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Development of Spin Game Media Assisted by Fun Teaching Method to Increase Students' Learning Interest in Moral Faith Subjects

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Abstract. This study develops Fun Teaching–based Spin Game media to enhance students' interest in learning moral beliefs at MTs Yaminas Noling, Luwu Regency. The research employed a Research and Development (R&D) design using the ASSURE model and involved 28 eighth-grade students. Media feasibility was assessed through validation questionnaires completed by media, material, and linguistics experts, as well as student interest questionnaires. Data were collected through observations, interviews, questionnaires, and documentation, and analyzed using descriptive qualitative and quantitative techniques. Validation results showed that the media received a score of 85.4% (very valid), material validation reached 81.2% (very valid), and language validation obtained 75% (valid). Students' learning-interest scores increased from 66.22% (good) before using the media to 95.61% (excellent) after its implementation. These findings indicate that the Fun Teaching–based Spin Game media is feasible and effective in increasing students' learning interest.

Keywords: Spin Game; Fun Teaching; Interest in Learning.

1. Introduction

Islamic Religious Education plays an important role in increasing students' knowledge of Islamic teachings (Wirawan et al., 2020). Islamic religious education plays a significant role in shaping students' character and religious morals, as the study's substance encompasses values, morals, and ethics. Islamic education also seeks to develop students' faith, as well as understanding, appreciation, and application of Islamic principles (K et al., 2024). Student engagement in learning activities aims to build a meaningful understanding of an event, thereby achieving effective learning outcomes.

The main problem that often arises in learning Islamic Education in schools today, one of which is at Mts Yaminas Noling, is the low student absorption of the material delivered (KH et al., 2024; Subhan Adi Santoso, 2021). The learning process primarily focuses on mastering information sources and concepts, requiring students to understand the subject matter thoroughly. This emphasizes the importance of remembering or memorizing and finding the right solution to the given problem. As a result, students' creative thinking skills are not developing optimally. Based on initial observations made by researchers during the learning of moral beliefs and an interview with one of the teachers of moral beliefs in grade VIII MTs, Yaminas Noling, on December 24, 2023. The learning method often used by teachers in the faith and morals learning process is the conventional

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method. The observations indicate that students do not play a significant role in the learning process, and their mastery of the material remains relatively low. The Minimum Completeness Criteria for the subject of Moral Faith at MTs Yaminas Noling is 75. The results of the observation showed that out of 28 students, only 15 students met the Minimum Completeness Criteria.

Using learning media that are interesting and appealing to students is a challenge for teachers. The challenge for them is how teachers must create innovations or breakthroughs to increase the spirit of learning (Desty Endrawati Subroto et al., 2024; Murniati et al., 2024). Most children enjoy things that feature a lot of colors, writing, engaging animations, and games. Spin Game media is designed to attract students' interest in carrying out the learning process, because each part has a variety of colors (Saebani et al., 2023). It contains scores and questions designed to stimulate students to answer and understand the previously presented material. In its use, this media involves the activeness of students in groups who will later receive direct feedback, so that learning is more effective (Hasanah Lubis et al., 2023). After students have successfully answered the questions, the teacher will accumulate their scores, and then a joint discussion will be held.

The concept of the Spin Game is to learn by playing, making the learning process more engaging and enjoyable for students, thereby enhancing their learning evaluations and ultimately improving the quality of learning. The advantage of Spin Game media is that it can stimulate students to participate actively and can provide direct feedback for effective learning (Rachmaida & Mutiarani, 2022). Spin Games are flexible and can be developed and modified in response to advancements in science and technology and to the subject matter provided. Spin Game media not only creates a fun learning atmosphere through attractive visual displays but also encourages student group activity. By providing questions and scores, students are motivated to understand the material, actively participate, and receive direct feedback. This makes Spin Game an effective medium in improving the quality of the learning process interactively and collaboratively (Gui et al., 2023; Yu & Tsuei, 2023).

Although previous studies have developed game-based learning media, most of the focus remains limited to general learning or specific subjects. The gap is the lack of research specifically examining the effectiveness of Spin Game media, when assisted by the Fun Teaching method, in the context of Islamic Religious Education, especially in the subject of Moral Faith. From the empirical perspective, it was found that the use of conventional methods makes students less active. In contrast, from a theoretical perspective, the concept of game-based interactive learning has great potential to build motivation and interest in learning. This suggests that a research gap exists in integrating Spin Game media with the Fun Teaching approach to enhance students' interest in learning.

Based on the gap analysis, this research is focused on answering the following questions: (1) How to develop Spin Game media with the help of the Fun Teaching method in the subject of Moral Faith? (2) How effective is the media in increasing students' interest in learning? The purpose of this research is to develop an interactive and enjoyable Spin Game media and test its effectiveness in fostering students' interest in learning Moral Faith.

Based on the description above, this research focuses on research and development (R&D) in game technology-based media, namely the development of Spin Game as an interactive medium on the Rukun Iman Pillar of Faith at MTs Yaminas Noling. In this study, modern learning media are developed that align with current technological advancements.

2. Method

The type of research used is Research and Development (R&D), which aims to combine existing products with other products to make them more feasible and effective (Okpatrioka Okpatrioka, 2023). This research serves as a bridge between basic and applied research. The product, developed as a Fun, Teaching-Based Spin Game, is expected to be an enjoyable, feasible, and effective learning medium to improve students' learning outcomes. The research uses the ASSURE model that integrates media and technology in instructional design (Iskandar & F, 2020). This model includes: (1) Analyze Learner to analyze learner characteristics, (2) State Performance Objectives to formulate learning objectives, (3) Select Methods, Media and Materials to select teaching methods, media, and materials, (4) Utilize Technology, Media, and Materials to develop media, (5) Require Learner Participation to enable student participation, and (6) Evaluation and Revision to assess and revise products. The research was conducted at MTs Yaminas Noling during the odd semester of 2024/2025, focusing on faith and morals for teachers and grade VIII students to increase interest in learning about the Pillars of Faith.

The development procedure is carried out through the six stages of the ASSURE model. The first stage, Analyze Learner, analyzes learners' basic competencies, general characteristics, and learning styles. The second stage, State Performance Objectives, formulates the expected knowledge, skills, and attitudes. The third stage, Select Methods, Media, and Materials, includes learning strategies tailored to learning objectives and styles, the selection of audio-visual media, and the adjustment of materials to make them interactive and engaging. The fourth stage, Utilize Technology, Media, and Materials, develops media with a scientific approach, interactive design, and expert validation before trials. The fifth stage, "Require Learner Participation," conducted a trial with teachers and students to gather input. The final stage, Evaluation and Revision, assesses the media's feasibility and effectiveness through validator evaluations and product revisions. The final result is in the form of Spin Game learning media that has been validated and adjusted, ready for use to improve the quality of learning in faith and morals.

3. Results

Product Development Results

The product developed in this study is a Spin Game (spinning wheel) used as a learning medium to present the Pillars of Faith material. The development model carried out in this study is the ASSURE model, which consists of the stages of Learning Analysis, Setting Learning Objectives (State Performance Objectives**),** Choosing Methods, Media, and Materials**,** Using Technology, Media, and Materials (Utilize Technology, Media, and Materials)**,** Enabling Required Learner Participation**,** and Evaluation and Revision. The following explains each stage of this development research.

a. Learner Analyze Stage

The first step educators take before planning a learning program is to analyze learners' characteristics. This aims to ensure that the learning is aligned with what students need, so they can achieve the insights and outcomes they desire.

In Analyze Learner, there are several stages, including analyzing student needs and examining general student characteristics.

1) Needs Analysis

The first step taken before entering the product development stage is to conduct observations and interviews. This is done to get an overview of teachers and students, as well as to collect data on the source of teaching materials.

Based on interviews with teachers and students in grade VIII at MTs Yaminas Noling, it was found that students were less interested in learning, resulting in lower classroom activity. When most students were interviewed, they said that the media teachers usually use are packaged books. So students' interest in learning is less. In accordance with the results of the interview above, the researcher developed learning media, specifically the Spin Game, based on *the Fun Teaching method* to increase students' interest in learning.

2) Analysis of Characteristics of Students' Learning Styles

At this stage, the focus is on analyzing the students' character in relation to their learning of Moral Beliefs in the classroom. Information collection was conducted through field observation. In addition, to strengthen the information, the researcher conducted interviews with the classroom teachers in charge. MTs or junior high school students are 12 to 14 years old and are in the formal operational phase. Essentially, children learn formal concepts; they need objects or tools as intermediaries or media to facilitate this understanding.

The results of the interview with Mrs. Hasniati S.Ag stated that the media used by teachers is primarily print media, such as books. This results in some students' learning process becoming inactive, less enthusiastic, and less focused on learning.

b. State Performance Objectives Stage

The next step is to formulate learning objectives. Formulating learning objectives aims to determine the abilities that students will have after participating in Islamic religious education.

c. Select Methods, Media, And Materials Stage

After formulating learning objectives and basic competencies, the next stage is to choose learning methods, media, and materials. The learning method used in this study is the Fun Teaching method. The Fun Teaching method is one of the learning methods that fosters a joyful and engaging learning atmosphere.

The media used in this study is Spin Game media. The selection of this media is carried out through several steps. The first step is to conduct interviews with teachers and students. Based on the interview results, the researcher found that students require game-based learning media to increase their interest and motivation, thereby creating a fun learning atmosphere that aligns with their learning style. The researcher determined the media from the results of interviews with teachers and students, specifically the Spin Game media.

The learning media developed by the researcher will then be validated by three validators: media validators, materials experts, and subject matter experts. The validation process determines whether the developed media is valid.

Next, select materials that are aligned with students' levels and needs to ensure the learning media are effective. The material in this learning media is the Pillars of Faith.

d. Utilize Stage, Technology, Media, and Materials

The next stage involves students and teachers using Fun Teaching-based Spin Game media. To ensure that the use of these media can function effectively to be used in real situations, the researcher needs to carry out five stages, namely: 1) Check the learning media to ensure that the learning media is feasible and according to the learning objectives, 2) Prepare learning tools, 3) Prepare the learning environment, 4) Prepare students so that maximum learning results are obtained, and 5) Provide a pleasant learning experience for participants educate.

e. Required Learner Participation Stage

Furthermore, the finished products are tested in learning activities. The trial was conducted in the VIII classroom at MTs Yaminas Noling. In the first meeting, the researcher divides the prepared material and instructs the students to study it. At the next meeting, the researcher divided the students into small groups (small-group evaluation), each consisting of 4-5 students. After a small group is formed, each representative steps forward to do a Spin. The next step is for students to explain the selected material in Spin and to be given questions related to it. After the learning process is complete, an assessment of the learning media's practicality is conducted. Students and teachers responded to the use of Fun Teaching-based Spin Game media in Islamic religious education.

f. Evaluation and Revisions Stage

The last stage of the ASSURE model is evaluation and revision. The evaluation and revision activities in this study involve assessing students' learning interests and evaluating and revising strategies, technology, and media.

To assess the validity of this development research, an expert validity test was conducted by validators, media experts, material experts, and linguists. Media expert validators evaluate the creation and use of media, while material expert validators evaluate parts of learning materials.

Linguist validators, on the other hand, evaluate the correctness of language use, including communicative effectiveness, conformity with language rules, and the use of terms. Furthermore, the results from this validation stage serve as a reference for reviewing the learning media, ensuring it is suitable for use.

The validation criteria by each validator are described as follows:

a. Media Expert Validation Results

The results of the validation of media experts in this case by Mr. Muhammad Yamin, S.Pd. M.Pd. can be described as follows in the table.

Table 1. Data on Media Expert Validation Results

No.	Indicators	Sum Score	Score Maximum	%	Category
1.	Display	7	8	87,5	Highly Valid
2.	Conformity	13	16	81,25	Valid
3.	Feasibility	21	24	87,5	Highly Valid
	Total score	**41**	**48**	**85,41**	**Highly Valid**

Based on the media expert's assessment validation, an average score of 85.41% was obtained, indicating a very valid category, with a total score of 41 out of 48.

b. Material Expert Validation Results

The results of the validation by subject matter experts can be summarized in the table below.

Table 2. Data on Material Expert Validation Results

No.	Indicators	Sum Score	Score Maximum	%	Category
1.	Fill	13	16	81,25	Highly Valid
2.	Serving	20	24	83,33	Highly Valid
3.	Ease	6	8	75	Valid
4.	Valuation	7	8	87,5	Highly Valid
	Total score	**46**	**56**	**82,14**	**Highly Valid**

Based on the validation results of the material experts' assessment, an average score of 82.14% was obtained, indicating a very valid category with a total score of 39 out of a maximum score of 48.

c. Linguist Validation Results

The results of linguistic validation are presented in the table below.

Table 3. Data on Linguist Validation Results

No.	Indicators	Sum Score	Score Maximum	%	Category
1.	Structure	12	16	75	Valid
2.	Media	9	12	75	Valid
3.	Grammar	12	16	75	Valid
	Total score	**33**	**44**	**75**	**Valid**

Based on the media expert's assessment validation, an average score of 75% was obtained, with a valid category, for a total score of 33 out of 44.

The Importance of Students' Learning Interests

Student Learning Interest Questionnaire to assess the effectiveness of learning media developed based on students' learning interests. Where the student learning interest questionnaire

was administered twice, namely before and after using the developed media, the results are presented in the following table.

Table 4. Results of the Learning Interest Questionnaire Without Using Spin Game Media Fun Teaching Based

No.	Indicators	Total Score	Maximum Score	%	Category
1.	Pleasure	143	224	63,83	Good
2.	Interest	302	448	67,41	Good
3.	Attention	298	448	66,51	Good
4.	Involvement	147	224	65,62	Good
Total score		**890**	**1344**	**66,22**	**Good**

Based on the results of the survey of learning interest of grade VIII MTs Yaminas Noling students in the table above, without using Fun *Teaching-based* Spin Game *media*, it was found that in the fun indicator the total score was 143 out of a maximum score of 224 with a percentage of 63.83%, the interest indicator was 302 out of a maximum score of 448 with a percentage of 67.41%, the attention indicator was a total score of 298 out of a maximum score of 448 with a percentage of 66.51%. The involvement indicator totaled 147 out of a maximum of 224, for a percentage of 65.62%. Based on the assessment scores, the average was 66.22% (total score of 890 out of a maximum of 1344), with a good category.

Table 5. Results of Learning Interest Questionnaire Using Spin Game Media Fun Teaching Based

No.	Indicators	Total Score	Maximum Score	%	Category
1.	Pleasure	220	224	98,21	Excellent
2.	Interest	424	448	94,64	Excellent
3.	Attention	428	448	95,53	Excellent
4.	Involvement	213	224	95,08	Excellent
Total score		**1285**	**1344**	**95,61**	**Excellent**

Based on the results of the questionnaire of learning interest of grade VIII MTs Yaminas Noling students in the table above, using Fun *Teaching-based* Spin Game *media*, it was found that in the fun indicator the total score was 220 out of a maximum score of 224 with a percentage of 98.21%, the interest indicator was 424 from a maximum score of 448 with a percentage of 94.64%, the attention indicator was a total score of 428 from a maximum score of 448 with a percentage of 95.53%, and the involvement indicator of the total score of 213 out of a maximum score of 224 with a percentage of 95.08%. Based on the assessment scores, the average was 95.61%, with a total score of 1285 out of a maximum of 1344, and an outstanding category.

4. Discussion

The purpose of this research is to develop, implement, and measure students' learning interest in the application of Fun Teaching-based Spin Games.

Description of the Development of Fun Teaching-Based Spin Game Learning Media

The development of Spin Game learning media based on Fun Teaching in the subject of Moral Faith at MTs Yaminas Noling is motivated by learning conditions that are still dominated by the use of student books and the limited use of technological facilities, such as LCDs, despite these facilities being available and adequate. Teachers tend to be reluctant to use digital media because it is considered time-consuming. This situation highlights the need for media innovations that are practical, engaging, and easy to use, thereby enhancing the learning environment and increasing students' interest. The presence of Spin Games, powered by Fun Teaching, is a relevant solution

because it can be accessed on laptops or smartphones and offers a more interactive learning experience. This media was developed using the ASSURE model, which emphasizes student analysis, learning objectives, media selection and use, active student involvement, and evaluation and revision, ensuring the product is suitable for learning needs.

The results of the development show that Spin Game can create a more lively and engaging learning experience. The game elements, including a random-spinning wheel, attractive visuals, and challenges within each question, have successfully increased student engagement. Students seem more enthusiastic about learning, while teachers feel supported because this media is easy to use and requires little preparation. This media also provides teachers with flexibility to use at various stages of learning, including perception, material delivery, and evaluation, thereby addressing the problems of limited media variety and limited technology use in the classroom.

The findings of this study align with recent research demonstrating that applying gamification to Islamic religious education significantly increases student interest and participation. Example (Putra et al., 2024) Found that the use of gamification in Islamic religious education learning in primary school increases students' motivation and interest in learning. Likewise, (Sibagariang, 2024) Researchers have reported that Islamic values-based gamification strategies have been successful in increasing the involvement of Generation Z students in Islamic religious education. Moreover (Indriyani & Tofaynudin, 2025) It concluded that using game-based learning in Islamic religious education classrooms creates a more interactive and enjoyable experience while also increasing student focus and participation. Thus, the results of this study support the notion that Spin Game media, grounded in Fun Teaching, is a relevant and practical innovation for increasing students' interest in learning and their involvement in Moral Faith.

Practically, Spin Game media provides tangible benefits for teachers and students. Teachers can better use technology, offering a more varied and creative learning experience without increasing workload. Students also show increased interest in learning because this media provides a competitive, fun learning environment. The use of this media also enables teachers to facilitate more participatory learning, thereby helping achieve learning goals more effectively.

From a theoretical perspective, this study confirms that game-based interactive learning media have great potential to increase motivation and conceptual understanding, in line with constructivist theory, which emphasizes meaningful learning experiences. The ASSURE development model has proven effective in producing products that are relevant to learners' needs and align with the characteristics of 21st-century learning, which demand technological integration. In addition, this study enriches the study of learning innovations in faith and morals by demonstrating that Islamic values can still be effectively conveyed through the Fun Teaching approach. These findings present opportunities for further research, such as developing a mobile app version of Spin Game or integrating an auto-evaluation feature to enhance its effectiveness in the classroom.

Description of the Application of Fun Teaching-Based Spin Game Learning Media

The application of Spin Game learning media, based on Fun Teaching, began with observation activities conducted with homeroom teachers to understand the learning room conditions, supporting facilities, and student characteristics. After observation, the research process consisted of four meetings, during which two participants completed a learning interest questionnaire at the first and fourth meetings. The media application was carried out at the third meeting. In the second meeting, learning began with a joint prayer, attendance checks, and ice-breaking activities to refocus students. The core activity involves introducing the Pillars of Faith material, which serves as the basis for utilizing digital media.

In the third meeting, the learning structure remained the same, but at the core of the activity, the researcher began to apply Spin Game media based on Fun Teaching. Students are divided into four groups of 4–5 people, then each group's representative advances to spin on the media. The group then answers the questions that arise from the spin results, based on the material studied. If the answer is incorrect, the researcher corrects it so the student's understanding remains on the correct path. This activity fosters a more active and collaborative learning atmosphere, motivating students to participate. The learning concluded with a review of the material and ice-breaking activities to refresh the atmosphere.

The application of this media is in line with the findings of the research (Singh, 2025; Wulan et al., 2024) This suggests that the interactive game method (gamification) can enhance learning outcomes, as students are actively engaged and feel more comfortable learning in a fun, non-monotonous, and stress-free environment. Game-based Fun Teaching also fosters healthy competition, strengthening cooperation and group spirit (Kurniawati et al., 2020). Emphasizing that educational game media can naturally enhance mastery of the material by allowing students to learn while playing and interacting.

A study supports these findings (Wulandari et al., 2023), which states that game-based media in social studies learning can foster cooperation, communication, and critical thinking. The group discussion activities during the Spin Game session also strengthen students' social and cognitive skills as they discuss, make decisions, and deliver answers together.

The use of icebreakers at the end of learning also has a positive effect. (Andesti et al., 2025; Arsa et al., 2024; Marzatifa et al., 2021) They emphasized that ice-breaking is a refreshing activity that can help maintain focus, reduce boredom, and help retain previously learned material. Thus, the series of activities used in this study, ranging from Fun Teaching and gamification to icebreakers, has a strong empirical foundation and supports the effectiveness of applying Spin Game media in learning Moral Beliefs.

Theoretically, this study strengthens the understanding that the application of educational game media (gamification) in learning can increase motivation, attention, and learning retention, as affirmed by constructivist learning theory, which emphasizes the importance of meaningful learning experiences (Glasersfeld, 1995). The results of this study also confirm the relevance of the ASSURE development model in producing effective technology-based learning media for the digital generation. In addition, this study enriches the theoretical understanding of learning faith and morals by demonstrating that the use of Fun Teaching-based media not only increases students' interest in learning but also strengthens their mastery of religious values through collaborative and interactive activities. This research can serve as a basis for developing similar media in other subjects, as well as for follow-up research at the broader effectiveness-testing stage.

Description of Students' Learning Interests in the Application of Fun Teaching-Based Spin Game Learning Media

This research differs from previous relevant studies in that it tests the effectiveness of learning media. In contrast, previous relevant research only reached the stage of testing the validity and practicality of learning media. Where to test the effectiveness of learning media is carried out by comparing the learning interests of students who use Spin Game media based on Fun Teaching with the learning interests of students who only use media in the form of packaged books. Additionally, the research conducted by (Dienulhaqqi et al., 2021) demonstrated improvements in learning outcomes, moving from the "good" to the "outstanding" category. The completeness of student learning outcomes in the pre-cycle was 26.7%, in the first cycle of the first meeting it increased to 33.3%, in the first cycle of the second meeting it increased to 46.7%, in the second cycle of the first

meeting it increased to 60%, in the second cycle of the second meeting it increased to 73.3%, in the third meeting of the first meeting it increased to 80%. In the third meeting of the second cycle, it increased to 86.7%. The application of the discovery learning model, supported by spin education media, can improve the learning outcomes of theme 9, Kayanya Negeriku, for 4D students of SD Negeri Wonotingal Semarang.

In this study, it was found that students' learning interest increased when using Fun Teaching-based Spin Game media, compared to when they did not use it, with scores of 95.61% and 66.22%, respectively.

Based on the results of the student learning interest questionnaire, the development of Spin Game media under the Fun Teaching approach was rated outstanding. According to Slameto, indicators of students' learning interest include enjoyment, interest, attention, and student involvement. Therefore, it can be concluded that Spin Game media, based on Fun Teaching, is effective in increasing students' interest in learning Moral Faith, especially material related to faith in the Messenger of Allah. This is also in line with research conducted by (Wahyuningtiyas & Bachri, 2024), who said that using humorous stories has been proven to increase students' motivation, focus, and enthusiasm in subsequent lessons. This is supported by an increase in students' average learning outcomes before and after applying the perception of humor stories from 65 to 92.86. Thus, the perception of homur stories is proven to improve learning outcomes and teachers' professionalism in managing quality learning.

The findings of this study have important practical implications for teachers, schools, and the classroom learning process. The increase in students' interest in learning to reach the outstanding category indicates that the use of Fun Teaching-based Spin Game media can serve as a practical and easy-to-apply alternative learning medium. Teachers can use it as a substitute or complement to conventional media, such as packaged books or lecture methods, making learning more interactive and less monotonous. Additionally, this media can foster a competitive yet enjoyable learning environment, helping students stay more focused, active, and engaged in learning activities. The implementation of the Spin Game can also be utilized in various learning contexts, including perception, core material, and evaluation, thereby providing teachers with flexibility to develop more creative and innovative learning strategies. These findings suggest that schools should encourage the use of simple technology and interactive media to enhance learning quality sustainably.

Theoretically, this study reinforces the idea that students' learning interests can be significantly increased through a game-based learning approach, or gamification, as outlined in learning motivation theory and constructivist learning theory (Harris & Graham, 1994). Fun, Teaching-based Spin Game media support the view that a fun, interactive learning experience can strengthen students' attention, interest, and involvement in the material. These findings further confirm that the indicators of learning interest, as outlined by Slameto, pleasure, interest, attention, and engagement, are more easily achieved when learning is designed using interactive media. In addition, this research makes a theoretical contribution to the development of Islamic religious education learning media, particularly in the area of faith in the Prophet of Allah, by demonstrating that spin-based digital media can be an effective tool in enhancing the understanding of religious concepts. These results open up opportunities for further research, especially in developing broader variants of game media, testing across different grade levels, or integrating Spin Games with other innovative learning models.

5. Conclusion

Based on the results of the research, it can be concluded that the development of Fun Teaching-based Spin Game media uses the ASSURE model which includes six stages, namely analyzing the characteristics and needs of students (Analyze Learner), setting learning objectives (State Performance Objectives), choosing methods, media, and learning materials (Select Methods, Media and Materials), using technology, media, and materials (Utilize Technology, Media and Materials), Enable Require Learner Participation, as well as evaluate and revise products. The application of this media is deemed adequate if students' average learning outcomes meet the Minimum Completeness Criteria (75) for Islamic Religious Education subjects, particularly Moral Faith, at MTs Yaminas Noling. The study's results showed that 95.61% of students achieved scores above the Minimum Completeness Criteria, indicating that the Fun Teaching-based Spin Game media was highly effective. In addition, the questionnaire results showed a significant increase in grade VIII students' learning interest, indicating that this media enhanced their interest, attention, and involvement in learning about faith and morals.

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