graphics is 75.7% with proper criteria. So the average score for this aspect is 75.7%, which means that the learning media is declared feasible. In media expert validation, the validators only provide suggestions for improvement, namely the template used lacks challenges and deserves to be tested with revisions according to suggestions.

- Materi expert validation results

Material expert validation is carried out by filling out an assessment questionnaire sheet on each assessment aspect consisting of three criteria: content feasibility aspects, presentation feasibility aspects and Contextual feasibility. The material expert who became the validator in this study had competence in accordance with the material for Sadaqah, Grants, and Gifts in the media developed. The validator is Mumun Muniroh Bisri, M.Pd.I. After the scores from the material experts were collected, the researcher calculated the percentage of quality scores for each aspect in the word wall educational game learning media questionnaire that used the Likert scale.

Tabel 2. Media expert validation results

No	Aspect	Percentage (%) Ideal	Criteria
1	Content eligibity	74,66%	Worthy
2	Serving eligibity	75%	Worthy
3	Contextual assesment	66,66%	Worthy
Average		72,11%	Worthy

The results of the material expert's assessment are categorized as very feasible if X> 80%; feasible if 61% < X 80% ; quite feasible if 41% < X 60% less feasible if 21% < X 40% and very less feasible if X 20%. From the calculation data on the three aspects of the initial stage of material validation, it can be seen that the content feasibility aspect gets a percentage of 74.66% with appropriate criteria, 75% presentation feasibility aspect with appropriate criteria and in the contextual assessment aspect with a percentage of 66.66% with eligible criteria, thus obtained the average number of total aspects of 72.11% with proper criteria.

- Product revisions

Product revisions are carried out after the validation stage from the experts. The comments and suggestions given by the experts became a reference for improving the developed media to make it even better before the media was tested on students.

- Product trial

The results of the quantitative data obtained from i pretest and posttest results show as follows:

Tabel 3. Pre Test

Score	Respondent
60-65	10
66-70	6
71-75	7
76-80	6
81-85	1
Total student	30

Tabel 4. Post Test

Score	Respondent
66-70	3
71-75	6
76-80	8
81-85	7
86-90	3
91-95	2
96-100	1
Total student	30

The average of the results of the pretest score is 69 while the posttest score is 80. The sample T test is a test used to compare the difference between the two means of two paired samples with the assumption that the data is normally distributed. Paired samples come from the same subject. Each variable is taken in different situations and circumstances.

CONCLUSION

From the results of the research above, it can be concluded that the learning media of fiqh educational games through word walls can increase student activity and interest in learning. So that students can learn easily and happily. It is hoped that the learning media of the word wall educational game can make a new innovation for educators to be able to teach learning in schools. So that students are enthusiastic, interested, and interested in learning fiqh well.

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