Implementation of Spinner Wheels Game in Learning Islamic Culture History at Madrasah Aliyah

Alfina Indah Febryanti
UIN K.H. Abdurrahman Wahid Pekalongan
alfinaindaah@gmail.com

Abstract
This research discusses how game-based learning, namely spinner wheels game, can be used in teaching and learning activities for Islamic Cultural History (SKI) subjects at Madrasah Aliyah Muhammadiyah Pekajangan. The purpose of this study is to explore learning methods that can be used by teachers in reviewing the material that has been delivered by the teacher. This research is a qualitative research, data was collected through classroom observation, interviews with teachers. The results showed that the use of spinner wheels game succeeded in increasing students' interest and involvement in learning Islamic Cultural History. In addition, this game-based learning strategy also strengthens students' understanding of Islamic Cultural History material in an interactive and fun way. The result of this study is that the use of games combined with learning materials can increase students' motivation to learn because of the fun element of the game so that students do not feel that learning is carried out in a boring way. The research also shows that the use of spinner games can help students retain information longer and build a connection between them and the subject matter. By utilizing technology and interesting learning methods, madrasahs can enrich students' learning experience and explore a deeper understanding of Islamic Cultural History.
Keywords*: strategy, games, learning*

A. Introduction

Madrasah Aliyah as an Islamic Education institution plays an important role in the formation of young people who have good morals and a deep understanding of the principles of religion and Islamic culture. Islamic cultural history is one of the important subjects in the curriculum of Madrasah Aliyah. This subject provides a comprehensive overview of the history of Islam and the development of culture that thrives in it. Innovation in instructional services is very necessary so as not to be fixated on the same method so that it has its own value in learning.(Zain Sarnoto, 2017)

In reality, there is a challenge in learing Islamic cultural history that presents a fun and memorable learning experience for students. Conventional methods that rely on lectures or dry reading materials are not successful in attracting students' interest. Therefore, efforts should be made to revitalize existing learning methods to make them more interesting and in line with the needs of today's younger generation. In addition, the use of information and communication

technology is also important in learning Islamic cultural history. Digital media, videos, and multimedia can be used to enrich students' learning experience, provide access to more information, and visualize better.(Istiqomah, 2023)

The use of appropriate learning methods can significantly increase the creativity of students. Creativity is the ability to generate new ideas, innovative solutions and different thinking. The use of this learning method should be supported by an environment that supports creativity and instructors who motivate students to think creatively. In addition, it is important to recognize and celebrate the creative ideas of learners, so that they feel valued and encouraged to continue to develop their creativity. (Hidayat, 2018) In light of the aforementioned claims and issues, educators must come up with fresh ideas to boost student engagement, excellence, and creativity in both in-person and virtual learning environments. Using the Game-Based Learning paradigm, also known as Digital Game-Based Learning, in conjunction with digital media is one efficient method for educators to implement it. (Maulida et al., 2022) The Game-Based-Learning paradigm uses games to promote serious learning and support educational aims. (Redy Winatha & Made Dedy Setiawan, 2019.)

There are advantages and disadvantages to using games as a teaching method. Whatever it takes to pique learners' interest in learning is critical in both the educational and home settings. Research indicates that roughly 65% of learners are motivated to learn utilizing technological devices or tools. According to a national survey, nearly 75% of instructors in grades K-8 use game-based learning aids to enhance education. Many researches continue to question the usefulness of game-based learning in terms of evaluating student outcomes (Hilliard & Kargbo, 2017).

B. Methods

This qualitative research was conducted on 11th grade students of Madrasah Aliyah Pekajangan. In this study, data were collected using the interview method. The interview method was conducted by interviewing the teacher. In accordance with the type of approach used in this study, a qualitative descriptive analysis method was used. Qualitative descriptive analysis collects specific findings in the research and abstracts them. In other words, the data and evidence collected are not intended to support or reject hypotheses. During the data collection process, grouping and abstraction were done consistently without waiting until the whole process ended.

C. Results

The discussion contains a summary of the results of the research, links to concepts or theories and other relevant research results, interpretation of findings, research limitations, and implications for the development of concepts or science. Learning the history of Islamic culture is considered boring for students. This is because the material discussed is about the past which makes students feel unattached to the material provided and the method of delivering the material only uses the lecture method so that students are easily bored and sleepy when learning. However, when the method used in delivering the material with a play strategy makes students enthusiastic. Game-based learning is another way to combine learning with the learning process because it helps students interact in organizational experiences and gain better understanding.

The material of Bani Umayah is one of the materials in the subject of Islamic Culture History. In this material students learn a lot of sub-materials and students are expected to know and remember how the history of the establishment until the collapse of Bani Umayah. Bani Umayah itself existed for approximately 90 years and many things happened during that era and students are expected to remember most of the history of that era. Therefore, to make it easier for students to remember, game-based learning is carried out so that students not only get an understanding but students also get experience from this game-based learning. The game chosen in delivering the material of Bani Umayah is the spinner wheels game.

Spinner Wheels can be accessed easily on the internet by writing spinner wheels game on google then it will appear as shown below.
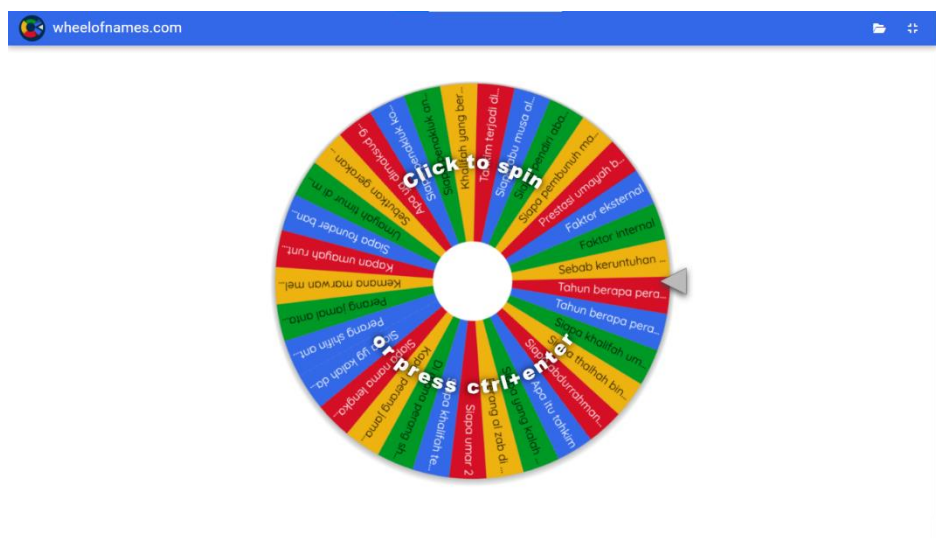

Figure 1 Spinner Wheels Game

After the question is written in the spinner then click or enter to spin then the selected question will appear which must then be answered by one of the students who come forward. The question that has come out will not come back out, so a question is needed for the number of students available.

Figure 2 Spinner Wheels Game

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The way to play spinner wheels is easy, namely by entering questions in the form of Bani Umayah material that has been conveyed then the questions are randomized automatically and then the questions that appear must finally be answered by students. Students who successfully answer the question correctly will be given points by the teacher, and when the student who comes forward cannot answer then other students can help answer. This was confirmed directly by the teacher of Islamic Cultural History, Khulanah, who said that in one meeting students came forward in rotation to rotate the questions in the spinner, if there were students who could not answer let other students help**.**

D. Discussion

The concept of globalization—the rising integration of the international community and its dissolution of national borders—has been greatly influenced by the current digital era. Numerous experts have shared their opinions on globalization, which differ depending on who they are. Regardless of the geographic, economic, or cultural variety that exists in other nations, some describe globalization as a social process, while others view it as a natural historical event that unites nations worldwide. The world has changed significantly as a result of the development of increasingly complex digital technology, giving rise to a range of ever-evolving technical advancements.(Meilita, 2023)

Innovative learning must be created to create learning experiences that are not routine and dull. So that pupils can balance their left and right brain processes when thinking and acting. The usage of technology-based learning resources is one of the issues that educators face. Where teachers must be able to effectively use technology to capture students' attention and motivate them. If educators use technology imaginatively, such as using pawor point and learning objects with interesting visuals, they will gradually grab kids' attention (Nurdyasnyah, 2015)

While technological expertise is not required to create an educational game, it is crucial to comprehend the building blocks required to create a learning environment that combines gaming with education in a well-balanced way. Excessive gaming can have a negative impact on learning outcomes, just as excessive learning content can make gaming dull and uninteresting. Teachers have a difficult problem in balancing these two elements because game design does not directly reflect educational experience (Kucher, 2021)

The process of students interacting with teachers, the activities students engage in during these interactions, and the learning experiences teachers and students have during a learning process are all considered to be components of student activity.(Wiwen, 2022) Student activeness is a crucial component of the learning process and a factor that indicates the process's success, hence problems pertaining to it make for essential research topics. (Erina Hannawita Br Sembiring & Tanti Listiani, 2023)One option for enhancing students' learning results is the Game Based Learning (GBL) paradigm. Since games are thought to be more engaging than traditional teaching and learning methods, game-based learning refers to games that are specifically created for educational objectives in order to complement learning media. It has been demonstrated that

game-based learning enhances student performance and strengthens the educational process.(Nisa', 2024)

The implementation of spinner games as an Islamic cultural history learning strategy shows an increase in student engagement and their understanding of the subject matter. The use of games combined with learning materials can increase students' motivation to learn because of the fun element of the game so that students do not feel that learning is carried out boringly. Research also shows that the use of spinner games can help students retain information longer and build a connection between them and the subject matter. Thus, the application of spinner games can be an effective strategy in improving the learning of Islamic cultural history in the classroom.

One can differentiate between a gaming environment and a non-gaming environment by using gamification. Students' experiences with educational gamification differ from one another. The gamification strategy for motivation has certain advantageous consequences. The foundation of a good gamification design is motivation. This demonstrates even more how important motivation is to students' learning. discover that many pupils who are exposed to the gamification technique do so in response to or under the impact of motivation. Moreover, heightened motivation will stimulate pupils to participate, explore, and exert effort—all motivated by their natural curiosity rather than by the promise of a reward. According to their exploratory research, using gamification techniques significantly raises students' intrinsic motivation. Similar to the gamification technique, some additional research indicate a mediocre impact on students' intrinsic motivation for studying.(Irwansyah, 2021)

The reason for this is that every student varies in their amount of motivation and cognitive ability when it comes to the idea of self-determination. Self-determination theory states that gamification can increase intrinsic motivation by meeting players' psychological requirements for autonomy and effectiveness when using the gamification approach.

Learning with the game-based learning model is able to change the learning paradigm from teacher center to student center. Based on constructivist learning theory, it is stated that learning will be more meaningful when students are involved in building their own knowledge. This theory emphasizes providing opportunities for students to make judgments and interpretations of situations they experience themselves.(Hussain, 2012) One innovative learning model that engages students in problem-solving activities and provides opportunities to work autonomously to construct their own way of learning is game-based learning. This learning model helps students build meaningful learning and stimulate their development by providing fun learning experiences. This fun learning experience will certainly have an impact on student interest and motivation. Increased student interest and motivation, will trigger curiosity and then lead to further and deeper exploration of what they have done (Kesan et al., 2015).

Therefore, the integration of games in the learning process shows favorable results where students show positive changes in motivation and learning achievement. Students will learn how to cooperate, take turns, share materials, and correct their mistakes during the playing process. Lecturers should play an important role as facilitators and should always provide guidance at the right time and situation. Therefore, the use of games in the learning process does not mean that students are allowed to play without direction and without supervision. Play is quite important in the world of education because they will really learn a lot through play

activities. Therefore, it is hoped that the results of this study can serve as a guide for lecturers in integrating play activities as part of the learning process.(Redy Winatha & Made Dedy Setiawan, 2022)

E. Conclusion

Research from the implementation of spinner games as an Islamic cultural history learning strategy shows an increase in student engagement and their understanding of the subject matter. The use of games combined with learning materials can increase students' motivation to learn because of the fun element of the game so that students do not feel that learning is boring. Research also shows that the use of spinner games can help students retain information longer and build a connection between them and the subject matter. Thus, the application of spinner games can be an effective strategy in improving the learning of Islamic cultural history in the classroom.

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