

Development of Spin Game Learning Media in Islamic Religious Education Subjects in Elementary Schools

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Abstract: This study aims to determine the development of "spin game" learning media in Islamic Religious Education subjects at SD Negeri 196 Ammassangan, West Malangke District, North Luwu Regency, and to determine the feasibility of the learning media. The research method used is research and development (R&D) with the ADDIE approach, involving 20 students in grade V as research subjects. The object of this research is the "spin game" learning media in Islamic Religious Education. Data collection techniques include interviews, observations, media validation sheets, and documentation. The study results show that the development of "spin game" learning media has gone through the validation stage by media, material, and language experts and is considered suitable for use in the learning process. This study emphasizes the importance of developing "spin game" learning media to improve students' understanding of Islamic Religious Education in schools.

Keywords: Learning Media, Spin Game, Islamic Religion Education

1. Introduction

Education is an important means of growing and developing future generations who are superior, qualified and able to face the challenges of the times (Aprilyanti et al., 2024). Law Number 20 of 2003 instructs that education be designed with a pleasant atmosphere to achieve learning goals. It is intended to create active students who have potential and noble morals. In addition, students should have useful skills for themselves, the nation, and the state (Suwandi & Rifki, 2024).

Teachers must be able to understand that each student's abilities are different; some students like to learn while playing, others like to learn while using interesting learning media and so on (Ujud et al., 2023). Education is an integral part of development. The educational process is inseparable from the development process (Syarifuddin, 2021). Talking about education, we all must already know how important education is (Sayuti et al., 2022). Education, ability, and knowledge are some of the capital we have to live in this difficult time (Makkawaru, 2019).

Learning is the core of the education process, where teachers play an important role in delivering learning materials to students (Yamin & Syahrir, 2020). So that a teacher can develop teaching media that facilitates effective and efficient learning and achieves the educational goals set in the curriculum (Aulya Frikas et al., 2024). Learning media is a very important element in the teaching and learning process. Teachers generally use learning media as intermediaries to present content that students can understand (Khaira Ummah & Mustika, 2024).

Learning media is the most important component of every learning process step (Kurnia, 2018). Learning media is an educational tool teachers can use to help students obtain information by broadening their perspectives (Fitri et al., 2024). Using educational media, teachers can engage students in learning new topics and make the subject easier to understand (Aini & Jannah, 2024). Meanwhile, teachers can use learning media to distract their students from being quick to be not interested in the material being taught or they are learning (Arhas et al., 2024). It is why using these learning resources will increase learning efficacy, efficiency, and attractiveness, especially when learning Islam.

The rapid development of technology has resulted in students tending to be interested in playing games rather than reading learning materials (Atapukang, 2016). Teachers must be creative in delivering learning materials to overcome and anticipate the impact of technological developments (Chuah Siew Mei & Al Amin Mydin, 2022). Moreover, at the age of elementary school, learning should be designed attractively (Rejeki et al., 2020). Learning media is often used as an alternative to overcome student learning saturation (Junaidi, 2019). In addition to forming an active learning atmosphere, learning media can improve learning outcomes (Harsiwi & Arini, 2020).

The relationship between using learning media and student learning outcomes can be seen when delivering learning materials. Teachers use media well so students can receive the learning delivered by teachers, and student learning outcomes can be improved well and optimally (Badan et al., 2002). There are many types of learning media, such as spinning wheel media, animation media, and so on (Mukarromah & Andriana, 2022).

A spinning wheel is a circular or circular object that can be rotated. The spinning wheel learning media can be a solution for teachers in learning activities. Playful students keep playing, but they play while learning (Irham & Firdaus, 2024). The spinning wheel media is designed based on the principle of interesting and fun learning media (Juhaeni et al., 2022). The idea of a spinner wheel in learning in elementary school has many advantages (Fatimah et al., 2024). The advantages of the spinning wheel, if implemented in learning, include the following: It is fun, entertaining, and interesting. The spinning wheel allows students to participate actively in learning (Nurlela & Al Mufti, 2023).

For students who are too lazy to follow the learning instructions, the purpose of this spinning wheel cannot be achieved. In addition, the clock also requires sufficient timing (Arifin et al., 2023). By looking at these statements or facts, it is feared that the spinning wheel media will negatively impact achieving learning goals. It means that the desired understanding may not increase or even decrease. Learning goals will be achieved for diligent students, while lazy students will remain behind. To answer this dilemma, an in-depth study regarding the development of rotating wheel media needs to be conducted for elementary school students' understanding. Teachers should not be careless in choosing and using learning media (Islam et al., 2015). Although it has been stated that rotary wheel media has many advantages, it is not necessarily suitable for use at all levels of education (Zurlita et al., 2022). A theory must be tested and validated to find an answer (Anggraini & Agustin Ningrum, 2018).

Based on these conditions, research on developing a spinning wheel and its effect on students' understanding is necessary. This study aims to determine the influence of the use of spinning wheel learning media on elementary school students' understanding. In addition, this study also aims to identify factors that affect the effectiveness of the learning media and evaluate students' responses to its use in the teaching and learning process. This research is hoped to provide a deeper understanding of the advantages and limitations of the spinning wheel learning media and how it can be optimized to improve student learning outcomes.

2. Method

This type of research is Research and Development with the ADDIE model. The research was carried out in August 2024 in class V of State Elementary School 196 Amassangan, West Malangke District, North Luwu Regency, consisting of 20 students. Data collection techniques include observation, interviews, questionnaires and documentation. The collected data was then analyzed descriptively to test the feasibility of *spin game learning media*. The feasibility of the product is aimed at evaluating the validation data by the validators.

Table 1. Eligibility categories

Percentage (%)	Criterion
80-100	Highly Valid
60-80	Valid
40-60	Quite Valid
20-40	Invalid
0-20	Highly Invalid

Table 2. Categories Practicalization

Percentage	Criterion
80-100	Very Practical
60-80	Practical
40-60	Quite Practical
20-40	Impractical
0-20	Very impractical

3. Result

The results of the development of Islamic religious education learning media using spin games are carried out based on the development procedure in the ADDIE model, which consists of 5 stages, namely:

Analysis

a. Needs analysis

The researcher's initial stage is to conduct interviews with educators, which aims to analyze the problems or obstacles experienced by teachers and students in the learning process. From the interviews with Islamic Religious Education teachers, information was obtained that learning media in the form of *spin game* learning media has never been used in the learning process. Teachers only rely on the available package books by applying conventional learning methods such as lectures and discussions, which tends to make the learning process boring.

b. Curriculum Analysis

The curriculum analysis was carried out to examine the curriculum characteristics used at the 196 Amassangan State Elementary School, West Malangke District, North Luwu Regency. From the analysis of the curriculum used, the independent curriculum was in grades I, II, III and IV, while the 2013 curriculum was applied to grades V and VI.

c. Analysis of student characteristics

The results of observation were obtained that each class at SD Negeri 196 Amassangan, West Malangke District, North Luwu Regency, has diverse student characteristics as in the learning process, some students are directly responsive, some are less responsive, and some students are less serious about participating in learning.

Teachers must be good at managing the classroom so that students can understand the material presented and follow the learning well (Ramli, 2015). If educators deliver material using the right media in the learning process, the learning objectives can be achieved, and students' interest in learning can increase (Rahman et al., 2022).

Planning

The design of spin game learning media is that the researcher begins to prepare a plan for making media, which begins with determining the material presented in the learning media, collecting the tools and materials needed in making media, and then the steps in making spin game learning media.

Development

The development stage starts with creating the product and then carries out a validation process, which is validated by three validators about the feasibility of learning the media *spin game* designed and asking for suggestions and inputs for improving the spin game learning media. The following are the results of learning media development products *spin games* in the subject of Islamic religious education.



Figure 1. Spin Game Learning Media

Table 3. Data from the Validation of material experts

No.	Indicator	Total Score	Percentage	Category
1	Material	30	100%	Very Valid
2	Media	44	88%	
3	Language	38	95%	

Based on the results of the material, media, and language experts' Validation, it is known that Islamic religious education learning media using spin games is categorized as very valid in all aspects of assessment.

Implementation

At this stage, the researcher applies a learning media *spin game* to determine the response of teachers and students to the media developed during the learning process. After the media is

applied, the researcher provides a questionnaire to students and teachers to assess the products applied.

Table 4. Results of Teacher Response Analysis

No	Indicator	Total Score	Percentage	Category
1	Teacher's Response	40	100%	SV

Based on the table of the questionnaire analysis of teachers' responses to PAI learning media using the learning media spin game, a percentage of 100% was obtained, which is a very valid category.

Table 5 Recap of Student Response Data

No	Range	Category	Sum	Percentage
1	0-20	Very Less	0	0%
2	21-30	Less	0	0%
3	31-40	Enough	0	0%
4	41-50	Satisfying	5	25%
5	51-60	Very satisfying	15	75%
Total			20	100%

Based on the data results, student responses to *spin game* learning media are valid for use as learning media.

Evaluation

Results of the evaluation stage carried out by researchers in developing learning media *spin game* is a formative evaluation in which the researcher conducts several stages consisting of a needs analysis stage through interviews with class V PAI teachers, curriculum analysis and analysis of student characteristics through observation. As for summative evaluation, the researcher has obtained data using student and teacher questionnaires to determine the validity of spin game learning media.

4. Discussion

The study results show that the spinning wheel learning media can improve students' understanding of learning. Students feel more interested and excited to follow the lesson because this method presents learning in a more interactive and fun way than the conventional method. The spinning wheel as a learning medium helps students understand the subject matter more effectively (Tampubolon et al., 2018). This method involves physical and visual activity, which helps to strengthen memory retention and make it easier for students to remember and relate to the information they learn (Riani et al., 2022). The spinning wheel provides variety in learning methods, which helps to overcome the boredom and monotony of monotonous methods. Variation in learning is essential to maintain students' interest and attention to stay focused and interested in the material (Masyithah et al., 2024).

Based on the above studies, it can be known that the aspects of learning media and the location of the research both use a spinning wheel and research in elementary schools; however, in terms of differences, the previous research focused on improving student learning outcomes in grade 4 while the researcher's research focused on student learning understanding in grade 5. It aligns with the research conducted (Nengtyas et al., 2023). Learning media, especially spinning wheels, can facilitate students' understanding of the material and increase their interest in learning. Thus, the researcher offers spin game learning media at SD Negeri 196 Amassangan, West Malangke District, North Luwu Regency.

To increase the effectiveness of the spinning wheel learning media, the researcher offered the development of "spin game" learning media at SD Negeri 196 Amassangan, West Malangke District, North Luwu Regency. This learning media is expected to be an effective solution to improve student understanding in a more interactive and interesting way and maintain students' interest and focus during the learning process. In addition, the researcher suggests that teachers continue to innovate in choosing and developing learning media that suit the needs of students, as well as integrate technology in the learning process to create a more dynamic and effective learning environment.

5. Conclusion

The learning media *spin game* in this Islamic religious education subject was developed using the ADDIE model and is categorized as very suitable for learning. The spinning wheel learning media can improve students' understanding of learning. Students feel more interested and excited to follow the lesson because this method presents learning in a more interactive and fun way than the conventional method. The spinning wheel as a learning medium helps students understand the subject matter more effectively.

Researchers hope that the existence of learning media *spin games* can make it easier for teachers to give understanding to students when delivering learning materials. Learning media *spin games* introduces innovative approaches to teaching and learning. This method combines fun game elements with learning materials, making learning even more interesting.

6. References

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