



Development of Game-Based Learning Media on Islamic Religious Education Materials

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Abstract

This study aimed to determine the level of feasibility, practicality, and effectiveness of game application learning media on Islamic Religious Education materials. The research method used is the Research and Development (R&D) approach of Brog and Gall mode. The subjects in this study were students of class X MAS al-Washliyah Stabat, while the object of this research was the development of game-based learning media. The data collection instruments used were observation and questionnaires. The results showed that the feasibility level of game application learning media according to material experts was categorized as valid with a score of 86, media experts were categorized as very valid with a score of 91 and linguists were also categorized as valid with a score of 83 so that a cumulative score of 86.7 was obtained with a valid category. The level of practicality of the game application learning media was carried out to 20 students of class X on the learning material of aqidah morals who were experts in the field of Islamic education, the results obtained were responses in the use of media with an honest method that was beautiful as a form of application of the commendable nature contained in the moral material obtained a score of 94,2. For the development of effective application-based learning media from the application of this game media, namely, the material presented is easier to understand, teachers from the schools studied also considered this media suitable to be applied because it is more practical. Children do not feel bored so they gain interest and learning outcomes. tall student.

Keywords: Learning Media, Game Applications, PAI Materials.

Abstrak

Tujuan penelitian ini untuk mengetahui pengembangan tingkat kelayakan, tingkat kepraktisan serta keefektifan media pembelajaran aplikasi game pada materi Pendidikan Agama Islam. Metode penelitian yang digunakan adalah pendekatan Research and Development (R&D) mode Brog dan Gall. Subjek dalam penelitian ini adalah siswa kelas X MAS al-Washliyah Stabat, sedangkan objek penelitian ini adalah pengembangan media pembelajaran berbasis game. Adapun instrument pengumpulan data yang digunakan adalah observasi dan kuesioner. Hasil penelitian menunjukkan bahwa tingkat kelayakan media pembelajaran aplikasi game menurut ahli materi berkategori valid dengan skor 86, pada ahli media berkategori sangat valid dengan skor 91 serta ahli bahasa juga berkategori valid dengan skor 83 sehingga diperoleh skor kumulatif yaitu 86,7 dengan kategori valid. Adapun tingkat kepraktisan media pembelajaran aplikasi game dilakukan kepada 20 siswa kelas X pada materi pembelajaran aqidah akhlak yang ahli pada bidang pendidikan Islam diperoleh hasil perolehan respon dalam penggunaan media dengan metode jujur itu indah sebagai bentuk pengaplikasian dari sifat terpuji yang terkandung pada materi akhlak memperoleh skor 94,2. Untuk pengembangan media pembelajaran berbasis aplikasi yang efektif dari penerapan media game ini yaitu materi yang

disampaikan lebih mudah di mengerti, guru dari sekolah yang diteliti pun menilai bahwa media ini cocok untuk diterapkan karena lebih praktis dan anak-anak tidak merasa bosan sehingga memperoleh minat dan hasil belajar siswa yang tinggi.

Kata Kunci: Media Pembelajaran, Aplikasi Game, Materi PAI.

INTRODUCTION

Education is seen as a necessity in developing students' abilities of self-potential, personal skills, and individual characteristics through planned conscious efforts. This is seen as the main capital in achieving quality human resources (HR) with a learning process that makes it quality as well. It is undeniable that education plays an important role in efforts to realize the quality of human resources.¹ Based on this, this is where the role of teachers is required as the spearhead of education that has a central position to "educate the nation's life" and make students who have the character of karimah.² In this case, an educator is required to be able to choose and sort out methods that are suitable for use in the learning process to students, which are expected to have a great influence in mastering the concepts and content of the lesson, so that students can elaborate the results of their thoughts.³ However, in reality, there are still many teachers who do not take advantage of the existing facilities and infrastructure in schools so they still use only one method, namely the lecture method.⁴

The lecture method has the disadvantage that students will quickly get bored if they only use one method without combining other methods and additional reading resources that are more up-to-date through technological developments.⁵ The presence of technology is expected so that educators can design learning attractively and create varied media such as the use of educational game applications that can represent the development and utilization of technology in the scope of education.⁶ The development of android-based educational games is considered one of the smart solutions for developing learning for teachers to students. According to Widoyoko, a game is a game that functions as a warming up, relieving boredom in tiring material, supporting participants, and monitoring to be more actively involved and responding.⁷

¹ Rizki Akmalia, "Pengaruh Perilaku Individu, Kelompok Dan Tim Kerja Terhadap Kinerja Guru Di Sekolah Menengah Atas Negeri 3 Medan" (Universitas Islam Negeri Sumatera Utara, 2019).

² Rizki Akmalia, Amiruddin Siahann, dan Mesiono Mesiono, "the Effect of Individual, Group and Team Work Behavior Toward Teacher Performance in Sman 3 Medan," *Jurnal Tarbiyah* 27, no. 1 (2020): 50–71, <https://doi.org/10.30829/tar.v27i1.681>.

³ Peter Jarvis, *Learning in Later Life: An Introduction for Educators and Carers* (London: Routledge, 2013), <https://doi.org/10.4324/9781315042435>; Mary O'Sullivan, "Global Challenges and Opportunities for Physical Education Teacher Educators," *Research Quarterly for Exercise and Sport* 92, no. 3 (2020): 327–38, <https://doi.org/10.1080/02701367.2020.1730295>.

⁴ Tri Adi Muslimin dan Ari Kartiko, "Pengaruh Sarana Dan Prasarana Terhadap Mutu Pendidikan Di Madrasah Bertaraf Internasional Nurul Ummah Pacet Mojokerto," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2020): 75–87, <https://doi.org/10.31538/munaddhomah.v1i2.30>.

⁵ Gunawan Widjaja dan Aslan Aslan, "Blended Learning Method in The View of Learning and Teaching Strategy in Geography Study Programs in Higher Education," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 1 (2 Februari 2022): 22–36, <https://doi.org/10.31538/nzh.v5i1.1852>.

⁶ Omid Ghorbanzadeh dkk., "Evaluation of Different Machine Learning Methods and Deep-Learning Convolutional Neural Networks for Landslide Detection," *Remote Sensing* 11, no. 2 (Januari 2019): 196, <https://doi.org/10.3390/rs11020196>.

⁷ S Eko Putro Widoyoko, *Evaluasi Program Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2009).

The purpose of making games includes entertainment, practicing dexterity, educating, and conveying messages.⁸

Games have disadvantages including being able to bring out opium and even dependence. From the data obtained, the number of gamers (game players) in Indonesia in 2017, according to the Amsterdam-based marketing research institute, Newzoo, there were 43.7 million gamers (56% of whom were men) in Indonesia who spent a total of US\$ 880 million only on gaming. In addition, most Indonesian game players in Southeast Asia play games through smartphones, personal computers, and laptops. A person who is addicted to games can be diagnosed by a psychologist or psychiatrist if he has a gaming pattern that is severe enough to adversely affect himself, his family, society, education, work, and other important things. The description of students who are addicted to online games can be described in the diagram below:

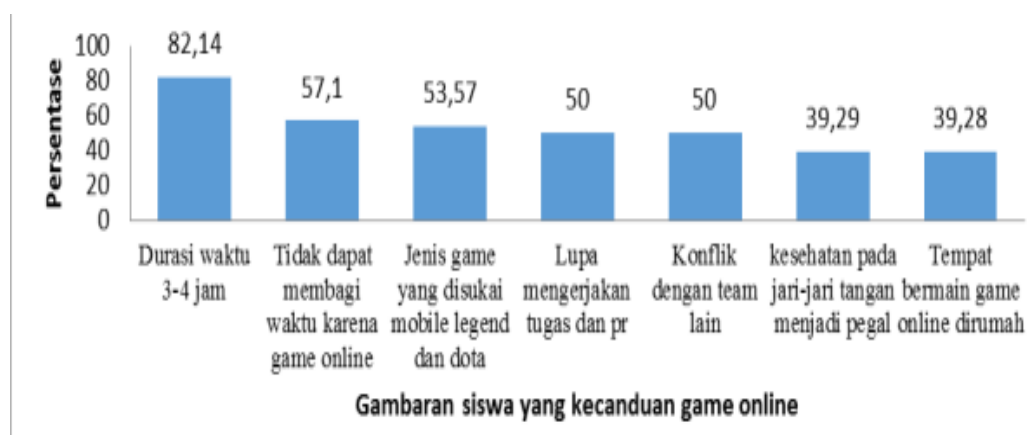


Figure 1. Overview of students addicted to online games

Based on the graph above, to overcome addictions that lean towards the negative direction as above, teachers must be able to fortify them with moral education. As a communication medium for akidah and moral education content, this of course benefits education providers by designing learning in such a way, so that the content from akidah akhlak education reaches students with the use of android electronic media through educational game applications.⁹ This research designs educational learning patterns by utilizing technology in-game applications to meet these needs. In addition to interestingly delivering the material, this media also provides reasoning to students in everyday life, especially in distinguishing bad and despicable behavior and knowing the principles of faith in Islam.¹⁰ Game application-based learning is an innovation in developing learning using products that have been designed, and can improve student learning outcomes, and students can improve moral personalities to be

⁸ Jasson, *Role Playing Game (RPG) Maker – Software Penampung Kreativitas, Inovasi, dan Imajinasi Bagi Game Designer* (Yogyakarta: Andi Offset, 2009).

⁹ Muhamad Arif, Kusnul Munfa'ati, dan Mei Kalimatusyaroh, "Homeroom Teacher Strategy in Improving Learning Media Literacy during Covid-19 Pandemic," *Madrasah: Jurnal Pendidikan dan Pembelajaran Dasar* 13, no. 2 (1 Mei 2021): 126–41, <https://doi.org/10.18860/mad.v13i2.11804>; Dindin Solahudin dan Moch Fakhruroji, "Internet and Islamic Learning Practices in Indonesia: Social Media, Religious Populism, and Religious Authority," *Religions* 11, no. 1 (Januari 2020): 19, <https://doi.org/10.3390/rel11010019>.

¹⁰ Wina Sanjaya, *Media Komunikasi Pembelajaran* (Prenada Media, 2016).

better and prioritize noble morals over despicable morals, to get effective and efficient learning.¹¹

The results of the observations made revealed that teachers still use the classical method, namely lectures on the delivery of material. In addition, akidah akhlak lessons are considered as learning that contains a lot of material and makes you bored quickly. Not only that, the development of the use of Android smartphones has not been used in general and is seen as one of the technology-based learning media on the subject of moral character material of faith in the pillars of faith, despicable morals, and praiseworthy morals. Morals or behavioral systems can be educated or passed on through at least two approaches, first stimulus-response or called the process of conditioning so that automation occurs. There are several forms of morals, namely practicing exercises, practicing question and answer, and practicing modeling.¹² Second, cognitive is the theoretical delivery of information that can be done, among others, through proselytizing, lectures, discussions, and others. The results of previous research also revealed that there is a significant difference between before and after the application of learning media based on English educational game applications,¹³ board game media is effectively used in learning.¹⁴ Not only that, other studies have also revealed that through the GDLC approach, expert validators provide excellent responses through Black Box Testing where this game runs according to usability and is suitable for students and other general users to play,¹⁵ android based media assisted iSpring Suite deserves as well as getting an excellent response.¹⁶

In the implementation of learning, the media has a close contribution as an intermediary medium for connecting information on learning messages and can also improve student learning outcomes so that they become more effective, efficient, and attractive.¹⁷ One of the innovations requires a special way to invite children to learn, including a game-based learning application based on a scientific approach developed to produce valid learning applications or media.¹⁸ This game-based learning method is suitable to be used as an alternative and interactive medium so that it can carry out a well-directed learning process according to learning

¹¹ Nurun Najmi, Muhammad Husnur Rofiq, dan Muhammad Anas Maarif, "The Effect Of Cooperative Learning Model Type Of Teams Games Tournament (Tgt) On Student's Learning Achievement," *At-Tarbiyat: Jurnal Pendidikan Islam* 4, no. 2 (28 Agustus 2021), <https://doi.org/10.37758/jat.v4i2.291>; Cristina Alonso-Fernández dkk., "Applications of Data Science to Game Learning Analytics Data: A Systematic Literature Review," *Computers & Education* 141 (1 November 2019): 103612, <https://doi.org/10.1016/j.compedu.2019.103612>.

¹² Abu Ahmadi dan Noor. Salimi, *Dasar-Dasar Pendidikan Agama Islam* (Jakarta: Bumi Aksara, 2004).

¹³ Rifda Rofiva Nurrosyida, "Pengembangan media pembelajaran berbasis aplikasi game edukasi bahasa Inggris di Madrasah Ibtidaiyah Sunan Giri Kota Malang" (Universitas Islam Negeri Maulana Malik Ibrahim, 2022).

¹⁴ DH Nugroho, "Pengembangan Media Pembelajaran Game Papan Matematika Kelas VIII Semester 1 Kurikulum 2013 di SMP Negeri 48 Jakarta," *GURU: Jurnal Inovasi Karya Ilmiah Guru* 1, no. 2 (2021): 150–62, <https://doi.org/1051878/teacher.v1i2.720>.

¹⁵ Jhon Enstein, Vera Rosalina Bulu, dan Roswita Lioba Nahak, "Pengembangan Media Pembelajaran Game Edukasi Bilangan Pangkat dan Akar menggunakan Genially," *Jurnal Jendela Pendidikan* 2, no. 1 (2022): 101–9.

¹⁶ Ovi Larassaty, Agus Susanta, dan Irwan Koto, "Pengembangan Media Berbasis Android Berbantuan Aplikasi iSpringSuite Pada Pembelajaran Matematika Untuk Siswa Kelas V SD," *P3D (JURNAL PEMBELAJARAN DAN PENGAJARAN PENDIDIKAN DASAR)* 4, no. 1 (2021): 190–97.

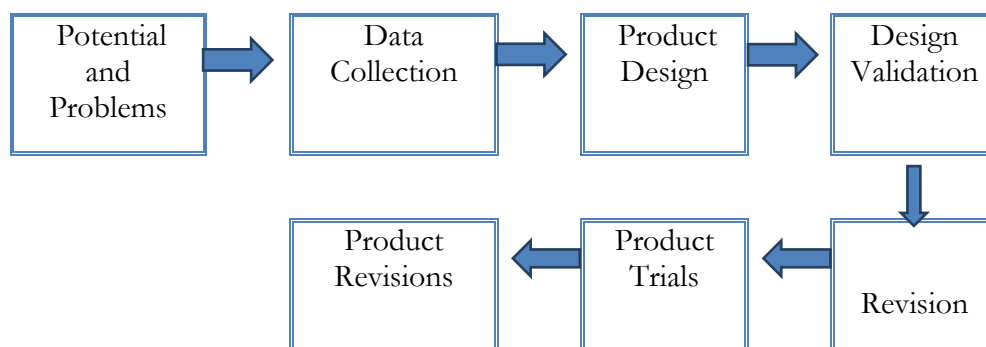
¹⁷ Elsa May Wijaya, "Pengembangan bahan ajar SKI berbasis multimedia interaktif untuk meningkatkan hasil belajar siswa kelas VII di MTs An-Nur Bululawang" (Universitas Islam Negeri Maulana Malik Ibrahim, 2016).

¹⁸ Mochammad Arbayu Maulidina, Susilaningsih, dan Zainul Abidin, "Pengembangan Game Based Learning Berbasis Pendekatan Saintifik Pada Siswa Kelas IV Sekolah Dasar," *JINOTEP: Jurnal Inovasi dan Teknologi Pendidikan* 14, no. 2 (2018), <http://dx.doi.org/10.17977/um031v4i22018p113>.

objectives.¹⁹ From some of the results of previous research above, educational game media is very interesting to be developed in PAI learning. There are several advantages of educational games compared to conventional educational methods, one of which is the visualization of real problems, where the game status, instructions, and tools provided by the game will actively guide players to explore information so that they can enrich their knowledge and strategies while playing.²⁰ Based on the statement above, this research is expected so that teachers can develop Game Application-based learning media on Islamic Religious Education Material (PAI) in class X Madrasah Aliyah Al-Washliyah Stabat.

METHOD

This type of research is research and development. The Research and Development (R&D) approach in education includes ten steps (Brog & Gall). The data collected in the development of learning media for this game application is in the form of descriptive qualitative data obtained from 3 material expert validators in the field of religion, 3 media expert validators in the field of media/design, and the responses of teachers and students. The instruments used are in the form of questionnaires, product validation sheets, and tests.



Picture 2. Design of Research and Development (R&D) approach.

RESULTS AND DISCUSSION

Eligibility Level of Game Application Learning Media in MA Al-Washliyah Stabat

In general, the results of material expert validation of game-based media development products on aqidah akhlak learning media in class X Madrasah Aliyah Al-washliyah Stabat are in the very valid category with a score of 86. This means that the game-based media development product for learning aqidah akhlak in class X of Madrasah Aliyah Al-washliyah Stabat that has been developed reflects the level of feasibility for use. The results of the material expert validation hint that this product is worth continuing in the next stage, namely field trials. Based on the advice submitted by the material expert, further improvements were made. The improvement suggestions submitted by the material experts are an effort to improve the quality of game-based media development on aqidah akhlak learning media in class X Madrasah Aliyah Al-washliyah Stabat. The revised game-based media is then reconfirmed to material experts to

¹⁹ Sujalwo dan Sukirman, "Pengembangan Game Berbasis Komputer Sebagai Media Pembelajaran IPA Terpadu Kelas VIII SMP," *Jurnal Manajemen Pendidikan* 12, no. 2 (2017): 239–47.

²⁰ Anik Vega Vitianingsih, "Game Edukasi Sebagai Media Pembelajaran Pendidikan Anak Usia Dini," *Inform: Jurnal Ilmiah Bidang Teknologi Informasi Dan Komunikasi* 1, no. 1 (2017), <https://doi.org/10.25139/inform.v1i1.220>.

presumably be recommended as a learning media product worthy of trials. The overall questionnaire results from the expert team can be seen in the table below.

Table 1. Recapitulation of Expert Team Validation Questionnaire Results

No	Validation Questionnaire Results	Assessed Aspects	Skor
1	Material Expert	Learning objectives, material presented, delivery of material, images, language and examples used	86
2	Media Expert	Teaching Materials: learning objectives, material presented, delivery of material, images, language and examples used	91
3	Linguist	Delivery of materials, images, language, media display design, color combinations and examples used	83

From the table above, it can be concluded that in material experts, a validation score of 86 was obtained so it was concentrated to 86%. After being converted with a scale 4 conversion table, then according to the decision of the material expert, it is at a valid qualification level so that the media-based teaching materials do not need to be revised. As for the media experts, a validation score of 91 was obtained to be concentrated to 91%. After being converted with a scale 4 conversion table, then according to the decision of the media expert is at a valid qualification level so that the form of game-based application media does not need to be revised. Meanwhile, linguists obtained a validation score of 83 so it was concentrated to 83%. After being converted with a scale 4 conversion table, then according to the decision of the media expert is at a valid qualification level so that the language used in game-based media does not need to be revised. Based on the results obtained through the experts above, then after being changed in the form of percent has obtained decent results.

Level of Practicality of Game Application Learning Media in MA Al-Washliyah Stabat

Proses pelaksanaan pembelajaran di MAS Al Huda Pangkalan Susu menggunakan nilai *tawāzun* (Seimbang/Adil), artinya dengan bentuk pembiasaan pembacaan Al-Qur'an di awal pembelajaran dengan tujuan untuk menghadirkan bentuk keseimbangan dalam diri setiap peserta didik. tujuan lain yakni agar peserta didik terbiasa menyeimbangkan antara aktivitas duniawi maupun ukhrawinya. Tak hanya itu, bentuk implementasi materi moderasi beragama yang telah di sisipkan secara tersirat seperti peserta didik diarahkan untuk bersikap seimbang dalam artian bijak saat mempelajari ilmu pengetahuan. Konsep keseimbangan ini juga diajarkan guru dimana guru meluruskan apa yang keliru pada saat proses pembelajaran tengah berlangsung agar siswa tidak keliru dalam materi materi akidah akhlak yang disampaikan.

Field trials were conducted on 20 class X students on the aqidah akhlak learning material with the honest method is beautiful as a form of application of the commendable nature contained in the moral material. The aspects assessed are related to game application-based

development products on the Aqidah Akhlak material consisting of 20 points. The students who are samples of field trials can be seen in the table below.

Table 2. Students who became field trials

No.	Name	Variable	No.	Name	Variable
1	Annisa Winda	X ₁	11	Nela Kalsandria	X ₁₁
2	Ayna Azahra	X ₂	12	Nur Aulia	X ₁₂
3	Camelia	X ₃	13	Syaina Miftahul Jannah	X ₁₃
4	Elsa Dina Virani	X ₄	14	Rika Amelia	X ₁₄
5	Hendri Pranoto	X ₅	15	Rizky Ghairi	X ₁₅
6	Laila Alfia	X ₆	16	Safira Viola Irmayanti	X ₁₆
7	Maulitin	X ₇	17	Sahara Rahma	X ₁₇
8	M Ihsan Pratama	X ₈	18	Sulthan Abdullah	X ₁₈
9	M Syaifullah	X ₉	19	Warda Khairani	X ₁₉
10	Naylatul Warahmah	X ₁₀	20	Akhirul Isma	X ₂₀
Total Score of Trial Results					944

Analysis of field test results on the use of game-based learning media based on the score of field trial results obtained a score of 944 (94.4%). The results of the calculations above are at the level of valid qualifications and practical categories. This means that the game application-based development product on the Aqidah Akhlak class X material at the Madrasah Aliyah level that was developed reflects the level of practicality to use. The interesting thing to be explained from the notes of the results of this field trial where the game application-based development product on the Aqidah Akhlak material in class X at the Madrasah Aliyah level is the learning media. Another interesting thing is that affirmation to students is not enough to quench their "thirst" for knowledge by only sufficient mastery of the material contained in this game application-based learning media development product, but it is hoped that students can look for other sources. In addition, the main thing to achieve success in learning Aqidah Akhlak is the commitment and consistency of students in learning.

Level of Effectiveness of Application-Based Learning Media on Aqidah Akhlak Material

Based on the findings obtained in the field the implications of moral akidah learning in realizing religious moderation and tasamuh attitudes in learning at MAS Al Huda Pangkalan Susu have positive implications, where after the tasamuh attitude is always accustomed to the teacher in the teaching and learning process, students have had a high social attitude such as familiarity with other friends and always respect the teacher. Not only that, the interaction between fellow students, both in different classes and different levels of class, seems to be increasingly intertwined with a reprimand every time they cross paths.

The steps used to determine the effectiveness of learning media are by implementing learning media in the learning process at school. By testing the product before the learning is carried out. Before the trial is carried out, the researcher first delivers the material to be taught to find out the students' abilities regarding the material to be taught. This method involves students at Madrasah Aliyah Al-Washliyah Stabat.

The results of the effectiveness of the products that researchers carry out aim at learning activities to make it easier for students to absorb religious knowledge, especially about Aqidah and Akhlak. In learning activities, teachers play an important role as a source of education and become a direction for students who are experiencing confusion and experiencing difficulties in using words that have not been previously known to make students able to operate the application independently. According to media experts, the material contained in the game-based learning media development product on the Aqidah Akhlak material in class X at the madrasah aliyah level has accuracy with the scientific study of Aqidah Akhlak and has relevance to the curriculum.

In addition, according to media experts, the urgency of readability in learning media products has individual differences related to absorption and development of thinking. This indicates that students can read the questions by looking at two answers, namely negative and positive. However, it is better if one positive and one ambiguous are important factors to pay attention to because it will make it easier for students to understand the teaching material. In addition, regarding the use of game application-based learning media for class X students, it can be concluded that this game application can make it easier for students to know and capture the material presented. Not only that, this game application can increase the enthusiasm of students in the learning process, and through the use of learning media this game application is expected to increase the quality of the teaching and learning process which in turn can affect student learning outcomes. Based on this, through the use of technology-based learning media, a game model (games) is created that is developed based on fun learning, where students will be faced with several instructions and game rules.²¹

Referring to Sanjaya's statement above, the development of game-based learning media is innovation and demand whereas for students who live in the millennial era, it is hoped that they will not be confused in the use of technology, especially for teachers to be able to use technology that is packaged in such a way as to get maximum results for the learning development of students. The process of delivering material that is in rhythm and gives attractiveness is more interactive, and efficiency in time and energy, improving the quality of students, the learning process can be carried out anywhere and anytime.²²

In the perspective of learning resources, the game-based learning media development product for Aqidah Akhlak learning in class X at the Madrasah Aliyah level is a planned learning resource (by design) in the form of printed materials. Related to this, AECT²³ explained that learning resources can be grouped into two parts, namely: (1) planned to learn resources (by design), that is, all learning resources that have been specifically developed as components of

²¹ W. Sanjaya, *Strategi Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2008).

²² Muhammad Noor, *Media Pembelajaran Berbasis Teknologi* (Jakarta: Multi Kreasi Satudelapan, 2010).

²³ AECT, *The definition of educational technology* (Washington: Association for Educational Communication and Technology, 1977).

the instructional system to provide directed and formal learning facilities; and (2) learning resources because they are utilized (by utilization) namely resources that are not specifically designed for learning purposes but can be found, applied and used for learning purposes. The benefits are that it can provide a more concrete and direct learning experience, can present something impossible to hold, visit or see in person, can add and expand the horizons of science in the classroom, can provide accurate information, and is up-to-date, can help solve educational problems both macro and in the microenvironment, can provide positive motivation, more so when organized and designed appropriately, and can stimulate to think more critically, stimulate to be more positional and stimulate to develop further.²⁴

Discussion

Based on the results of field trials, the product of developing game application-based learning media on Aqidah Akhlak material in class X at the madrasah aliyah level in addition to learning designs for individual activities, in this case, students personally learn material designed for group activities. The design of learning activities in groups is carried out in the study of teaching materials carried out by 3-5 students in discussing one topic to make a resume then and then present in class. Through discussion activities and finding reference sources relevant to the topic of discussion, there is direct, intense, and active individual involvement in the process. Through this process, students are expected to have learning independence, control their learning speed, and be responsible for the tasks they carry out.²⁵

The variety of learning activities, both individual and group, gives students their color, namely students studying in class and learning outside the classroom to find learning resources anywhere and anytime.²⁶ The ongoing learning proves that the student as an adult individual, with his interests and motivation, and hard work, can acquire the knowledge and skills he wants.²⁷ The use of application-based learning media is very influential on shiva, including making it easier for students to know and capture the material presented, increasing the enthusiasm of students in the learning process, and the use of learning media is expected to increase the quality of the teaching and learning process which in the end can affect the quality of student learning outcomes so that the results of using this media can create a game model (games) developed based on fun learning, where students will be faced with several instructions and rules of the game.²⁸

Referring to the explanation above, the development of game-based learning media is an innovation and demand in the millennial era with the hope that students will not be confused in the use of technology, especially teachers who support learning in the classroom. This is by

²⁴ Eveline Siregar dan Hartini Nara, *Teori Belajar dan Pembelajaran* (Bogor: Ghalia Indonesia, 2010).

²⁵ Claire Alkouatli, "Pedagogies in Becoming Muslim: Contemporary Insights from Islamic Traditions on Teaching, Learning, and Developing," *Religions* 9, no. 11 (November 2018): 1–18, <https://doi.org/10.3390/rel9110367>.

²⁶ Abdul Azis, Reem Abou-Samra, dan Andika Aprilianto, "Online Assessment of Islamic Religious Education Learning," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 60–76, <https://doi.org/10.31538/tjje.v3i1.114>.

²⁷ Ahmet Aykan dan Bekir Yıldırım, "The Integration of a Lesson Study Model into Distance STEM Education during the COVID-19 Pandemic: Teachers' Views and Practice," *Technology, Knowledge and Learning* 27, no. 2 (1 Juni 2022): 609–37, <https://doi.org/10.1007/s10758-021-09564-9>.

²⁸ Sanjaya, *Strategi Pembelajaran*.

the results of research that innovations are new and require using special ways to invite children to learn. One of the innovations is the development of a game-based learning application based on a scientific approach, the purpose of developing this application is to produce valid applications or learning media that are applied in the classroom.²⁹

Focusing on students' understanding and comfort in media use, according to Noor³⁰ to get the process of delivering material to be in rhythm and give attractiveness, teachers must be more interactive, as well as efficient in time and energy. This is in line with what Wijaya revealed that in the implementation of learning, the media has a close contribution as an intermediary medium for connecting information on learning messages and is also able to improve student learning outcomes so that they become more effective and efficient and attractive.³¹ Thus, learning with technology can improve the development of learning facilities and also attract children's enthusiasm to focus on learning that is more effective, efficient, and also interesting, of course.³²

CONCLUSION

Based on the research results, it can be concluded that the feasibility level of game application learning media is at a valid qualification level so that the application used on game-based media does not need to be revised. Then for the level of practicality, it can be said to be quite practical so that the development of this application-based learning media can increase student interest and learning outcomes. For the development of application-based learning media to be effective, the implementation of the learning process in schools is carried out from the application of game media that has been implemented previously, namely the material presented is easier to understand, and more practical, and children do not easily feel bored and get maximum results from the implementation of learning. Therefore, it can be known that learning to use game applications on moral aqidah material is very effectively used, based on trials of class X Al washliyah Stabat students, it's just that there are some disadvantages and advantages in using the application.

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³⁰ Noor, *Media Pembelajaran Berbasis Teknologi*.

³¹ Wijaya, "Pengembangan bahan ajar SKI berbasis multimedia interaktif untuk meningkatkan hasil belajar siswa kelas VII di MTs An-Nur Bululawang."

³² Sujalwo dan Sukirman, "Pengembangan Game Berbasis Komputer Sebagai Media Pembelajaran IPA Terpadu Kelas VIII SMP."

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