



The Effectiveness of Using Educational Games as an Educational Tool in Learning Akidah Akhlak at MTs. Al-Jam'yatul Washliyah Medan

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Abstrak

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan game edukasi sebagai sarana pembelajaran dalam mata pelajaran akidah akhlak di MTs. Al-Jam'iyatul Washliyah Medan. Penggunaan game edukasi diharapkan dapat menjadi alternatif yang lebih menarik bagi siswa, dibandingkan dengan metode konvensional yang bersifat monoton. Untuk mencapai tujuan ini, penelitian menggunakan metode deskriptif kualitatif yang berlandaskan pada model analisis interaktif Miles dan Huberman, yang terdiri dari empat tahapan utama: pengumpulan data, penyajian data, reduksi data, serta penarikan kesimpulan atau verifikasi data. Teknik keabsahan data yang diterapkan adalah triangulasi, yakni proses verifikasi dengan menggabungkan berbagai sumber informasi, metode, dan perspektif untuk memastikan bahwa data yang diperoleh memiliki tingkat validitas dan reliabilitas yang tinggi. Pengumpulan data dilakukan melalui observasi langsung, wawancara dengan guru dan siswa, serta dokumentasi pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan game edukasi dalam pembelajaran akidah akhlak terbukti cukup efektif dalam meningkatkan motivasi belajar siswa. Game edukasi memberikan pengalaman yang menyenangkan dan interaktif, sehingga siswa lebih bersemangat dan tertarik untuk mempelajari materi akidah akhlak. Selain itu, penelitian ini juga menemukan bahwa pendekatan ini mampu meningkatkan keterlibatan siswa secara aktif dalam proses pembelajaran, serta membantu mereka memahami konsep-konsep akidah akhlak dengan cara yang lebih praktis dan aplikatif.

Kata Kunci: Game, Edukasi, Akhlak

Abstract

This study aims to evaluate the effectiveness of using educational games as a learning tool in the subject of moral creed at MTs. Al-Jam'iyatul Washliyah Medan. Educational games are expected to be a more interesting alternative for students than conventional and monotonous methods. To achieve this goal, the research used a qualitative descriptive method based on the Miles and Huberman interactive analysis model, which consists of four main stages: data collection, data presentation, data reduction, and conclusion drawing or data verification. The data validity technique applied is triangulation, which is a verification process by combining various sources of information, methods, and perspectives to ensure that the data obtained has high validity and reliability. Data was collected through direct observation, interviews with teachers and students, and learning documentation. The results showed that using educational games in learning akidah akhlak proved to be quite effective in increasing students' learning motivation. Educational games provide a fun and interactive experience, so students are more excited and interested in learning the material of moral creed. In addition, this study also found that this approach can increase students' active involvement in the learning process and help them understand the concepts of moral creed in a more practical and applicable way.

.Keywords: Game, Education, Morals

Introduction

A believer must be a kaffah Muslim, where all aspects of his life are in the order of Islamic values, firm in faith (tawhid) and consistent in Islamic shari'a (Islamic values) and has a commitment to applying Islamic morals (QS.2: 208), towards the formation of the best people who practice amar ma'ruf and prohibit nahi munkar. Allah's Word in Surah Ali Imran verse 110:

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ بِاللَّهِ وَلَوْ آمَنَ أَهْلُ الْكِتَابِ لَكَانَ خَيْرًا لَهُمْ مِنْهُمُ الْمُؤْمِنُونَ وَأَكْثَرُهُمُ الْفَاسِقُونَ

Meaning: You are the best people born for mankind, enjoining the ma'ruf, and forbidding the munkar, and believing in Allah. If the People of the Book had believed, it would have been better for them, some of them believed, and most of them were ungodly people.

In Indonesian Law Number 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

The definition of education as written above provides a clear boundary of what education is. (Rahayu et al., 2022) Education is understood as a conscious effort that is planned in the context of realizing a conducive, systematic and directed learning and learning atmosphere in order to achieve predetermined goals. An activity can be called education if there are five basic elements of education, namely those who give (educators), those who receive (student subjects), good goals, good ways or ways, and positive contexts. Judging from these five elements, education can be interpreted as an interactive activity between the giver and receiver to achieve good goals in a good way in a positive context. (Erawati, 2022)

A game is something that can be played with certain rules so that there are winners and losers, usually in a non-serious context with the aim of refreshing. (Suhendar & Prasetiawan, 2017) There are some people who still feel they can when they hear the word "game", they more often recognize and understand the words "play" and "toy". In fact, the three words have different meanings. In simple terms, it can be interpreted like this, "play" is an activity of playing, "toy" is something used for playing and while "game" is an activity that contains play and toys. (Zein & Rahayu, 2022)

So, it can be said that the three words, namely, "play" toys and "games" are words that have differences in terms of meaning, but the three words are related to each other. A play activity is a world for children. Children and play are something that will never be separated.

PAI is closely related to moral education, it can be said that moral education in the Islamic sense is an inseparable part of religious education. (Aziz et al., 2021a) The formation of good morals must be done early or during childhood so that the personality born from good morals can grow and develop until adulthood. Therefore, moral learning is the main pillar that must be done to make and form a good personality. (Aziz et al., 2021b)

Akidah Akhlak is one of the subjects as part of the Islamic Religious Education (PAI) Curriculum at madrasas. Akidah relates to the pillars of faith as the basis of a person's faith that is stored in the heart and realized with the tongue and actions. (Rubini, 2021) Belief encourages a person to do good deeds, have good character and obey the law. Morals are the fruit of knowledge and faith. Akhlak emphasizes how to cleanse oneself (tanzifun nufus) from despicable behavior (madzmumah) and adorn oneself with noble behavior (mahmudah) through psychological training (riyadlah) and earnest efforts to control oneself (mujahadah). (Sari & Nazib, 2023)

Based on the background in this study, researchers see the effectiveness of using educational games in learning, especially in the subject of moral creed as a means of learning education. (Firmansyah, 2019)

This study has a problem formulation and research objectives, namely: (1) To determine the effectiveness of using educational games as a means of education in learning in the subject of Aqidah Akhlak. (2) To find out how the effect of educational games on learning aqidah akhlak on the understanding of aqidah akhlak material in students. (3) To determine the effectiveness of game media as a learning medium in the process of teaching and learning activities.

Based on the observation and preliminary study of researchers at MTs. Al-Jam'iyatul Washliyah Medan found various problems that occurred. The problems faced by external and internal factors. For external origin from educators and schools. From teachers, namely educators do not use media when teaching and learning. Teachers do not understand the criteria for choosing good media that fits the learning material. Furthermore, another external factor comes from the school,

namely the lack of facilities and lack of attention to the absence of adequate learning media. Internal factors originating from students who do not have the urge to learn when learning moral creed. Then educators only use lecture methods when learning so that students get bored during the teaching and learning process because it is only centered on students. (Novitasari, 2023)

Based on the problems that the researchers described above, the researchers felt that they had to study in more depth about how the effect of using educational games as an educational tool in learning moral creed at MTs. Al-Jam'iyatul Washliyah Medan to provide an increase in student learning outcomes in moral creed lessons.

This research is a qualitative study with data collection techniques in the form of observation, interviews and documentation. the analysis techniques used are reduction, data display, and conclusion drawing or verification. The subjects in this study were the principal, chairman of the BKM, Akidah Akhlak subject teacher and students and the object of this research at Mts. Al-jam'iyatul Washliyah Medan.

Method

The research method used in the journal entitled "The Effectiveness of Using Educational Games as an Educational Tool in Learning Akidah Akhlak at MTS. Al-Jam'iyatul Washliyah Medan" is a qualitative descriptive method. This approach aims to describe systematically and factually the phenomenon of using educational games in the Akidah Akhlak learning process. Researchers adopted the concept of data analysis from Miles and Huberman, which includes four main stages: data collection, data reduction, data presentation, and conclusion drawing or data verification. Data collection was carried out through observation, interviews, and documentation related to Akidah Akhlak learning using educational games. (Fadli, 2021) To ensure data validity, data triangulation techniques were used, involving various data sources to obtain a more complete and accurate view, so that the research results can be accounted for.

Result and Discussion

In this step the author discusses and displays various findings in the field regarding planting and analyzing various forms of educational games as a means of education in the subject of moral creed at the location of MTs. Al-jam'iyatul Washliyah Medan.

The results of the research referred to by the researcher are: (1) Data reduction, at this stage the data that has been obtained will be processed to find the main things in analyzing the learning of moral creed in increasing the value of social care and humility. (2) Display data, at this stage the researcher makes a summary of the findings systematically so that the pattern and focus of implementation are known through relevant data conclusions and research focus. After reducing the data, the researcher presents the data that has been obtained which has been summarized and selected things that are the core of the research, in this case the presentation of data is presented in the form of brief descriptions, charts, relationships between categories, this will make it easier to understand what is happening in the situation of learning moral creed at MTs Al-jam'iyatul Washliyah Medan. (3) Data verification, at this stage the researcher tests the conclusions that have been obtained then compares them with existing theories. Furthermore, guidance and stabilization guidance for testing the results to be connected.

In the teaching and learning process, one of the factors that greatly supports the success of educators in carrying out learning is the educator's skill in choosing the right method to convey the subject matter presented. The selection of learning methods must be adjusted to the mental development of students, educators must provide varied experiences by paying attention to the interests and abilities of students, so that the learning process can run effectively and efficiently. The selection of learning methods is an absolute must by the teacher so that the material presented is easily accepted and can foster the activeness of students in the teaching and learning process.

The Story Method

The application of the story method is recognized by the Akidah Akhlak teacher is not an implementation that only fulfills normative demands, but the application of this method is carried out to add to the treasury of learning methods in accordance with the character of students at the Madrasah Aliyah level, where they are more logical and systematic thinking so that the methods used must also be adapted to the material to be delivered and the character of students. The application of the story method also requires teacher creativity, it must be supported by several elements including the facilities available at school, the media used and the strategies used by the teacher so that the application of the method can run well. The delivery of Akidah Akhlak subject matter so far mostly still uses the lecture method, which is less

attractive to students' attention and enthusiasm, even making students quickly bored and unable to understand the material presented to the maximum because what is delivered is only theoretical. So there needs to be a variation in the use of methods in Akidah Akhlak learning, one of which is the application of the story method, this is expected to increase students' enthusiasm for learning so that it will produce quality products.

The purpose of applying the story method is to increase understanding of Akidah Akhlak material, both in terms of theory and in terms of application because in this method the teacher can correlate the material in the textbook with stories in the Qur'an which are full of messages and exemplary examples to be used as a reference in their lives. Akidah Akhlak through the story method they become more enthusiastic, easier to understand, and can be seen from changes in their behavior for the better. He further explained that in the application of the story method, in addition to using guidebooks and mushaf, it also uses other media such as images and audio-visual media, it is hoped that students can actively participate in analyzing the stories that are conveyed and then applied in their lives.

The application of the story method in Akidah Akhlak learning is very effective because they become easier to understand and do not easily feel bored during the lesson. So there is a relevance between theory and real life through the application of this story method, so it is easier to hit the hearts of students. In applying the story method, the teacher has a very important role in the classroom and is also responsible for the success of students. So the teacher before the teaching and learning process is carried out should first make a learning implementation plan that will be delivered in accordance with the established competency standards.

After evaluating the students who became researcher respondents in writing, orally and their attitudes during the learning process or afterwards, it can be concluded that the story method is an effective method when applied in Akidah Akhlak learning. can also be known by the suitability of the application procedures carried out by the teacher and the learning outcomes of students, both in terms of written, oral, performance and changes in their attitudes. The results of observations made by researchers can be seen that the application of the story method in learning Akidah Akhlak at MTs. Al-Jam'iyatul Washliyah Mesadan is very effective, the indicators are: (a) Increasing the enthusiasm of students in participating in Akidah Akhlak learning,

(b) Making students happier and easier to understand the material presented, (c) Improving students' learning outcomes both in writing, orally and in action, and (d) Students are able to practice the material they get in their daily lives.

The use of effective learning methods is very helpful for educators in delivering subject matter and can realize students in accordance with the desired goals.

Islamic Quiz Game

Quiz on Islamic Religion in the learning of akidah akhlak is a competition or quiz that presents a knowledge contest between students about Islam. Usually, the questions contain various kinds of material about the belief and Islam. Islamic Quiz can be filled with various kinds of material, especially in the lesson of moral creed that has been studied. For example, related to the material of adab, exemplary companions of the prophet, filial piety to both parents, the history of the prophet, to hadith.

This game is usually done every three weeks or once a month so that children are more enthusiastic about learning, and are not bored in learning. In this game the children are divided into several groups and work together to answer the correct questions and try to beat the points of other groups.

Following this Islamic quiz aims to get various benefits for students, namely: (1) Increase Knowledge. (2) Sharpen Critical Thinking Skills. (3) Improve Teamwork Skills. (4) Increase self-confidence. (5) Motivate Students. (6) Improve Academic Skills

Actor Game

In this actor game, the game that is most in demand by children at MTs. Al-jam'iyatul Washliyah Medan Tembung. Because children can play messages according to their respective roles. The drama text that will be performed describes human life and character through behavior (acting) that is staged in class. The main feature of Islamic drama can tell stories from daily life or stories from antiquity such as telling the prophetic sirah. So that children can take moral messages and lessons from what has been shown. The benefits of the drama are: (1) Drama increases knowledge. (2) Skillful language. (3) Form character. (4) Means of entertainment

Conclusion

Based on the research that has been done, it is concluded that the use of educational games in learning is one of the most important elements in the teaching and learning process. Because, it is

able to help students and teachers in providing effective learning, especially in Akidah Akhlak lessons. With the teaching and learning media, students can learn easily and feel happy in participating in lessons, especially in Akidah Akhlak material. We easily know that a child will easily grasp the subject matter if the learning is designed in such a way as to be fun.

Therefore, the author hopes that more and more applications will be the same in helping

children when learning, especially the Akidah Akhlak lesson. The results of the study state that the use of educational games as a means of education in learning akidah akhlak at MTs. Al-Jam'iyatul Washliyah Medan is said to be quite effective by applying educational games as a new motivation for students, especially in the subject of moral creed. Because it can facilitate students' understanding of the subject of Akidah Akhlak, especially for VII grade students at MTs..

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Curriculum Vitae

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