Development of a Board Game Media in Islamic Religious Education to Enhance Student Learning Motivation

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ABSTRACT

The aims of this study is to develop a board game as an educational tool for Islamic Religious Education and to evaluate its effectiveness in enhancing students' learning motivation. The method in this study uses development research with the R&D with a qualitative and quantitative approach. The results of this study are development products in the form of Board Game learning media showing that the development of learning media is considered feasible by learning media experts with minor revisions obtaining 78% then by researchers made revisions and became 84%. While the assessment of the material expert with a percentage of 93% with the category is very feasible. Then based on SPSS 29 statistical calculations, it was found descriptively that there was a difference in the results of filling out the learning motivation instrument before using the Board Game learning media compared to after using the product with a sig result of 0.01 which means that the use of Board Game learning media has a significant difference in increasing student learning motivation. So that from the assessment that has been explained, it can be concluded that the Board Game developed is good for use in learning, especially Islamic Religious Education class X subjects at SMAIT Samawa Cendekia.

I. INTRODUCTION

Islamic Religious Education (PAI) plays a very important role in building students' character and spiritual values [1], [2]. Islamic religious education is given to students to achieve the quality of Islam as a foundation for carrying out religious precepts as well as being able to practice it in society [3], [4]. As an essential subject, effective PAI learning is indispensable so that students can understand and live religious teachings correctly [5], [6]. However, at SMAIT Samawa Cendekia there is a significant problem of low motivation to learn, this is reflected in an unconducive learning atmosphere. Students' lack of enthusiasm in attending classes, which is indicated by low participation rates has the potential to affect the quality of their understanding and involvement in learning activities [7]–[9]. The impact becomes evident when students are faced with academic assignments, some of them experiencing confusion, and some even using unethical means, such as cheating, to complete the assignment. Worse, there are students who don't complete the assignment at all.

Teachers are faced with problems regarding students who do not pay attention to the explanations, instructions and information that the teacher conveys [10]–[12]. Inactivity in the classroom and lack of attention to teachers can be interpreted as an indication that the learning method used does not motivate them well. The issue of student learning motivation in Islamic Religious

Education (PAI) subjects is an important concern, as an effort to improve the quality of learning in schools [13]–[15]. Low motivation to learn is often influenced by teachers' teaching methods and material delivery [16]–[18]. Research in this area provides insight into how different teaching methods can affect student motivation. Research conducted by Nila Ratina who studied "Learning Motivation for Islamic Religious Education at SMAN 1 Sakti, Pidie Regency" showed that teachers who do not use aids during the teaching and learning process, only use the speech method and often use the lecture and memorization method make students lack learning motivation. Research conducted by Intan Mayangsari raised "Increasing Student Learning Motivation in Learning Islamic Religious Education in KD Understanding Asmaul Husna Through Smart Star Board Games", stated that there is an increase in student learning motivation when teachers use different innovations in the learning process [19].

From the research above, it shows the importance of innovation in learning media to make learning more interesting and interactive. The use of learning media, teaching aids, or creative and fun learning methods. For students, it increases the appeal of PAI lessons. Innovation in learning media can increase learning effectiveness. A creative and interactive approach can facilitate the understanding of religious concepts, motivating students to learn better.

Research conducted by Susi Andriani provides valuable insights into this. In his research journal which examines "The influence of learning motivation and the use of learning media on social studies learning outcomes of grade IV students of SDN Mayangann 6 Probolinggo City" it is shown that learning media can help students understand data, facilitate data interpretation, and review information [20]. Another research conducted by Ni Putu Eka et al in a journal that discusses "The relationship between learning motivation and learning media and mathematics learning outcomes" shows the results that learning media can make students more interested in actively participating in the learning process so that it can motivate students to participate in learning in the classroom [21]. From this mentioned research, it is known that learning media not only helps present material in an interesting way, but also strengthens students' interest in learning itself.

The selection of material on the spread of Islam in Indonesia as the focus of this research is based on several factors related to learning objectives and student needs [22], [23]. The topic of spreading Islam in Indonesia is an important part of the Islamic Religious Education (PAI) curriculum at the high school level [24], [25]. The spread of Islam in Indonesia is a rich material with interesting narratives, figures, and historical events, which can be presented in a more interactive and engaging way through learning media such as Board Games. Students can not only memorize historical events, but also learn about the dynamics of society and da'wah strategies used by the spreaders of Islam in the past. This research has an element of novelty that lies in the development of learning media based on *Board games* for the subject of Islamic Religious Education (PAI), which is still rarely explored in the context of increasing student learning motivation. In contrast to conventional learning media that is often used in PAI, *Board games* It offers an interactive, fun, and contextual approach that is capable of increasing student engagement in the learning process. The title of this research is: "Development of

Media Board Game in Islamic Religious Education Subjects in Increasing Learning Motivation for Class X Students at SMAIT Samawa Cendekia ".

II. METHODS

In the context of Islamic religious education at SMAIT Samawa Cendekia, this study aims to increase the use of learning materials *Board Game* to increase students' desire to learn. The type of research conducted is called R&D (*Research and Development*). Research and development (R&D) is defined as an existing process that can be fully engaged to produce a particular product and evaluate its effectiveness [26]. In this study, quantitative and qualitative methods were used. Data performance, interpretation of results, and performance of results with multiple numbers as a quantitative approach. In a similar vein, comprehension and research results will be improved if they are integrated with tables, graphs, images, or other visual aids [27]. The results of this study are presented in the form of numbers or percentages and are used to lower the threshold of the effectiveness of media used in Islamic education and increase students' motivation to learn. This research was conducted collaboratively to obtain reliable data. In contrast, a qualitative approach is a research method that collects descriptive data from interviews and individual, transcribed, or summarized interviews [28]. This research is used to gather information about the process of creating educational materials that are intended to increase students' desire to learn.

This study uses three main data collection techniques, namely observation, interview, and questionnaire. Observation was carried out with observation guidelines that had been designed in advance to observe school facilities, learning media, and learning conditions at SMAIT Samawa Cendekia. The interviews involved students, Islamic Religious Education (PAI) teachers, and school administrators to dig up information related to the effectiveness of *board game media* and their views on its use. In addition, this study uses a questionnaire consisting of a closed questionnaire with a Likert scale to measure student and teacher responses, as well as an open questionnaire to obtain descriptive responses. This questionnaire includes validation by material experts and media experts to ensure the suitability of the content and technical feasibility of the learning media. Data analysis was carried out qualitatively and quantitatively. Qualitative data obtained from observations, interviews, and descriptive responses are analyzed through data reduction, data presentation, and conclusion drawing to identify relevant patterns or themes. Quantitative data was analyzed using expert validity tests to ensure the feasibility of learning media, as well as product effectiveness tests through comparison of pretest and posttest results. The *paired t-test statistical test* was used to measure the significant difference between pretest and posttest scores, so that it can be concluded that the effectiveness of *board game media* in increasing students' learning motivation can be concluded. This approach ensures that the research results are valid, reliable, and can be used as a basis for further development.

III. RESULTS AND DISCUSSION

This research has a fundamental difference compared to previous research that is relevant in media development *Board games*. For example, Dela Tri Wulandari's research focuses on the development of *Board games* to improve critical thinking skills in mathematics lessons, while this research focuses on efforts to increase students' learning motivation in Islamic Religious Education (PAI) subjects. Furthermore, research by Iswandi and Elsa Navella using *Board games* for biology lessons and improving the ability to read the Qur'an, which is different from the historical material of the spread of Islam in Indonesia which is the focus of this research. Fadli and Elis Maryanti's research also shows a different approach in the use of *Board games*, such as for French speaking skills and traditional game-based learning, but does not emphasize on the integration of religious values in the learning process [29].

The uniqueness of this research lies in the combination *of board games* with *role playing* methods, creating a more active and enjoyable learning experience for PAI materials. This approach not only aims to improve students' conceptual understanding, but also motivates them to be more involved in religious learning that is often considered monotonous. By integrating *board games* in learning the history of the spread of Islam in Indonesia, this research makes a new contribution to the literature on learning media innovation, especially in increasing learning motivation in the field of PAI which is still rarely explored. This confirms that this research is significantly different from previous research, both in terms of material, approach, and learning objectives.

1. **Development of Media Board Game in Increasing the Learning Motivation of Grade X Students of SMAIT Samawa Cendekia**

   To increase student motivation in the PAI learning environment in grade X at SMAIT Samawa Cendekia, the purpose of this study is to develop the use of game media in the classroom. The learning media used to support the learning process to be more interesting is in the form of *Board Games*. Learning media is used as an alternative to learning while playing, because *Board Game* learning media can be the right means, especially for high school level, to increase student learning motivation.There are several points that must be refined in the design of *Board Game media* in increasing the learning motivation of students in class X of SMAIT Samawa Cendekia before and after the revision.

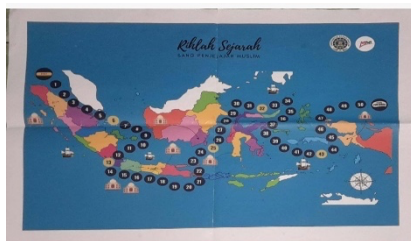   a. Selection of learning media materials using plywood

Figure 1. Learning media before revision

Media *Board Game* that has not been revised is still made of paper material so that the media becomes less durable and easily damaged if used in the long term.
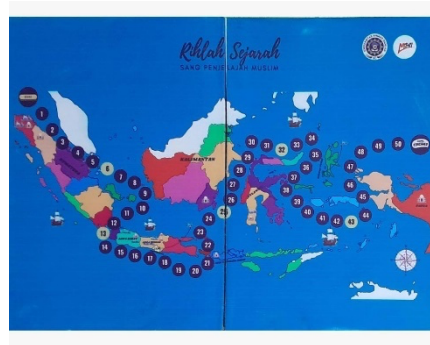

Figure 2. Post-revision learning media

Figures 1 and 2 above are revisions of product strength or product resistance, which previously used AP 150 paper and have been revised to plywood with a flexi layer (banner material). With the hope that it will be more durable and not easily damaged.

b. Replacement of token materials (coins) into cubes

Figure 3. Tokens (pieces) before revision

Tokens or pieces before being revised still use cardboard paper that is added to the paper clippers pasted using sticker paper.

Figure 4. Cube-shaped pieces after revision

Based on figures 3 and 4, which have been repaired using materials that are risky and not good for long-term use, have been repaired using materials that are sturdier and durable and durable.
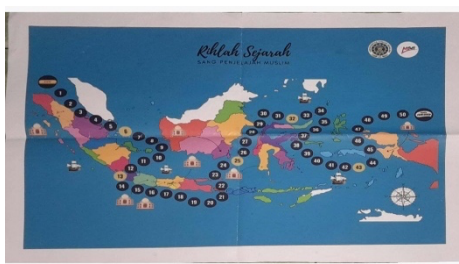
c. Add Region/City information

Figure 5. Boards before revision

On the game board before it was revised, there were no names of places or areas of mosques and Islamic kingdoms.
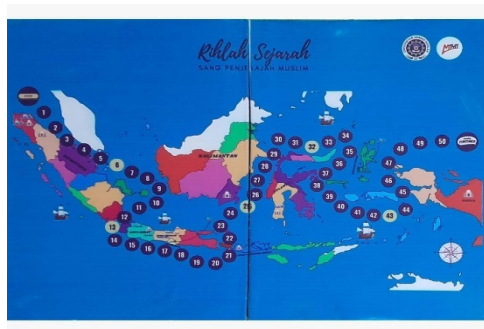

Figure 6. Board after revision

In figures 5 and 6, add information about the region or city on the game board to make it easier and help students find out the location of the learning material. After the testing and revision of the product I is completed, the general test of the use and application of the product is carried out. The results of this percentage, when reviewed from the 88.25% feasibility value interval scale, concluded that students stated that the Board Game learning media development product was "Very Good". Learning media Board Game on the material History of Islamic Civilization which means the history of the spread of Islam in the archipelago is suitable for use. Board Game learning media in the History of Islamic Civilization material is feasible to use. Based on this explanation, at this stage no revision of development products will be carried out.

2. **The Effectiveness of the Use of Game Board Media in PAI Learning in Increasing the Learning Motivation of Grade X Students of SMAIT Samawa Cendekia.**

Researchers conducted questionnaire tests *Pretest* and *Postest* to students using the Learning Motivation instrument. Questionnaire test *Pretest* and questionnaire *Posttest* carried out on February 18-20, 2024 and scores were obtained from the questionnaire *Pretest* and questionnaire *posttest.* The results of the data test, to find out if there is an influence of learning media *Board Game* Ini. If the sig value is <0.05, the product used has an effect on the results *posttest.* In the test results that have been carried out by the researcher, it shows a sig value of

0.01, which means that there is an influence of the use of media *Board Game* to the results *posttest.*

Showing that there is an influence of product development in improving the results of the *Pretest questionnaire.* So that the results of the *posttest questionnaire increased the* mean *value* in the *Pretest* questionnaire to 65,456 while *the mean* value in the *posttest* questionnaire was 87,911. The results of both *the Pretest* and Posttest questionnaires showed significant differences. With a significance value (sig) of 0.01, it shows that the use of card games as a learning medium helps students understand PAI material.

Learning media, according to Oemar Hamalik's theory, is a tool, methodology, and strategy used to improve communication and interaction between teachers and students during the learning process at school. The results of the *Pretest* and *Postest* questionnaire effectiveness tests showed an increase in scores, which showed that the use of learning media had helped to deliver learning materials more effectively. Therefore, the use of learning media such as ball games in this study does not only function as a tool to convey material. But it also helps teachers and students interact better and better understand what they are learning.

In Islamic Religious Education (PAI) at SMAIT Samawa Cendekia, students have low motivation to learn, this is shown by the lack of student participation. An unpleasant learning atmosphere, and their unwillingness to complete schoolwork. This media has the potential to provide an improvement in the six indicators of learning motivation.

IV. CONCLUSION

This study found that the development of *board game* media combined with *the role playing* method significantly increased students' learning motivation in Islamic Religious Education (PAI) subjects. This result is surprising because this innovative approach is able to transform students' perception of religious learning that is often considered monotonous into a more engaging and interactive learning experience. In addition, this study shows that the use of *board games* not only facilitates conceptual understanding, but also encourages students to actively engage in learning. This research makes an important contribution to the learning media innovation literature by contributing a new perspective on how *board games* can be combined with *role playing methods* to increase students' learning motivation, especially in the context of Islamic religious education. This study also confirms the effectiveness of *board game* media in creating a fun learning atmosphere, similar to the findings of previous research, but with a different focus and material. In addition, this research opens up opportunities to further explore the potential of *board games* as a teaching tool in other fields of education.

This research has several limitations, among others, the sample used is limited to students at one level of education (class X of *SMAIT* Samawa Cendekia), so that the generalization of research results to other levels of education still requires further research. In addition, this research was

conducted in one location with a focus on the history of the spread of Islam in Indonesia, which can limit the relevance of the results in other contexts. The method used also only combines *board games* and *role playing*, without comparing it to other methods that may have similar effectiveness. Therefore, further research is recommended to include variations in location, education levels, as well as the development of methods to provide a more comprehensive understanding. With more in-depth results, education policies based on learning media innovations can be formulated more appropriately.

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