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Development and Implementation of Study Board Media in Belief and Morals Learning at Madrasah Aliyah

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Abstract. This study aims to develop a study board as a learning media for the Belief and Morals subject for grade XII students at Madrasah Aliyah Batusitanduk. This research seeks to identify the study board's needs, design, validity, and practicality as a learning media. The research employed a Research and Development (R&D) method using the ADDIE development model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The data were analyzed using qualitative and quantitative descriptive methods and collected through observation, interviews, and questionnaires. The results indicate that the study board media received a very valid rating from experts (90.8%) and was deemed highly practical by students (97.32%). These findings suggest that the study board effectively teaches beliefs and morals in grade XII.

Keywords: Study Board Media, Belief and Morals, Madrasah Aliyah.

1. Introduction

Education is an activity related to educators, students, and learning resources. These three components are the key to the success of the teaching and learning process in achieving educational goals. Educator involvement is one of the factors that can affect the effectiveness of the learning process. If the provision of the knowledge transfer process to students is inappropriate, it will result in a monotonous learning process. It can certainly affect the motivation and interest of students in following the learning process, causing a loss of students' interest in learning. Therefore, educators need to have crucial skills in the teaching process, such as applying effective teaching methods (Hasriadi, 2024).

Teachers' creativity in the learning process is needed because the learning process that gives an impression will undoubtedly make every student happy and at home following the learning process. There are so many things that a teacher needs to prepare when he wants to teach, one of which is to be good at choosing and applying learning media. If learning media is used, learning will be more enjoyable for students and, of course, more meaningful for teachers (Wulandari et al., 2023). However, learning media can be one of the causes of a decline in students' interest in learning, whether due to the absence of media, the inability and incompatibility of teachers to implement it, or the lack of support for the facilities and infrastructure provided by the school.
Learning media can deliver a message to achieve learning goals (Kristanto, 2016).

Learning media is interpreted as a tool for disseminating learning information to the recipient of information. In another sense, learning media functions to convey information or data to recipients, especially students (Hasriadi & Marwiyah, 2023).

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Research has been conducted by several previous researchers (Fitriana, 2018), with the title of the research "Development of *Asma'ul Husna* Integrated Snake and Ladder Game Media on Thematic Learning." Then, research was conducted (Zafitri, 2019) with the title of the research "Development of Monopoly Game Media with Islamic Nuances Assisted by Ice Breaking in Class IV Students." In addition, similar research has also been conducted by (Nurul Hikmah Ari Irwan, 2023) with the title of the research "Development of Flannel Board Learning Media for *Asmaul Husna* Materials in Moral Beliefs Lessons to Improve the Learning Outcomes of Grade IV Students of Mi Miftahul Huda Tugumulyo Oki Sumatra South." The researcher also developed study board learning media from these studies, which included *board games* (board-based games). The research title is "Development of Learning Media *Study Board* in Learning Moral Beliefs for Class XII Students of Madrasah Aliyah Batusitanduk."

The use of interesting learning media will certainly activate the learning process. Seeing the benefits of using media in the learning process, Oemar Hamlik, in his book, that the use of learning media can encourage students to generate desire and foster interest in new learning and also affect the psychology of students (Hamlik, 2002).

One learning media used in the learning process is the Study Board media. Study boards are a learning medium similar to learning media that use boards, such as Sutasoma, Aquatico, Monopoly, Snake and Ladder, Board Game Jamapara, and all types of boards.

Communication between teachers and students will improve the learning process (Alauddin, 2024). Media usage study board It is expected to overcome problems and support interaction between students and teachers and students in the learning process. As the results of observations and interviews conducted by researchers in April 2023, the learning process seems boring because the learning process, especially in the subject of moral beliefs, teachers teach by explaining the material, and the lack of variety in the learning media used. It makes students feel bored; many seem to lack focus, are sleepy, and do not pay attention to explanations from their teachers.

Based on the above phenomenon, the researcher is interested in discovering the extent of the development of study board learning media in learning the moral beliefs of grade XII students at Madrasah Aliyah Batusitanduk.

2. Method

This research is a type of development known as Research and Development (R&D). R&D is a type of research used to create and assess the feasibility of a product (Atizah et al., 2024). The research model used is the ADDIE development model analysis), design stage (design), development stage (development), implementation (implementation), and the evaluation stage. Carried out research at Madrasah Aliyah Batusitanduk in Bolong Village, North Walenrang District, Luwu Regency. The study took place in February. The steps in this study begin with Analyzing the needs of class XII students, which amounted to 30 people, regarding the problems that existed in the learning process and determining solutions in the form of certain problems. Then, determine the specifications and characteristics of a product.

The data collection techniques in this study are observation, interviews, and questionnaires. The data analysis used in this study analyses learning media validation data through expert validators consisting of media expert validators, material expert validators, and linguist validators, and validation data analysis through student response questionnaires. The practicality data analysis through the practicality questionnaire results based on student responses. Each statement in the questionnaire was scored on a Likert scale: 4 (very valid), 3 (valid), 2 (moderately valid) and 1 (invalid). The following is the formula for calculating the results of the expert validator assessment:

$$Va = \frac{TSe}{TSh} \text{ x } 100\%$$

Combined Validation of three expert validators:

$$V = \frac{va1 + va2 + va3}{3}$$

Information:
V = Validation (combined)
Va1 = 1st Expert Validation
And2 = 2nd Expert Validation
And 3 = 3rd Expert Validation
TSe = Total empirical score (validator validation result)
TSh = Total expected maximum score

The formula for calculating the results of student assessments through validity and practicality questionnaires:

$$\text{Persentase} = \frac{\Sigma \text{ answer x weight of each choice}}{\text{n x highest weight}} \text{ x } 100\ \%$$

Information:
Σ = Sum
n = Total number of questionnaire items

Table 1. Validation Result Criteria

No.	Criterion	Validity Level
1.	85,01 % - 100,00 %	Very valid; can be used without revision
2.	70,01 % - 85,00 %	It is quite valid and usable but needs minor revisions
3.	50,01 % - 70,00 %	Less valid, it is recommended not to be used because it needs a major revision
4.	01,00% - 50,00 %	Invalid, unusable

Table 2. Product Practicality Category Table

No.	Value	Criterion
1.	80 % < x ≤ 100 %	Very Practical
2.	60 % < x ≤ 80 %	Practical
3.	40 % < x ≤ 60 %	Quite Practical
4.	20 % < x ≤ 40 %	Less Practical
5.	0 % < x ≤ 20 %	Impractical

3. Results

a. Analysis

At this stage, interviews to obtain in-depth information about the needs, goals, preferences, and views related to learning to be developed. An interview is a communication process that involves two or more parties, usually conducted face-to-face, where one party acts as the interviewer and the other party as a resource person with a specific purpose (Fadhallah, 2021). In another sense, an interview is An in-depth and direct exchange of information between the two parties, facilitating a deeper understanding of the topics discussed (Yusuf, 2015)

In addition, observations were made to determine how students learn in class. Observation is a method of data collection that involves making records about the state or behavior of the target object when making observations (Hasibuan et al., 2023).

Initial needs analysis through interviews and observations found that the learning process in the classroom is highly dependent on books and conventional methods. This approach does not allow students to express themselves, and the learning media used is less varied (commonly used). Repetitive learning methods such as monotonous lectures and questions and answers make students feel bored, lack attention, and not enthusiastic about learning.

The training was carried out directly at the research location, and it was seen that students felt bored, lacked focus, and even drowsiness during the learning process. It can be seen that only package books are used, and there is no use of learning media used when studying except for the tiling board and learning media that are generally used.

b. Design

The researcher designs the media to be developed based on adjustments to the media's design, materials, and language. The development must be designed according to the research findings for researchers who intend to create a teaching design or learning plan (Rudy Hari Rayanto, 2020).

The media design considers colors, shapes, and materials to ensure that the developed learning media attracts students and makes the learning process engaging and effective. A person who is interested in an object will generally pay more attention and feel happy about the object (Marwiyah et al., 2023)

Its shape resembles a bag and is made of plywood, making it easy to carry anywhere. The material contained in it is a Variety of Commendable Attitudes with sub-materials, which include:

1) The spirit of competing in goodness, known as the term "*Fastabik Al-Khairat,*" is the command of Allah Swt. to His servants to compete in the goodness of both men and women as an effort to achieve greater goodness in life and obtain His blessings (Alfisyahrim, 2019).
2) Hard work and collaboration: Hard work is a serious effort to achieve the desired goal involving all energy and mind. In this way, one not only strives hard but also strives to become an individual who benefits the people. By making efforts, humans can be more humane(Hikmah & Partono, 2020). At the same time, Collaborative refers to a way of working together that involves active contributions from all parties involved. In this context, collaboration means working together, coordinating, and supporting each other to achieve goals. This concept aligns with the value of the third precept of Pancasila, namely cooperation, which emphasizes helping each other and working hand in hand to achieve common goals.
3) Dynamic and optimistic, the ability of individuals to move forward in achieving these goals reflects the dynamic nature of the pursuit of meeting needs (Sriatmi, 2021). Optimism is an approach that emphasizes maintaining a positive and realistic view when facing and solving problems, with the hope and belief that we can improve or overcome situations constructively (Seligman, 1991). A person with an optimistic attitude will tend to have positive thoughts so that he does not give up quickly.
4) Creative and innovative.

In this regard, the continuity between the important values obtained from the use of study board learning media and materials of various commendable attitudes, namely:

1) The spirit of competing in goodness: In this game, each team's striving to move forward and achieve victory honestly and fairly reflects the spirit of competing in goodness
2) Work hard and collaborative: The rules of the game, which require each team member to take turns throwing bottles and answering questions, emphasize the importance of cooperation and collaboration. Each team member must contribute and support each other to achieve a common goal. Discussions to answer questions are also a form of cooperation that strengthens collaborative attitudes.
3) Dynamic and optimistic: The game requires players to remain dynamic and optimistic in the face of every opportunity and challenge. The opportunity to throw bottles is given in turn, and the rules that allow going forward or backward one step reflect the game's dynamics. Players must remain optimistic and adapt to changing situations to achieve victory. Meanwhile, controlling the mind, leading to positive things, is the first step towards determining one's destiny, which is the meaning of optimism.
4) Creativity and innovation: Creativity and innovation can emerge in how teams answer and discuss questions. Teams must find effective and creative ways to answer questions correctly while considering time.

c. Development

The tools and materials used to make study board learning media are affordable and affordable in building stores. The tools and materials used are saws, cutters, scissors, pens, brushes, hammers, rulers, screwdrivers, and machetes. The materials used are three pieces of black, white, and green paint, two medium-sized plastic drink bottles, two small hoses with a length of 23 cm each, two small hinges, a pair of slots, several nails of 3 cm and 4 cm (as needed), several bolts with a size of 1 cm (as needed), wood glue (as needed) and four sheets of F4 photo paper as well as typography and blocks.

This stage begins with making the study board learning media per the initial stage's design by combining every material needed. Then, validate the product on each validator, whether it is a media expert validator, a material expert validator, or a linguist validator.

The questionnaire used to collect validity and practicality data uses a questionnaire sheet. Questionnaires are written questions to obtain personal or other information based on participant knowledge (Hermawan, 2019).

The results of media validation were obtained through the assessment of three expert validators, and the results of Validation and practicalization were obtained through student assessments. The resulting products are assessed through a validation questionnaire for validators and a validation questionnaire for practitioners for students. The assessment determines the level of media validity and practicality.

a. Media expert validation

Media experts will assess the validation questionnaire by assessing four aspects: ease of use of media, attractiveness of display, operation, and support for media presentation. The validation questionnaire of media experts obtained 87.5% from Mrs. Fakhrunnisa, S.Pd., M.Pd.

Table 3. Data Validated by Media Experts

No.	Aspects	Percentage	Information
1.	Ease of use of media	83,3%	Quite valid
2.	Attractiveness of the display	75%	Quite valid
3.	Operators	100%	Highly valid
4.	Media Presentation Advocate	91,6%	Highly valid
Sum		**87,5%**	

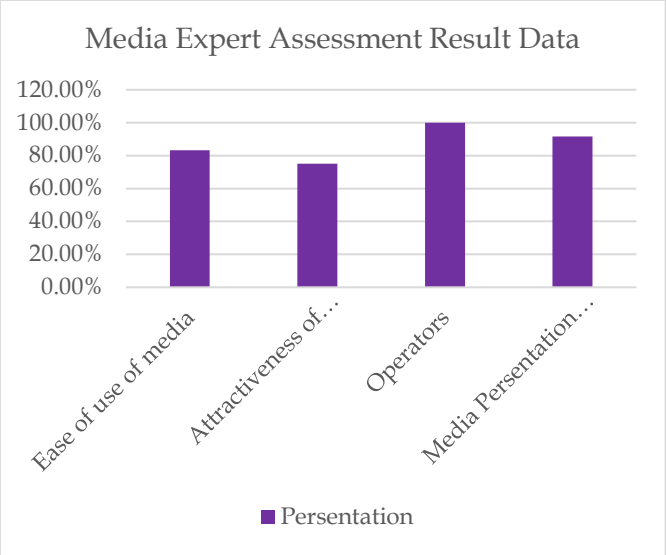


Figure 1. Graph of media validation results

b. Subject matter expert validation

Material experts will assess the validation questionnaire by assessing six aspects: the material's suitability, up-to-dateness, addition knowledge, use of learning methods, the feasibility of

presentation, and language. The results obtained by assessing expert validators are 100% from Mr. Dr. Makmur, S.Pd., M.Pd.

Table 4. Data Validated by Material Experts

No.	Aspects	Percentage	Information
1.	Material Suitability	100%	Highly valid
2.	Updating Materials	100%	Highly valid
3.	Increasing Knowledge	100%	Highly valid
4.	Learning Methods	100%	Highly valid
5.	Eligibility of Serving	100%	Highly valid
6.	Language	100%	Highly valid
Sum		**100%**	

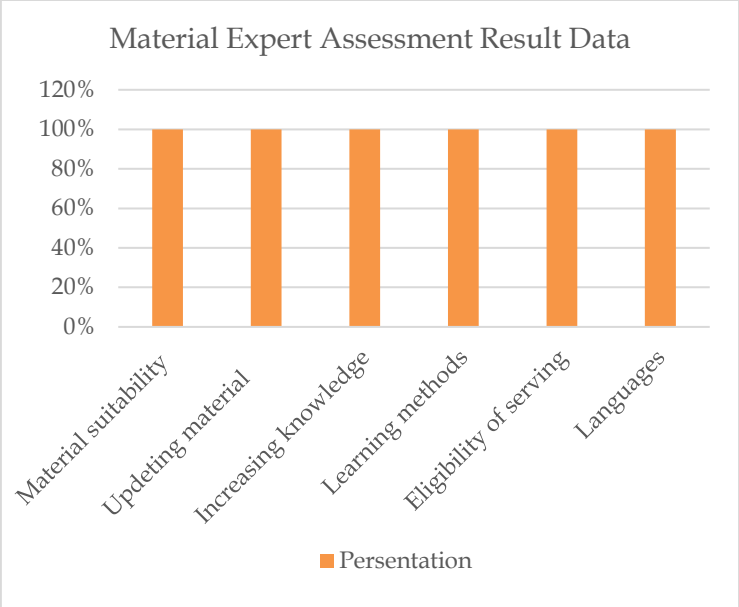


Figure 2. Graph of material validation results

c. Linguist validation

Linguists will assess the validation questionnaire by assessing four aspects, namely the function of language use, the clarity of language use, and the aspect of language suitability and suitability with the development of students. The percentage rate is 85% from Mrs. Sukmawati, S.Pd., M.Pd.

Table 5. Data Validated by Linguists

No.	Aspects	Percentage	Information
1.	Function of Language Use	87.5%	Highly valid
2.	Clarity of Language Usage	87.5%	Highly valid
3.	Language Suitability Aspects	75%	Quite valid
4.	Conformity with the Level of Student Development	87.5%	Highly valid
Sum		**85%**	

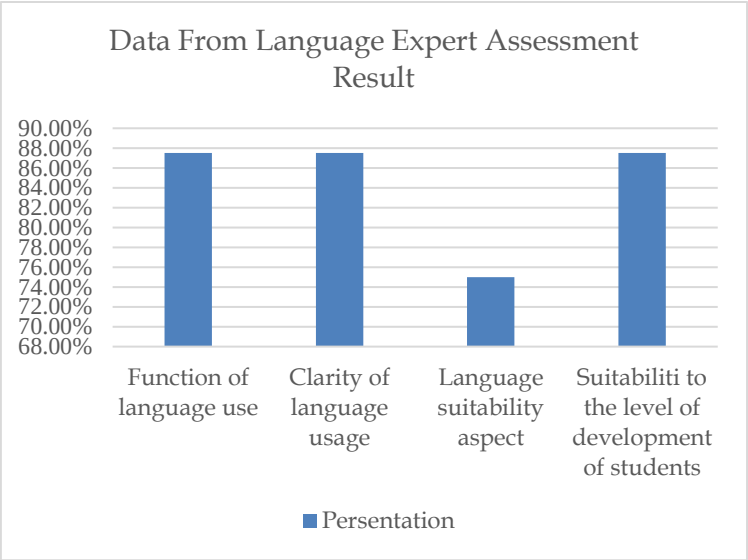


Figure 3. Graph of validation results

Table 6. Combined Validation Results Data

No.	Validator	Percentage
1.	Media expert validators	87,5%
2.	Subject matter expert validators	100%
3.	Linguist validators	85%
Sum		**90,8%.**

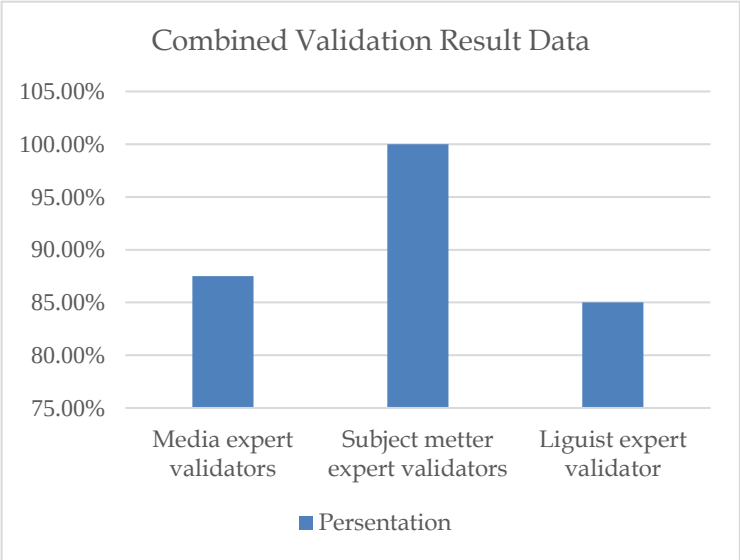
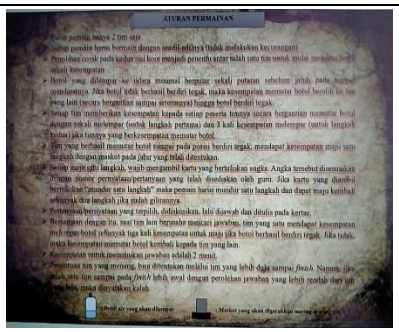
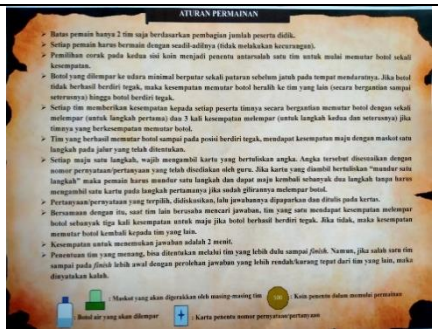
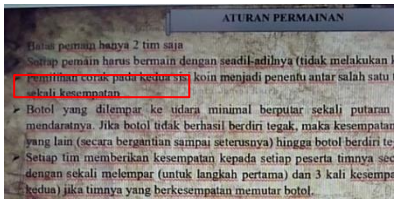
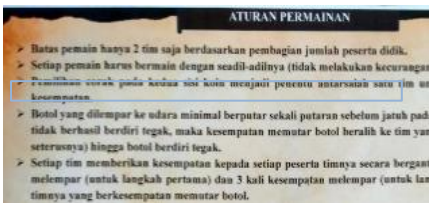
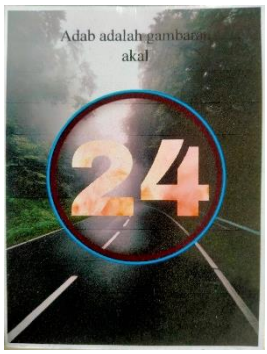
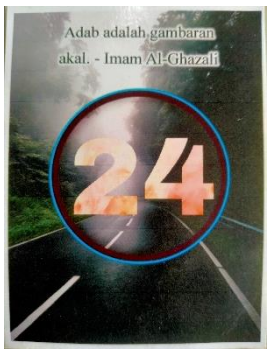
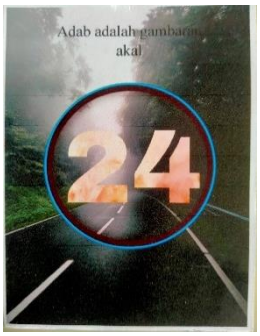
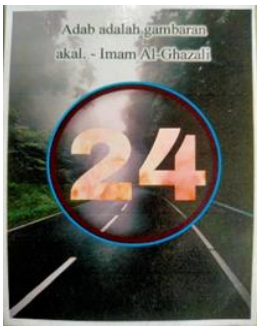


Figure 4. Graph of combined validation results

This stage provides an opportunity for each expert validator to assess the study board learning media developed before being implemented directly on students. Validators' suggestions and inputs are material for revising media shortcomings. Here are some suggestions for improvement from expert validators that can be seen in Table 1.

Table 7. Revision of Suggestions from Validators

Revised	Before the Revision	After the Revision
The background color used is chosen to make *the font* easier to read.		
In-game rule number 1, an explanation is given that the number of teams is based on the division of the number of students.		
Add *a glow effect* to the text to make it easier to read.		
Include the source of each statement that exists on each card.		

d. Implementation

At this stage, validity tests and practicality tests are carried out in small groups. The small group trial was carried out on grade XII students at Madrasah Aliyah Batusitanduk in the moral creed lesson using a random sample selection technique from 30 students, of which six were then selected to be used as a sample. Meanwhile, in the large group test stage, an assessment was obtained from the total number of students that could be obtained through a practicality questionnaire. It follows the opinion that small-group trials can be conducted with 4 to 14 respondents, while large-group trials can be conducted starting with 15 respondents (Sara Annisa et al., 2023). This adjustment ensures that the sample size in the study meets the recommended standards so that the trial results become more valid and reliable. Thus, this method provides a more accurate picture of the effectiveness of the learning media developed.

The validation questionnaire was given to students at the small group test stage to obtain additional data on the level of media validity obtained from six randomly selected students. The

results of the validation questionnaire showed 91.67%, which is very valid. The aspects assessed are interest, material, and language.

Table 8. Data on Validation Test Results in Small Groups

No.	Aspects	Percentage	Information
1.	Interest	89,58%	Highly valid
2.	Material	93,06%	Highly valid
3.	Language	95,83%	Highly valid
Sum		**91,67%**	

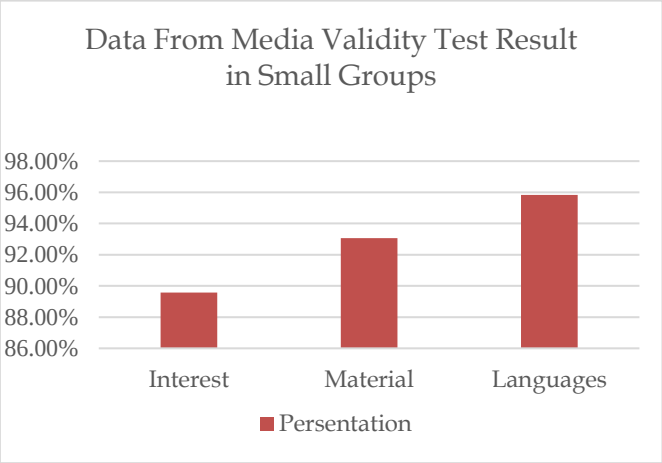


Figure 5. Graph of small group validation results

The practicality questionnaire obtained very practical results with a percentage of 97.32%. The score acquisition was based on the assessment given by all students in class XII of Madrasah Aliyah Batusitanduk at the large group test stage. The aspects assessed are the effectiveness of use, interaction and collaboration, ease of use, creativity and innovation, and user satisfaction.

Table 9. Data on Practicality Test Results in Large Groups

No.	Aspects	Percentage	Information
1.	Effective Use	96,94%	Very practical
2.	Interaction and Collaboration	97,29%	Very practical
3.	Ease of use	97,78%	Very practical
4.	Creativity and Innovation	96,25%	Very practical
5.	User Satisfaction	98,33%	Very practical
Sum		**97,32%**	

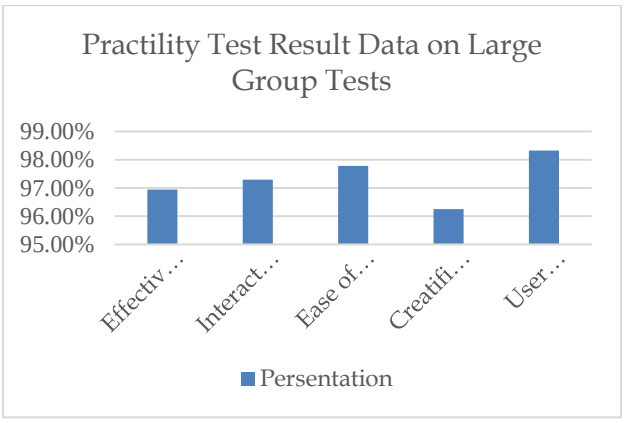
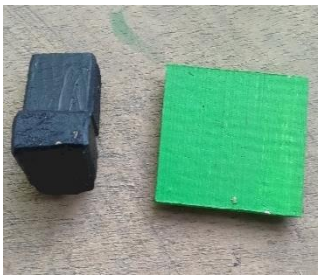
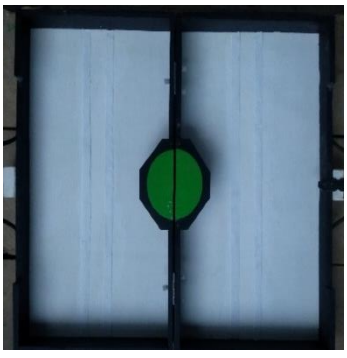


Figure 6. Graph of large group practicality results

Input and suggestions from students at the small group test stage became revision material on the study board learning media that was considered necessary for improvement. The following are inputs and suggestions for student improvement and the revision results, as seen in Table 1.

Table 10. Suggestions and input from students in small groups

Revised	Before the Revision	After the Revision
The bottle used is too easy to dent, and the bottom (bottom of the bottle) is not wide, so it may take much time when used because it is difficult to stand upright.		
Mascots and mascot strip plywood shift easily, so it is necessary to add a magnet to the bottom of the mascot and a piece of mascot strip plywood so it does not shift easily.		
Add a thin piece of iron to the mascot strip court along the length of the medium. The iron is used to support the plywood cut of the mascot strip.		

e. Evaluation

At this stage, formative evaluations are used during the development process. The goal is to ensure that the product being developed is by the original goals and user needs, such as the results of the data collection analysis at each stage of development. These stages include initial interviews, observations, and validity tests. In addition, summative evaluation is also used after the product or program has been fully implemented. The goal is to evaluate the overall effectiveness and success of the product or program in achieving the learning or pre-set objectives (Magdalena et al., 2020). This evaluation provides an overview of how well the product is functioning in producing the desired change or achieving the desired results, such as the results obtained from the Media

Practicality Test. This development process results in a learning medium study board on moral beliefs for grade XII students at Madrasah Aliyah Batusitanduk.

4. Discussion

This research produces products in the form of a learning media study board for grade XII at Madrasah Aliyah Batusitanduk. This study uses the ADDIE research model to develop learning media for moral beliefs to make learning more interesting and fun for students. The ADDIE model is very effective in the development of learning media because it provides a clear structure in the design and evaluation process (Andi Rustandi & Rismayanti, 2021)

In terms of design, the learning media study board that the researcher has developed is made more attractive with the form of media, media colors, media game rules, the addition of motivational sentences, and several others. The learning media developed by the researcher is not like other learning media. This learning media is the result of a researcher's design but is included in the learning media board game Because the basic material for making it uses board/plywood. Learning media study board: Of course, it can arouse students' interest in learning, increase the spirit of learning, and establish good relationships between students and educators. It is characterized by the characteristics of interactive media, where there is good cooperation between groups and can improve memory. Learning through media board games can open up opportunities for interaction, such as discussions between players and problem-solving to complete certain missions (Berland & Lee, 2011). Board games can increase students' involvement and active participation in the learning process (Ratnadewati et al., 2023).

In addition, this method can also improve social and cooperative skills, as well as make learning more fun and engaging. As an educational tool, board games enrich the teaching and learning process and facilitate a more in-depth and interactive learning experience. Widodo Setio Sejati that using interactive learning media in the teaching and learning process is a key factor in achieving student learning outcomes (Widodo Setio Sejati1*, Harja Santana Purba1, 2021). Student performance, ease of use, and replayability (repetition) on the material contained in the learning media study board, as well as the interaction between teachers and students on the material to help students better understand the material, are aspects that researchers pay attention to in the development of learning media study board.

Learning media design study boards allow students to achieve learning outcomes through their interaction with their environment, which aligns with the theory of constructivism. In the context of constructivism theory, it argues that learning is a process in which learners build their understanding and knowledge through experience (Apriyanti et al., 2021).

Class XII at Madrasah Aliyah Batusitanduk never uses learning media. What is used by teachers is only limited to package books and does not use other learning media, including interactive learning media such as learning media study boards. It is natural for a teacher to have a well-thought-out plan that allows teachers to set clear learning objectives, choose the right teaching methods, and provide relevant and interesting teaching materials. Therefore, planning aims to make the delivery of the subject matter structured, interactive, inspiring, fun, and challenging and motivates students to participate actively so that learning objectives can be achieved (Arifuddin, 2020). The Learning media study board developed by the researcher is designed to be as attractive as possible, including the selection of brighter and more striking colors. Using attractive color schemes helps attract students' attention and results in a more lively learning environment (Faradila & Makhsun, 2024).

The learning media developed by the researcher makes it easier for teachers to determine the learning materials they want to learn through the learning media study board because of its flexible nature. The use of flexible media makes it easier for teachers to deliver material and adjust to the needs of students (Rahmawati et al., 2021).

Ease of use and ease of carrying anywhere are some considerations researchers consider when designing media. Teachers and students can use study board learning media anytime and anywhere,

regardless of time and place. So, in conclusion, the study board learning media is one of the learning media that can provide convenience to teachers and students in achieving learning goals.

This study shows that using a learning media study board In the lesson on moral creed can increase students' interest and motivation to be more active in learning. This research makes a new contribution to the literature of religious education by proving the effectiveness of learning media, which is often neglected in formal education. With its interactive nature, it can certainly give the impression of fun learning. Davis AS argues that significant learning progress can be achieved when learners are actively involved in activities or tasks that have relevance and meaning to them. It is because, through involvement in various learning activities, learners can develop the process skills necessary for deep understanding and applying concepts in real-life situations (Darwis, 1979).

Validation by experts shows that this learning medium is very valid, and the response is very feasible to use. This research opens up opportunities for using similar media in various other learning contexts, demonstrating the great potential of interactive media in modern education. Although the study board learning media does not involve technology, it can be ascertained relevant to the times. Students can not only learn with the use of technology but can also learn using learning media that do not contain technological elements. This learning media has the potential to be a solution to the inconsistent provision of facilities in all institutions, particularly in Indonesia, to ensure that learning is more memorable and pleasurable.

5. Conclusion

This research aims to develop a product in the form of a study board learning media to learn the moral beliefs of grade XII students of Madrasah Aliyah Batusitanduk. The conclusion of this study shows some data on the level of validity and practicality of media based on the assessment of experts and students. Media expert validators are 87.5%, material expert validators are 100%, and linguist validators are 85%. In the joint Validation, the assessment of the three validators showed a percentage rate of 90.8%, which was included in the very valid category. Meanwhile, the student's assessment obtained 91.67% for the validity level and 97.32% for the practicality level, which means that the study board learning media is very valid and practical to be used in the learning process. Researchers who want to conduct research around learning media or want to continue this research should pay attention to all aspects that may be lacking in the development process so that the next researcher can conduct new research or continue this research with few or no errors.

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