



## Learning of Akidah Akhlak Using Smart Wheel Media at MTS Surya Buana Malang City

Fatih Ihsani<sup>1</sup>, Romelah<sup>2</sup>

<sup>1</sup> (Universitas Muhammadiyah Malang, Indonesia).

<sup>2</sup>(Universitas Muhammadiyah Malang, Indonesia).

\* Corresponding Author. E-mail: [1fatihihsn31@gmail.com](mailto:fatihihsn31@gmail.com) , [2romelah@umm.ac.id](mailto:romelah@umm.ac.id)

Receive:17/09/2022

Accepted: 20/09/2022

Published: 01/10/2022

### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran Akidah Akhlak dengan media Roda Pintar, dan untuk mendeskripsikan implementasi media roda pintar. Penelitian ini menggunakan pendekatan kualitatif, dengan jenis penelitian ini peneliti menggunakan studi kasus. (Informan: guru mapel dan siswa kelas 8), subyek penelitian ini adalah di Madrasah Tsanawiyah Surya Buana Kota Malang, Adapun Teknik pengumpulan datanya dengan, observasi, interview dan dokumentasi, adapun hasil: Pertama, guru membuat atau menyiapkan daftar pertanyaan atau soal, kedua, peserta didik memutar roda tersebut sampai berhenti, ketiga, peserta didik melihat soal atau perintah yang ada di dalam kolom, keempat: peserta didik menjawab dari kolom dimana anak panah berhenti di kolom tersebut, kelima: guru memberikan nilai dengan rentangan 0-100, sesuai dengan jawaban peserta didik. Media roda pintar ini membuat peserta didik tertarik dan menumbuhkan rasa kreatif dalam materi Akidah Akhlak KD 3.2 tentang Akhlak terpuji bagi diri sendiri, melalui media roda pintar dalam pembelajaran Akidah Akhlak peserta didik sangat antusias dan guru mudah menyampaikan materi dengan media roda pintar.

**Kata kunci:** Pembelajaran Akidah Akhlak, Media Roda Pintar

### Abstract

This study aims to describe the learning process of Akidah Akhlak using Smart Wheel as the media, and the implementation of Smart Wheel media. This Research carried out by using a qualitative approach, through cases study type of research. Subject of the research are Akidah Akhlak teacher and 8<sup>th</sup> graders students, the research was taken in Madrasah Tsanawiyah Surya Buana in Malang City. The data collection techniques are observation, interview, and documentation, as for the results: First, the teacher makes or prepares list of questions. Second, students spin the wheel until stops. Third, students see the questions or commands in each column, then students answer the question based on where the arrow's stop, and the last step is the teacher gives grade to students from 0-100 based on the students answer. This smart wheel media makes students interested in Aqidah Akhlak class and encourage a creative sense in KD 3.2 which is about commendable morality for themselves, through the smart wheel media in learning Akidah Akhlak. Students are very enthusiastic and the teacher easily conveys the material by using the smart wheel media

**Keywords:** Akidah Akhlak Learning, Smart Wheel Media

### Introduction

Education is a component that should not be left behind in today's life. The role of education as a provision to lead people in living their life, and hopefully with the education possessed, can bring them into happiness.

All of the activities to prepare a new generation with the path of education, cannot be separated from the phase of worrying about all the negative impacts arising from very sophisticated technology in times of disruption such as what is happening nowadays. So that it causes a setback in aspects of spiritual values that

are included in an educational institution in order to realize human beings who are aware of maintaining their beliefs and have the power to create a civilization that has the character and attitude of religiosity. according to this, Ramayulis gives a view on Islamic education. Islamic education is the first stage in planning for humans so that they can live happily and peacefully, love their homeland, they are physically strong, have noble temperament, systematic in thinking, have soft feelings, good at managing their duties and polite in words, both oral and written. (Andrean & M. Khusnun Niam, 2020)

In an Islamic educational institution, there are subjects related to Islam which are commonly abbreviated as PAI or Islamic Religious Education in educational institutions affiliated with the ministry of cultural education (KEMENDIKBUD) but educational institutions under the auspices of the ministry of religion (KEMENAG) PAI are divided into several subjects such as: *Akidah Akhlak*, *Al Qur'an Hadith*, *Fiqh*, History of Islamic Culture (SKI) and Arabic Language.

The urgency of teaching and learning activities in *Aqidah Akhlak* lessons is expected to build students' good personalities, because through the *Aqidah Akhlak* teaching and learning activities, students are not only guided to achieve happiness life in this world, but also to achieve happiness life in the hereafter. Through the learning process of *Aqidah Akhlak*, students are expected to achieve a balance relationship between spiritual and physical, the relationship between humans with their social life and the environment, moreover the relationship between humans and their God. In addition, through the *Aqidah Akhlak* learning process, students are expected to have higher degree that exceeds other creatures. (Muammar & Suhartina, 2018)

The development of the era with the flow of globalization which is very dynamic, the education is also needed the innovation in teaching and learning process one of them are called as media. Educators are asked to be more creative and innovative in teaching so that the students will easily understand with the material given.

In this case the authors include two research questions in the research process, those are: How is the process of learning *Akidah Akhlak* with Smart Wheel Media at MTs Surya Buana Malang

City and How is the implementation of Smart Wheel Media in *Akidah Akhlak* learning at MTs Surya Buana Malang City.

## Method

This study uses a qualitative method approach. Qualitative research is an activity that seeks to build meaning about a phenomenon based on the participants point of view. (Creswell 2017).

The researcher uses the case study type of research, when the researchers come to the field to conduct a study, then they conduct research in one of the educational institutions in the city of Malang, namely Madrasah Tsanawiyah of Surya Buana Malang City.

Data collection techniques are the main step in research, because the purpose of the research is to obtain the data (Sugiyono, 2019). The data collection techniques in this research are observation, interview and documentation.

Data analysis techniques is a process of searching and systematically compiling the data obtained from interviews, the notes, and documentation, by organizing data into categories, describing into units, synthesizing, arranging into patterns, choosing which one important and what you want to learn, and make the conclusions so that they are understandable for yourself and others (Sugiyono, 2019). From the data that the researcher has collected, the next process is the researcher will analyze the data in 3 stages: 1. Data Reduction, 2. Data Display, 3. Conclusion and Verification.

## Result and Discussion

### 1. Learning of *Akidah Akhlak*

Learning is a process of internalizing knowledge to students. In this process, there are student activities as students and there are teacher activities as the educators. Learning is carried out in the planning, implementation, and evaluation stages by educators and then applied through classical meetings with the use of the appropriate media, tools, and materials. The teacher's role as the educator is to control or direct the skills and knowledge that will be mastered by students. Meanwhile, students as the learner play an active role in carrying out teacher instructions to complete learning objectives which

are reflected in the indicators of achievement competency.

Fundamentally, learning is defined as educational social interaction between educators and learners in learning situations that are planned systematically and integrally to achieve predetermined or expected learning competencies. It can be interpreted that learning is a comprehensive effort that realized by the educators through the process of planning, implementing and evaluating. (Aqib, 2013)

In the learning process at MTs Surya Buana Malang City, the teacher uses three stages, including: a. Planning, b. Learning c. Evaluation. In the lesson plan, the teacher plans the lesson that will be conveyed to the students, then the teacher makes a Lesson Plan called as (RPP). The teaching materials are dominated by printed teaching materials in the form of school textbooks. This means that in terms of the function of teaching materials, they are still oriented to support the material delivering. The school already paying attention to the characteristics of the material and learning objectives as well as the characteristics of students.

Lesson plan is the most important first step which can determines the next processes or stages that are expected to achieve the learning objectives. Before the teacher conducts the learning process in the classroom, the teacher should have planned the lesson carefully and prepared it well so that the learning implementation process could reach a high quality and run as what has been expected. Teacher readiness in teaching, begins with the preparation of learning administration tools in the form of Syllabus, Annual Programs, Semester Programs, KKM Analysis, and Lesson Plan (RPP). The teacher must show the lesson plan document that will be implemented in the learning process in the classroom. (Muhazir et al., 2021)

The lesson plans prepared by the teachers at MTs Surya Buana Malang City are set out in curriculum design and systematic learning stages starting from the introduction, main activities, and closing. These steps are formulated in detail through the lesson plans based on the 2013 curriculum.

Sudjana (2005: 53) says that when plan a learning, educators need to carry out several stages or preparations which include recognizing the characteristics of students; prepare learning materials and strategies, duplicate learning materials, prepare facilities and supporting item, make sure the

learning schedule, and re-examine the preparation steps. (Ramadan & Pujiriyanto, 2020)

Learning is the complexity of a process, the existence of two subjects, between the educator and the learner. Learning can be interpreted as a form of reciprocity between students, educators or with the environment which can build motivation so that students can develop themselves in both mentally and intellectually. (Efendi, 2016)

It can be understood that learning is a process of interaction between several subjects including between educators and students which aims to improve the mental or intellectual abilities of the students. (Andreas & M. Khusnun Niam, 2020)

Learning which can not follow the demands of the era will make students bored, in addition, PAI lesson in madrasas which includes the *Qur'an Hadith*, *Akidah Akhlak*, *Fiqh* and History of Islamic Culture (SKI) with the limitation of the time must be maximized to build student curiosity, so that the student do not only received the lesson from the teacher, but students are also actively and interactively understand religious learning with their own curiosity. The importance of this curiosity as a source of intrinsic motivation for a person to learn, explore, and investigate their environment. (Barutch et al., 2014)

In learning at madrasah which is a part of the ministry of religion, Islamic Religious Education is divided into several subjects, those are the *Qur'an Hadith*, *Akidah Akhlak*, *Fiqh* and History of Islamic Culture. All of these subjects have different material.

*Akidah Akhlak* is a very important subject to be considered in the learning process, because it relates to creed as a Muslim, the relationship with Allah or hablun minallah, and also studying the morality as a person's main asset to create hablun minannas or the sense of relation between human with other human beings.

Then the teacher of Aqidah Akhlaq subject, packs learning as well as possible, so that the *Akidah Akhlak* material can be understood and followed by students, the teacher delivers the material using the Smart Wheel media or Electric Spinner in which, this media is expected to be able to give new atmosphere in learning.

The stages of the teacher in the *Akidah Akhlak* learning process using the Smart Wheel/Electric Spinner media:

First: the teacher makes or prepares a list of questions, then placed the questions into the media that is made either manually or technology-based.

Second: each of the students individually or group, given the opportunity to spin the wheel or media that has been prepared by the *Akidah Akhlak* teacher, until the wheel stops by itself.

Third: when the wheel stops, students have to see the arrow, where does the arrow stop and then there is a question or command in that section.

Fourth: students either individually or in groups are asked to answer the questions in that section, or carry out the commands in the column.

Fifth: the teacher gives a value with a range between 0-100, depending on the answers submitted or written by students on the results of the questions obtained in the column.

In this case the teacher conveys the *Akidah Akhlak* lesson based on KD 3.2 which discussed about morals in oneself, includes: *Tawakal*, Effort, Patience, Gratitude and Qana'ah which is focused on the 8th grader students in Madrasah Tsanawiyah Surya Buana Malang City.

## 2. Smart Wheel Media (Spinner)

Media in terms of terminology is the plural form of medium and literally it means as introduction or intermediary. According to the Association for Education and Communication on Technology (AECT), media is a channel or various forms that are used as a mode of information. (Tejo, 2011)

Miarso quoted by Rudy Sumiharsono states that the media are various forms of objects as a channel for a message to the recipient to enhance the willingness, attention and thoughts of students in learning. (Sumiharsono and Hasanah, 2017)

Madrasah Tsanawiyah Surya Buana Malang City has started using the 2013 curriculum in the field of religious studies (Qur'an, Hadith, Aqidah Akhlak, SKI, and Fiqh). In this curriculum, the existence of modern pedagogic dimensions in learning is pretty much considered, by using a scientific approach. The scientific approach includes observing, asking, reasoning, trying, forming networking all of the subjects. In applying this approach, we need the right media, such as by showing films, videos, pictures, or things that can be observed related to the subject that being taught, which is *Akidah Akhlak* at Madrasah Tsanawiyah Surya Buana Malang City. Thus, students are expected to be more interested and maximally participating in the learning process. (Muammar & Suhartina, 2018)

The ability of Aqidah Akhlak teachers in using media with varied methods and techniques can be seen from the use of learning media such as VCDs, LCD/Projectors, computers, and other teaching aids. The use of the instructional media are not separated from the ability of the teacher to use various methods and techniques, because without the right methods and techniques, learning seems monotonous and the media used could not help much in providing stimulation and understanding despite the shape and sophistication of the media. As an example, the use of various methods and techniques by teachers in learning Aqidah Akhlak based on the direct observation during the learning process, teachers use various methods such as lectures, discussions, snowball, question and answer and demonstrations.

In learning Aqidah Akhlak, it is necessary to have the learning media either manually (artificial tools) or where technology has a very important role in learning to provide convenience for the students in understanding the material that will be conveyed by the teachers. According to that, the use of technology in learning media, it is necessary to make sure the completeness of the media that will be used, whether the media is available in school or not because the complete facilities will have a positive impact on the learning process. Judging from the types of media owned by this Madrasah, starts from the types of audio, visual, audio visual and computer lab, it can be said that the learning media facilities provide are complete enough to support the success in learning Aqidah Akhlak.

Utilization in the form of teaching aids (artificial tools) or with technology in the learning process in Madrasah currently, widely used to facilitate teachers in teaching material in learning process that required instruments as tools through the relevant media. Aqidah Akhlak is one of the materials that requires extra understanding, both related to creed and belief. In learning, students will be able to maximize their understanding when the learning is carried out using extra media, so that learning does not seem monotonous and students will be able to be more active and creative. Aqidah Akhlak education learning that explains about commendable morality towards others will be more fun if it is presented in the form of videos which provide contents that related to the material being taught. This greatly helps the success of the learning process that carried out in the classroom. (Muammar & Suhartina, 2018)

In learning *Akidah Akhlak* at Madrasah Tsanawiyah Surya Buana Malang City, the teacher uses visual media in the form of a Smart Wheel or Electric Spinner.

Smart wheel media or Electric Spinner is a tool, in the form of a circle which is given columns to be filled with several sentences in it. The use of the tool is by rotating or by spinning the circle. The Smart Wheel media is divided into two types, it can be in the manual form in which the material is provided in cardboard or wood in the form of a circle, and it can also be in the form of technology, by using Power Point Presentation (PPT).

In learning *Akidah Akhlak* by using this Spinner wheel, students are more interested and understand the material presented through the smart wheel media, so that students are enthusiastic in participating in learning, and the teacher feels helped in delivering material through this smart wheel media.

## Conclusion

Learning that does not follow the demands of the era will make students bored, in addition, PAI learning in Madrasah which includes *Al Qur'an Hadith, Akidah Akhlak, Fiqh* and History of Islamic Culture (SKI) with a limited time must be maximized to enhance student curiosity, so that student's learning field not only limited to what is given by the teacher, but students actively and interactively understand their religious by learning with their curiosity. The importance of this curiosity as a source of intrinsic motivation for a person to learn, explore, and investigate his environment.

In this case, innovation in learning media is needed so that learning can be accepted by students, in an educational institution especially in Islamic religious education lessons.

## Daftar Pustaka

- Andreas, S., & M. Khusnun Niam. (2020). Increasing Spirituality Through Interactive Learning Media on Akidah Akhlak Subjects. *Irfani*, 16(1). <https://doi.org/10.30603/ir.v16i1.1295>
- Baruch, Yael Kesner, Levy, Ornit Spektor-, & Mashal, Nira. (2014). Pre-Schoolers' Verbal and Behavioral Responses as Indicators of Attitudes and Scientific Curiosity. *International Journal of Science and Mathematics Education*.
- Creswell, Jhon W, (2017). *Research Design: Qualitative, Quantitative and Mixed Approach Methods*. Yogyakarta: Penerbit Pustaka Pelajar
- Muammar, M., & Suhartina, S. (2018). Information Technology-Based Learning Media in Increasing Interest in Learning Akhlak Akidah. *KURIOSITAS: Media Komunikasi Sosial Dan Keagamaan*, 11(2). <https://doi.org/10.35905/kur.v11i2.728>
- Muhazir, A., M. Yunus, B., A. Fathurrohman, A., & Karmila, W. (2021). IMPLEMENTATION OF CHARACTER EDUCATION THROUGH MOVIE MEDIA IN LEARNING AKIDAH AKHLAK. *Al-Hasanah: Islamic Religious Education Journal*, 6(2). <https://doi.org/10.51729/6239>
- Ramadhan, H. N., & Pujiriyanto, P. (2020). Management of Akidah Akhlak learning in Madrasah Aliyah Negeri Magelang City. *Epistema*, 11(1). <https://doi.org/10.21831/ep.v11i1.32324>
- Aqib, Zainal. (2013). Models, Media, and Contextual (Innovative) Learning Strategies, (Bandung: Rama Widya)
- Tejo Nurseto. (2011), "Creating Interesting Learning Media," *Journal of Economics and Education* 8, no. 1
- Rudy Sumiharsono and Hisbiyatul Hasanah (2017), *Learning Media*, Pustaka Abadi
- Sugiyono, (2019). *Quantitative, Qualitative and RD research methods*, Bandung: Penerbit Alfabeta