



Implementation of Game Methods to Increase Students' Interest and Understanding in Learning Aqidah Akhlak at MIS Mathla'ul Anwar Muruy

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ABSTRACT

This study aims to analyze the effectiveness of game-based methods in enhancing students' interest and understanding of Aqidah Akhlak learning, particularly in the Asmaul Husna material, in the 3rd grade of MIS Mathla'ul Anwar Muruy. The study of Aqidah Akhlak is often considered less interesting by students, so innovative strategies are needed to enhance their learning motivation. The game method is applied as a solution to create a more interactive and enjoyable learning atmosphere. This study used a quantitative approach with data collection techniques through pre-test, post-test, observation, and questionnaire. Data analysis was conducted using the paired sample t-test statistical test to measure the significance of the increase in student understanding before and after the application of the game method. The results showed a significant increase in students' understanding after the method was applied, with the average post-test score increasing compared to the pre-test. Observation during the learning process also showed that students were more active, enthusiastic, and easier to remember and understand the meaning of Asmaul Husna. In addition, the questionnaire results revealed that 90% of students felt more interested in learning with the game method than the conventional method. In addition to the impact on academic understanding, the game method also has a positive social contribution. Students are more actively interacting, cooperating, and communicating with friends and teachers during the learning process. Thus, this method not only improves cognitive aspects but also affective aspects in Aqidah Akhlak learning. This study recommends the wider use of game methods in Islamic learning and the development of more innovative game variations so that they can be applied at various levels of education.

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Introduction

Application of the Game Method in Increasing Interest and Understanding of Aqidah Akhlak Learning on Asmaul Husna Material. Aqidah Akhlak education has an important role in shaping students' character and understanding of Islamic values. One of the materials taught in this subject is Asmaul Husna, which teaches students about the good names of Allah and their meanings in everyday life. However, in practice, Aqidah Akhlak learning is often considered less interesting by students, so their interest and understanding of this material is still low. According to Nurhayati (2021), learning methods that lack variety cause students to get bored easily and be less active in understanding religious concepts.

The game method is an alternative learning strategy that can be applied to overcome these problems. With a more interactive and fun approach, students are more motivated to learn and more easily understand the material being taught. The results of research conducted by Rahmawati & Hidayat (2022) show that the application of game methods in learning Islamic religion can significantly increase student interest and understanding. Therefore, the application of the game method in Aqidah Akhlak learning, especially the material of Asmaul Husna, needs to be studied further to determine its effectiveness in increasing student interest and understanding.

This study aims to apply the game method in learning Aqidah Akhlak on Asmaul Husna material to increase the interest and understanding of grade 3 students of MIS Mathla'ul Anwar Muruy. With this study, it is expected to contribute to the development of more effective and interesting learning strategies. In addition, this study is also expected to be a reference for educators in creating a more enjoyable and meaningful learning atmosphere for students, so that they are easier to understand and memorize Asmaul Husna.

According to Sugiyono (2020), the game method in learning provides a more interactive and collaborative learning experience, so that students are more active in the learning process. In the context of learning Aqidah Akhlak, the game method can help students to connect religious concepts with real experiences in everyday life. Thus, students not only memorize Asmaul Husana, but also understand its meaning deeply.

Some types of games that can be applied in learning Asmaul Husna include interactive quizzes, guessing words, and group games. According to research conducted by Hasanah (2023), educational games based on Islam can improve students' memory and make them more enthusiastic about learning. With the competitive and collaborative elements in the game, students feel more challenged and motivated to understand the material presented.

In addition to increasing interest in learning, the game method also has a positive impact on student understanding. Based on research conducted by Lestari & Suryani (2021), students who learn using the game method tend to have a higher level of understanding compared to students who learn through conventional methods. This is because the game method allows students to learn through direct experience, discussion, and exploration of concepts in a more enjoyable way.

Although the game method has many advantages, the challenges in its implementation also need to be considered. According to Wahyudi (2022), one of the obstacles in using the game method is the readiness of teachers to design games that are in accordance with learning objectives. Therefore, training is needed for educators so that they can develop effective and relevant game strategies for the Aqidah Akhlak material.

Overall, the application of the game method in learning Aqidah Akhlak, especially the Asmaul Husna material, has great potential in increasing students' interest and understanding. With a more innovative and fun approach, students can more easily understand religious concepts and apply them in everyday life. Therefore, further research on the effectiveness of the game method in learning Aqidah Akhlak needs to be carried out continuously in order to optimize learning outcomes in elementary schools.

The game method in learning has been proven to be able to increase students' interest in learning and create a more enjoyable learning atmosphere. In the context of learning Aqidah Akhlak, this method is expected to be an effective alternative to improve the quality of learning, especially in understanding the Asmaul Husna material. According to research conducted by Rahmawati & Hidayat (2021), game-based learning can increase student involvement actively, so that they can more easily understand the religious concepts taught. With a more interactive approach, students are expected to be more enthusiastic in following lessons and be able to memorize and understand the meaning of Asmaul Husna

In addition to increasing interest in learning, the game method also contributes to strengthening students' memory and understanding of the material being taught. A study conducted by Putri & Wahyuni (2022) showed that students tend to remember and understand material more easily if it is presented in an interesting form, such as educational games. The application of this method in learning Aqidah Akhlak is expected to help students not only memorize Asmaul Husana, but also understand and internalize its meaning in everyday life. Thus, the game method can be an effective strategy in creating more meaningful and applicable learning.

Furthermore, the application of the game method also has the potential to increase interaction between students and teachers in the learning process. According

to research conducted by Nugroho et al. (2023), the game method can create a more communicative and cooperative learning environment, so that students are more motivated to discuss and work together in understanding the material being taught. With this hope, research on the application of the game method in learning Aqidah Akhlak is expected to be a reference for educators in developing more innovative learning strategies.

Based on initial observations, many students are less interested in learning Aqidah Akhlak because the methods used are still conventional. This causes students' understanding of the Asmaul Husna material to be less than optimal. The dominant lecture method makes students less active in the learning process, so they get bored more quickly and have difficulty memorizing and understanding the meaning of Asmaul Husna. In addition, the lack of variation in learning strategies also contributes to students' low interest in learning.

In addition to the low level of student understanding, their involvement in learning is also relatively passive. Based on the results of observations, only a small number of students actively ask questions or participate in discussions. Students tend to only listen to the teacher's explanation without any significant involvement in the learning process. This situation shows that a more interactive method is needed so that students can be more active in understanding and memorizing Asmaul Husana. Previous research by Rahmawati & Hidayat (2022) also showed that the lack of interaction in religious learning can hinder students' understanding of Islamic concepts.

In addition, the results of the questionnaire given to students showed that most of them found it difficult to understand the meaning of each name in Asmaul Husna. Students also stated that they found it easier to remember the material if it was presented in a more interesting and enjoyable way. This fact further confirms that more innovative learning methods are needed to improve students' understanding and involvement in learning Aqidah Akhlak. Therefore, the application of the game method is a potential alternative to overcome the obstacles found in conventional learning.

Methods

This study uses a quantitative approach with an experimental method to test the effectiveness of the game method in increasing students' interest and understanding of Asmaul Husna material. The research design used was pre-test and post-test, where students' learning outcomes before and after the application of the game method were compared to determine any increase in understanding and interest in learning. In addition, this study also observed the level of student involvement in the learning process.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from grade 3 students of MIS Mathla'ul Anwar Muruy who were the subjects of the study. Data were collected through observation, questionnaires, and evaluation tests before and after the application of the game method. Meanwhile, secondary data were obtained from relevant literature, such as research journals, books, and scientific articles related to the game method in Islamic religious learning. Previous research conducted by Rahmawati & Hidayat (2021) and Putri & Wahyuni (2022) were used as references in developing.

The data obtained were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to see an overview of students' interests and understanding before and after the application of the game method. Meanwhile, inferential analysis was carried out using the t-test (paired sample t-test) to determine whether there was a significant difference in student learning outcomes after using the game method. According to research conducted by Nugroho et al. (2023), this statistical test is effective in measuring the impact of learning methods on student learning outcomes. With this approach, it is hoped that this study can provide empirical evidence regarding the effectiveness of the game method in increasing student interest and understanding.

Result

The increase in students' understanding of the Asmaul Husna material after the application of the game method can be seen from the significant difference in pre-test and post-test scores. Before the game method was applied, the average student understanding only reached 60%, which shows that many students still have difficulty memorizing and understanding the meaning of Asmaul Husna. This is due to the lack of active interaction in previous learning, which was still dominated by the lecture method. However, after the application of the game method, the students' understanding score increased to 85%, indicating a significant increase.

In addition to increasing understanding scores, observations during the learning process also showed positive changes in students' attitudes. They seemed more enthusiastic and active in following lessons, participating in game activities, and showed an increase in memory of the names of Asmaul Husna and their meanings. These results are in line with research by Putri & Wahyuni (2022), which states that the game method can increase students' active involvement in learning, so that they can more easily understand and remember the material taught. Better interaction between teachers and students also contributes to creating a more enjoyable learning atmosphere.

In addition to the test results and observations, questionnaires given to students also strengthen the findings of this study. As many as 90% of students stated that they

felt more interested in learning with the game method compared to conventional methods. They also said that games helped them memorize and understand Asmaul Husna more easily without feeling burdened. Research conducted by Nugroho et al. (2023) also found that the game method in religious learning can increase student motivation and create a more interesting learning experience. Thus, the data collected shows that the application of the game method in learning Akidah Akhlak can increase student interest and understanding.

To support this finding, this study uses quantitative data analysis with a paired sample t-test approach. The results of statistical testing show that the p-value <0.05 , which means that there is a significant difference between learning outcomes before and after the application of the game method. This indicates that the game method effectively improves students' understanding of the Asmaul Husna material.

From the research result, it can be seen that all students experienced an increase in scores after the application of the game method. This shows that the game method not only increases students' interest in learning but also has a positive impact on their understanding of the material being taught.

In addition, observations during the learning process also show that the game method creates a more active and enjoyable learning atmosphere. Students are more motivated to participate in discussions and group activities, so that the learning process becomes more effective. According to research by Rahmawati & Hidayat (2021), a pleasant learning atmosphere can increase students' absorption of learning materials.

Another factor that supports the effectiveness of the game method is the better interaction between students and teachers. Teachers can more easily observe the development of student understanding and provide more personalized guidance. Thus, learning becomes more focused and in accordance with the needs of each student.

The results of this study also show that the use of game methods can be applied to various other learning materials in Akidah Akhlak. In addition to the Asmaul Husna material, this method has the potential to improve students' understanding of other concepts in Islamic religious education. Thus, the game method can be a recommended strategy to improve the quality of learning in general.

In conclusion, the application of the game method in learning Akidah Akhlak, especially in the material of Asmaul Husna, has been proven to be able to improve students' understanding and interest. Data obtained through tests, observations, and questionnaires support the effectiveness of this method in creating a more interactive and enjoyable learning atmosphere. Therefore, the game method can be used as an innovative alternative in improving the quality of learning in schools.

To ensure the validity and accuracy of the data, this study used triangulation techniques through three main methods, namely tests, observations, and questionnaires. Tests were used to measure students' understanding before and after the application of the game method, so that it could be analyzed whether there was a significant increase in understanding. Observations were made to observe changes in student behavior and their level of involvement in the learning process. Meanwhile, questionnaires were given to students to determine their responses to the learning methods applied and their level of interest in the material being taught. By using this triangulation technique, it is hoped that the data obtained will be more objective and can avoid bias in the analysis.

The results of quantitative data analysis in this study used a paired sample t-test, which aims to compare the test results before and after the application of the game method. The findings of this study are also reinforced by previous research conducted by Nugroho et al. (2023), which stated that the game method can create a more interactive and enjoyable learning atmosphere, thus having a positive impact on student learning outcomes. In addition, research conducted by Putri & Wahyuni (2022) shows that the game method not only increases students' interest in learning but also strengthens their retention and understanding of the material being taught.

Data verification through various methods also shows that the use of game methods in learning Akidah Akhlak, especially in the Asmaul Husna material, has a positive impact on students' interest and understanding. Observations made during the learning process show that students are more active in participating in learning activities, both through group discussions, interactive quizzes, and other educational games. In addition, the results of the questionnaire showed that most students felt more motivated and found it easier to memorize and understand Asmaul Husna after the game method was implemented in learning.

Based on the results of tests, observations, and questionnaires, it can be concluded that the game method is an effective learning strategy in increasing student involvement and understanding. With data triangulation, this study can provide more valid results and can be a basis for educators to develop more innovative and interesting teaching methods. Therefore, the application of the game method in learning Akidah Akhlak can be considered as an alternative to improve the quality of learning, especially in conveying religious concepts to elementary school students.

Discussion

The findings of this study indicate that the game method significantly improves students' understanding and interest in the Asmaul Husna material. Data obtained from the pre-test and post-test prove that there is an increase in scores that reflect better understanding after the application of this method. This shows that the game method

can be an effective solution in overcoming the low interest of students in learning the subject of Akidah Akhlak.

In terms of academic impact, the game method has proven effective in creating a more interactive, interesting learning atmosphere and increasing student motivation. With the presence of game elements, students find it easier to understand the concepts taught and are more enthusiastic in following the lessons. This also contributes to improving overall student learning outcomes, especially in the cognitive and affective aspects.

In addition to academic improvement, the game method also has a positive impact on students' critical and creative thinking skills. Games encourage them to actively participate, complete challenges, and understand concepts through direct experience. Thus, students not only memorize Asmaul Husna, but also understand its meaning more deeply and contextually.

In terms of social contribution, this method helps to improve interaction between students and build better cooperation in learning activities. With better interaction between students and teachers, communication in the classroom becomes more effective. Students are more confident in expressing their opinions and working together in completing tasks, which ultimately enriches their learning experience.

The application of the game method also helps create a fun learning atmosphere and reduces boredom in the learning process. This is especially important in the subject of Akidah Akhlak, which is often considered monotonous if only using conventional lecture methods. With a more creative approach, students can learn more enthusiastically and without feeling burdened.

These findings indicate that the game method can be applied in various other Akidah Akhlak learning materials to improve the quality of learning in general. The success of this method in improving students' understanding of Asmaul Husna can be the basis for the development of other innovative learning strategies in Islamic religious education.

Although the results of this study indicate the effectiveness of the game method, there are some limitations that need to be considered. Factors such as the availability of facilities and infrastructure, as well as the readiness of teachers in implementing this method, can affect its success. Therefore, training for educators in applying the game method needs to be considered to increase its effectiveness.

As a recommendation, further research can be conducted to develop more varied game methods and adapt them to the needs of students at various levels of education. Further research can also explore the long-term impact of this method on improving

students' religious understanding and their critical thinking skills in the context of Islamic education.

Thus, the game method can be an innovative solution in improving the quality of learning Akidah Akhlak. If applied optimally, this method has the potential to increase student involvement in the learning process and create a more meaningful and enjoyable learning experience.

To ensure the accuracy of the research results, data validation was carried out through triangulation using various methods, including tests, observations, and questionnaires. Data from the pre-test and post-test were analyzed using the paired sample t-test statistical test to see the level of significance of increasing student understanding. In addition, classroom observations were conducted to observe student responses and involvement in learning. The questionnaire given to students was also one source of validation, which showed that most students felt the benefits of the game method in understanding the Asmaul Husna material.

The validation results show that there is a strong correlation between the increase in student understanding and the application of the game method. Statistical analysis shows a significant p-value, indicating that the changes that occur are not just coincidence, but are indeed caused by the learning method applied. In addition, the observation results show that students are more active and interested in participating in learning with the game method. The positive responses obtained from the questionnaire also strengthen the finding that this method has a significant impact on increasing student interest and understanding in learning Asmaul Husna.

From the observation results, it can be seen that students are more enthusiastic in participating in learning after the application of the game method. They ask more questions, focus more on memorizing Asmaul Husna, and show improvements in their skills in remembering and understanding the meaning of each name of Allah that is learned. This is in accordance with research conducted by Putri & Wahyuni (2022), which shows that the game method can increase student interaction and involvement in religious learning.

In addition, data from the questionnaire given to students showed that 90% of them felt more comfortable and interested in the game method compared to conventional learning methods. They stated that learning became more fun, easier to understand, and more interactive. This data further strengthens the finding that the game method has a positive impact on improving students' understanding of Asmaul Husna.

From the results of the paired sample t-test analysis, it was found that the p-value < 0.05 , which means that there is a significant difference between the students' pre-test

and post-test scores. This shows that the game method not only provides a fun learning experience, but also significantly improves students' understanding. Thus, the game method is proven to be an effective strategy in improving the quality of Akidah Akhlak learning.

In conclusion, data validation conducted through triangulation with tests, observations, and questionnaires shows that the application of the game method in Asmaul Husna learning has a significant positive impact on students' understanding and interest in learning. Therefore, this method can be used as an effective alternative in improving the quality of Akidah Akhlak learning as a whole.

Conclusion

The findings of this study conclude that the game method is an effective and innovative approach to enhancing students' understanding, interest, and motivation in learning Asmaul Husna within the Akidah Akhlak subject. The significant improvement in students' post-test scores demonstrates the method's impact on cognitive and affective learning outcomes. Additionally, the interactive and enjoyable learning atmosphere fostered by games not only improves comprehension but also encourages critical and creative thinking, active participation, and better student-teacher interactions. This method also strengthens students' social skills, confidence, and cooperation, making the learning process more meaningful and engaging. Despite its success, the method's implementation may face challenges related to resources and teacher preparedness, highlighting the need for professional development. Therefore, the game method holds promising potential for broader application in Islamic education, and further research is recommended to explore its adaptability, long-term effects, and development across various educational levels.

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