



DEVELOPMENT OF ADDIE MODEL FOR CHAPTER THAHARAH LEARNING BASED ON GAME APPLICATIONS IN JUNIOR HIGH SCHOOL

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Abstract

This study aims to determine the effectiveness and attractiveness of using game application media to increase students' learning motivation. This research was conducted in Medan, North Sumatra because the teaching and learning activities (KBM) carried out at the school, especially in fiqh subjects, had used games and applications, it was just that they were still limited to using Microsoft PowerPoint media so that it still seemed less effective. This type of research uses research and development methods or it can also be called research and development. While the sample uses the Dick and Lou Carey development design method. While the samples were taken by class VII students of SMP IT Nurul Azmi Medan, using a one-group pretest and post-test design pattern. The data used is the daily test values before and after being treated, then analyzed using the t-test. The results showed that the game application-based learning media used had a high level of effectiveness and attractiveness. The existence of fairly high interest and motivation to learn shows that there is a high interest of students in teaching and learning activities, especially during fiqh subjects. This finding is supported by field facts where the average daily test scores of students increased by 18.49% from 69.96% to 82.90%.

Keywords: Development, Learning Model, Game Application, Fiqh Learning.

Abstrak

Artikel ini bertujuan untuk mengetahui seberapa menarik dan efektif penggunaan media aplikasi game terhadap peningkatan motivasi belajar siswa. Penelitian ini dilakukan di Medan, Sumatera Utara karena kegiatan belajar mengajar (KBM) yang dilaksanakan di sekolah tersebut khususnya pada mata pelajaran fiqh telah menggunakan game dan aplikasi, hanya saja masih terbatas pada penggunaan media Microsoft power point sehingga masih terkesan kurang efektif. Adapun jenis penelitian ini menggunakan metode penelitian dan pengembangan atau bisa disebut juga dengan research and development. Sedangkan sampel menggunakan metode desain pengembangan Dick and Lou Carey. Sedangkan sampel yang diambil oleh siswa kelas VII SMP IT Nurul Azmi Medan, dengan menggunakan pola one group pretest and posttest desain. Data yang digunakan adalah nilai ulangan harian sebelum dan setelah diberi perlakuan, kemudian dianalisis dengan menggunakan uji t. Hasil penelitian menunjukkan bahwa media pembelajaran berbasis aplikasi game yang digunakan memiliki tingkat keefektifan dan kemenarikan yang tinggi. Adanya minat dan motivasi belajar yang cukup tinggi menunjukkan adanya ketertarikan siswa yang tinggi pula dalam kegiatan belajar

mengajar, khususnya pada saat mata pelajaran fiqih. Temuan ini didukung oleh fakta lapangan dimana nilai rata-rata ulangan harian siswa meningkat 18.49% dari 69.96% menjadi 82.90%.

Kata Kunci: Pengembangan, Model Pembelajaran, Aplikasi Game, Pembelajaran Fiqih.

INTRODUCTION

Learning is a purposeful activity that involves student and teacher activities. To achieve learning objectives, it is necessary to select and use the right method because the learning method functions centrally as a tool or way to achieve learning objectives. In this regard, learning objectives must be developed.¹ Therefore, the learning experience obtained by students is adjusted to their interests and abilities of students. In this case, the use of the right method will also determine the effectiveness and efficiency of the learning activity process. Learning in elementary schools needs to be done by reducing the implementation of methods that prioritize verbalism and increasing the use of methods that emphasize the reciprocal relationship between students and students, students and teachers, and students with learning resources.² based on three domains, namely cognitive, affective and psychomotor goals. In addition, the selection of learning methods should also consider the development of student's abilities and be based on the results of the study between the expected behavior and the way that will be taken in the learning process.³

In the process of learning activities, a teacher and students must prepare a lot in terms of media and models as a support for the process of teaching and learning activities to achieve the desired goals.⁴ As time goes by, the development of science and technology is also increasingly encouraging for renewal efforts in the use of technological results in the learning process. In this sophisticated era, the delivery of information in the process of teaching and learning activities can be reached easily through modern technological advances, such as through electronic devices, the internet, or a game application regarding the material we will

¹ Muhammad Mushfi El Iq Bali dan Noer Holilah, "The Role of Foster Caregivers in the Effectiveness of Online Learning in Pesantren," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (20 Februari 2021): 339–62, <https://doi.org/10.30868/ei.v10i01.1178>; Miriam Degner, Stephanie Moser, dan Doris Lewalter, "Digital Media in Institutional Informal Learning Places: A Systematic Literature Review," *Computers and Education Open* 3 (1 Desember 2022): 100068, <https://doi.org/10.1016/j.caeo.2021.100068>.

² Muhammad Anas Ma'arif, Muhammad Mujtaba Mitra Zuana, dan Akhmad Sirojuddin, "Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools)," dalam *Supporting Modern Teaching in Islamic Schools* (Routledge, 2022).

³ Mochammad Faris Ainun Habibi dan Anita Puji Astuti, "Ismuba Learning Problems and Solutions During Pandemic in Elementary School," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (27 Juli 2021): 342–62, <https://doi.org/10.31538/ndh.v6i2.1580>; Firman Mansir, Tumin Tumin, dan Halim Purnomo, "Role Playing Learning Method in The Subject of Aqidah Akhlak at Madrasa," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 2 (16 Juli 2020): 191–201, <https://doi.org/10.31538/nzh.v3i2.675>.

⁴ Maptuhah Maptuhah dan Juhji Juhji, "Pengaruh Perhatian Orangtua Dalam Pembelajaran Daring Terhadap Motivasi Belajar Peserta Didik Madrasah Tsanawiyah," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (22 Mei 2021): 25–34, <https://doi.org/10.54069/attadrib.v4i1.127>; Lusia Mumtahanah, "Integrasi Nilai Multikultural Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah Dasar," *Nazhruna: Jurnal Pendidikan Islam* 3, no. 1 (7 Februari 2020): 55–74, <https://doi.org/10.31538/nzh.v3i1.461>.

learn.⁵ In fact, regarding the problem of using the learning model, a teacher has not optimized this learning model properly.⁶

Among the related problems, the learning model used is very limited when viewed from a distance. In addition, in conveying a material, educators carry out simple practices with students to invite students to carry out the movements practiced by educators. Therefore, the most important function of this game application-based learning model is as a teaching aid. Through this game application learning model, it is hoped that it can enhance the quality of the teaching and learning process which will later affect the quality of student learning outcomes. Several types of game application learning models can be used in educational and teaching activities, namely: Strategy Games, Role-Playing Games, Sports Games, Adventure Games, Puzzle Games, and Action Games.⁷

The use of IT-based learning models by using this game application is based on a technological foundation in its use, where this educational technology can solve problems in education through the utilization or use of sophisticated systems in education. This game application is a game that has educational elements in it so that the teaching and learning process is more fun and not boring.⁸

The existence of technology that is easily accessible in the current era of globalization, allows students to be able to access information quickly and easily, just by using a smartphone. This smartphone is no longer a very foreign object among the public. How not, all the information we get can be accessed more easily just by looking for it on the internet site. In addition, almost everyone in this world already has a smartphone of various brands and types. This makes people aware of the world of technology that is growing rapidly in the current era of globalization.⁹

Smartphone users in Indonesia have various types ranging from old smartphone types to the latest releases. In Indonesia, there are at least two smartphone operating systems that are widely used, namely the Android type and the Apple type. The types of Android and Apple that are currently circulating have versions for each development that are always developed to be more sophisticated and can access various kinds of features without compromising the quality of their access.

⁵ Ismail Suardi Wekke dan Sanusi Hamid, "Technology on Language Teaching and Learning: A Research on Indonesian Pesantren," *Procedia - Social and Behavioral Sciences*, 2nd World Conference on Educational Technology Research, 83 (4 Juli 2013): 585–89, <https://doi.org/10.1016/j.sbspro.2013.06.111>; Vinza Hedi Satria dan Darlis Herumurti, "Role-Playing Game as Learning Media To Support Online Learning," *Journal of Education Technology* 5, no. 4 (26 November 2021): 579–87, <https://doi.org/10.23887/jet.v5i4.39718>.

⁶ Muhammad Annas Budiarto dan Unik Hanifah Salsabila, "Optimizing Islamic Education Towards the Golden Era of Indonesia," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (29 Januari 2022): 1–19, <https://doi.org/10.31538/tijie.v3i1.105>.

⁷ Ulul Azmiyah dan Anita Puji Astutik, "The Role of The Movement Teacher in Preparing Indonesia's Excellent Generation," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (8 Agustus 2021): 396–408, <https://doi.org/10.31538/nzh.v4i2.1582>; Satria dan Herumurti, "Role-Playing Game as Learning Media To Support Online Learning."

⁸ Tsung-Yen Chuang, Martin K.-C. Yeh, dan Yu-Lun Lin, "The Impact of Game Playing on Students' Reasoning Ability, Varying According to Their Cognitive Style," *Educational Technology & Society* 24, no. 3 (2021): 29–43.

⁹ Nurul Annisa, A. Akrim, dan Asrar Aspia Manurung, "Development Of Teacher's Professional Competency In Realizing Quality Of Human Resources In The Basic School," *IJEMS: Indonesian Journal of Education and Mathematical Science* 1, no. 2 (15 Mei 2020): 156–60, <https://doi.org/10.30596/ijems.v1i2.4590>; Widya Masitah dan Juli Maini Sitepu, "Development of Parenting Models in Improving Children's Moral Development," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (15 November 2021): 769–76, <https://doi.org/10.31538/nzh.v4i3.1692>.

METHOD

Research and Development is a series of processes or steps in developing a new product or improving an existing product, not always in the form of objects or hardware such as books, modules, or learning aids in class, will but it can also be in the form of software, such as computer programs for data processing, classroom learning, libraries or learning models, guidance and evaluation. In the research and development process, several methods will be needed, namely descriptive methods, evaluative methods, and experimental methods.¹⁰

The development model used in this development research is the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model.” The reason for this development research using the ADDIE model is because it has systematic stages and is easy to learn. The ADDIE model is a development model that has systematic and simple stages

According to Sugiyono, there are three general research objectives, namely discovery, proof, and development. The discovery is that the data obtained from the study are data that are completely new or have never been known before. The proof is that the data obtained is used to prove that there is doubt about certain information or knowledge. Meanwhile, development deepens and expands existing knowledge.¹¹

This data analysis activity is to group data based on variables and types of respondents, tabulate data based on variables from all respondents, present data for each variable studied, perform calculations to answer the problem formulation, and perform calculations to test the hypotheses that have been proposed.

Validity test. In calculating validity, researchers can use the SPSS program. To find out the empirical picture, assessment criteria must first be made based on the percentage score of an answer. Reliability Test. Arikunto says that reliability refers to an understanding that all instruments are reliable enough to be used as a data collection tool because the instrument is already good.¹² Difficulty Level Test. The difficulty level of each item is the ratio between the correct answerers and the number of answerers. The level of difficulty is a measuring tool to state that the items are easy, medium, and difficult. Normality Test. The normality test was carried out with the aim of testing whether in the regression model the confounding or residual variables had a normal distribution or not. The following is a hypothesis for testing the normality of a data, namely:

Ho: Significant number (Sig) <0.05 then the data is not normal

H1: Significant number (Sig) <0.05 then the data is normal

Homogeneity Test. A homogeneity test is used to test whether the distribution of data from two or more variants comes from a homogeneous population or not, by comparing two or more variants. Data is said to be homogeneous if it has a significant value of more than > 0.05.

¹⁰ Trianto, *Pengantar Penelitian Pendidikan bagi Pengembangan Profesi Pendidikan dan Tenaga Kependidikan* (Jakarta: Kencana, 2010), 207.

¹¹ Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)* (Alfabeta, 2008).

¹² Suharsimi Arikunto, *Prosedur penelitian: suatu pendekatan praktik* (PT. Bina Aksara, Jakarta, 1983).

RESULTS AND DISCUSSION

This study aims to develop game-based learning media on taharah material. The research and development procedure is an adaptation of the ADDIE research and development steps developed by Dick and Carry in designing a learning system, which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation.

Design Analysis

The main activity at this stage is to analyze the need to develop new learning models/methods and analyze the feasibility and requirements for developing new learning models/methods. Analyzing the practicality and effectiveness of developing new learning models and evaluating the development of these learning models. The development of new learning methods begins with a problem in the learning model/method that has been applied. Problems can occur because the existing learning models/methods are no longer relevant to the needs of advice, learning environment, technology, student characteristics, and so on.

Design (Planning)

After analyzing the needs of school selection and material selection. So the next step is to plan research and development of game application-based learning products with the following steps: (a) Collecting learning resources related to Islamic religious education learning with taharah sub material as material guidelines during research and development of game application-based media. Learning resources can be obtained from textbooks or the internet. (b) Sorting and selecting taharah material from various learning sources to be relevant and accurate. (c) Make notes on Islamic religious education materials that will be used in media development. Notes are manifested in a simple concept map of Islamic religious education material in notebooks or notes. (d) Designing a design or layout for the display of Islamic religious education materials that are following the development and character of junior high school students (e) Prepare materials needed for media development. (f) The lift that was made was validated three times by the expert kitchen, namely 2 lecturers and 1 Islamic religious education teacher. (g) Prepare materials and project assignments and evaluations in the form of pre-test and post-test.

Development

Intro

In the intro scene, there are titles, animated images, and colorful backgrounds that can attract students' attention. In this scene, there are two columns, namely the list column and the login column. In Figure 4.1 the display of the program results is a display of the application that has been designed and built. The display of the program results from the educational game application for Android-based Taharah material, proceed to the following menu. The main page display of the educational game for Android-based Taharah material that has been created can be seen in the image below

The class believes that the multimedia-based learning media product developed by the researcher can be used to assist the learning process and the material in it is feasible to be applied in class VII SMP IT Nurul Azmi Medan. Then, the percentage of product achievement can be calculated using the following mathematical formula:

$$\text{Percentage} = \frac{\text{Answer} \times \text{weight}}{\text{highest weight}} \times 100$$

Percentage = $\frac{46}{110} \times 100$

Where:

Number of Answers: 46

N: 10

Highest weight: 5

Results calculated the percentage of product achievement of 92%, this number is in very good qualification and does not need to be revised.

Student responses to game application-based learning media products

Learning media products based on game applications in fiqh learning developed by researchers are then applied in the learning process in the classroom using Android smartphones. developed.

Product Effectiveness Level Validation

Characteristics of Respondents

Based on the results of data processing, information was obtained about the characteristics of students in class VII SMP IT Nurul Azmi, namely the number of students as many as 31 children consisting of 27 girls and 4 boys.

Table 1. Gender

Valid	Frequency	Percent	Valid percent	Cumulative percent
Man	4	12.9	12.9	100.0
Woman	27	87.1	87.1	
Total	31	100.0	100.0	

T-Test Result Data Exposure (Pre-test and Post-test)

T-test results used to determine the level of difference in the average scores obtained by students before being given treatment and after being given treatment. IT Nurul Azmi Medan. Students' interest and motivation to learn, it has been described in the sub-section on the results of product trials and student responses. While the learning outcomes used the results of the test scores before and after being given treatment. The value of the daily test before being treated was obtained from a written test that had been carried out by the subject teacher, while the value of the daily test after being treated was taken from the results of the interactive test available in the product.

Where, after students obtain material about ablution, students' understanding level tests are carried out through questions packaged with interactive quizzes. The questions that must be answered by students are multiple-choice and true/false as many as 10 questions with a total score of 100 after being converted. In interactive tests, the teacher does not need to bother correcting students' answers because the practice quiz developed has been equipped with the accumulated scores obtained by each student when answering each question so that the teacher simply records the final results that appear after the students have finished

answering all the questions. After the collected scores were documented, the researchers carried out the data processing process using SPSS 21, namely the T-test one group test (pre-test and post-test). The test results can be seen in the following table:

Tabel. 2. T-Test One sample statistics

	N	mean	Std. Deviation	Std. Error Mean
Pre-test	31	69.96	7.17	1,288
Post-test	31	82.90	5.88	1.056

Tabel. 3. One sample test

	Test Value = 0					
	T	df	Sig. (2-tailed)	mean Difference	95% CID	
					Lower	Upper
Pre-test	54,320	30	.000	69,967	67.33	72.59
Post-test	78.445	30	.000	82,903	80.74	85.06

The one-sample statistics table and one-sample test show that the number of respondents (students) as many as 31 all already have pre-test and post-test scores, deviation freedom 30, the value of sig 2 tailed is 0.000 with a confidence level of 96% while the average value 'The students' pre-test scores were 54 and the highest was 82 while the lowest post-test scores were 70 and 90. Based on these results, showed that the students' scores increased by 12.94 points or 18.49%.

Product Development Evaluation

Evaluation is the last stage of the ADDIE development model. Because this study only limited trials, the evaluation referred to here is the evaluation of implementation activities. The results of the evaluation were obtained from suggestions from teachers and students during the trial so that from this evaluation stage a final revision was carried out. In this case, the researcher develops media with the ADDIE model in developing digital-based learning media in developing the developed media which has advantages and disadvantages. The advantages that researchers have developed are digital-based and easy-to-use learning media, not boring students, so the learning objectives can be achieved, the lack of media developed by researchers is not available for use in the form of OSS or laptops.

Analysis of Game Application Learning Media Development

The product of the development of this learning media is an interactive learning game application that is used as a learning media for teachers and students which consists of menus related to Fiqh lessons. This learning media has been carried out and practiced in class VII SMP IT Nurul Azmi Medan. Based on the results of the content/material test, the learning design expert test, the subject teacher test, and the field test. Each of the results of the validation test for developing teaching media based on this game application has been described in chapter IV.

Based on the product of the development of teaching media based on this game application, it can be seen that the characteristic of learning media used in the process of learning activities is through the addition of interactive learning game application practicum media. This teaching media also contains material, character values, and questions about Fiqh lessons by integrating various types of media such as sound, images, and text.¹³

Although this game application-based teaching media is considered feasible to be used as a medium in learning and when viewed from the manufacturing process it is not too difficult for beginners so it does not take a long time to develop. However, there are some weaknesses in it, such as simple material so we have to deepen it further, then the column window is small so we have to be observant in applying it.

In the application of quiz creator researchers cannot use the type of question in the form of an essay, because the answers given by students must be the same as the answers we include as corrections in making the questions so that students can get corrections that are wrong or the answer is correct.

Analysis of the Attractiveness Level of Learning Media Game applications in Fiqh Learning in Class VII SMP IT Nurul Azmi Medan.

In teaching and learning activities that lead to physical activity, where technically the teacher must plan student involvement to be more active and interactive in the learning process in the classroom. For example, starting from preparing all learning needs, providing time for students to participate in thinking, and moving actively to motivating to learn through interesting learning media. This kind of emphasis on physical activity directs students to be more focused and enthusiastic about receiving the material presented during the learning process. So that is the use of game application-based teaching media in fiqh learning, the teacher acts as a facilitator, where the teacher conveys the subject matter through the learning media.

Meanwhile, in teaching and learning activities that involve students' mental activities, it can be planned through the provision of a stimulus or motivation in the form of images or videos that have been made as attractive as possible in this game application-based learning media. So that later it can change the mindset of students during learning, then the results will be in vain and the learning objectives will not be achieved optimally.

Besides motivation, other causes are related to the teaching process carried out by the teacher. Complaints occurred while teaching and learning for class VII students at SMP IT Nurul Azmi during fiqh lessons, the teacher only delivered the subject matter with lectures, so students could only listen and take notes. Teachers who cannot convey their learning well will increasingly make their students confused and bored because the methods used are not appropriate. Therefore, to arouse students' motivation and interest in the learning process, a teacher must be able to create interesting delivery techniques. So that the student party is

¹³ Siti Na'ilul Hidayah dan Ashif Az-zafi, "The Role Of The Religious Laboratory In Improving Students Understanding Of Fiqh Lessons," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (25 Juli 2021): 157–74, <https://doi.org/10.31538/tijie.v2i2.53>; Mhd Reza Fahlevi, Asnil Aidah Ritonga, dan Wahyuddin Nur Nasution, "The Relevance of The Madrasah Aliyah Fiqh Package Book Published By The Indonesian Ministry of Religion With The 2013 Curriculum," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (19 Agustus 2021): 460–76, <https://doi.org/10.31538/nzh.v4i2.1605>.

interested in paying attention and being actively involved in the learning process. One of them is that teachers are required to be creative in making game-based learning media. This is what makes researchers develop learning media using game applications.¹⁴

Based on the results of research by experts and practitioners as well as results from field tests, it provides clear information about the existence of game-based learning media. From this assessment, it can be seen the feasibility of developing game application learning media used by teachers in fiqh lessons. The development of this game application media has been validated by content experts, learning design experts, and subject teachers, so that it is feasible and can be used by teachers and students. Based on the results of the expert assessment of the content of fiqh subjects on the game application learning media as stated in chapter IV the percentage of learning media achievement rate is 92%. This proves that this game application learning media is feasible to be used in the delivery of fiqh learning materials.

Then, according to learning design experts, game application teaching media produces a percentage of the level of achievement of teaching media by 80%. This figure shows that this game media is good to use. Meanwhile, according to educational practitioners, the percentage of achievement of this game application media product is 90%, where this figure is in very good qualification and does not need to be revised. Based on the assessment scores, both from the media expert test, material/content expert and MA teacher education practitioners, this game application teaching media is classified as a good category. So in general, the product of the development of this game application learning media has met the feasibility. However, there are also suggestions and input in the form of improvements that can be used as revision material.

Analysis of the Effectiveness Level of Learning Media Game Applications in Fiqh Learning in Class VII at SMP IT Nurul Azmi Medan.

The process of teaching and learning activities is essential to develop student activity and creativity, through various active interactions and learning experiences. Paying attention to the activities and creativity of students is an important point for a teacher because it will affect the success of learning in the classroom. The implementation of game application media in-game fiqh lessons in class VII SMP IT Nurul Azmi Medan requires tenacity, patience, and careful planning according to the needs and age development of students. Even from the planned time, it was still considered inadequate, for example, when implementing the game application learning media in class VII SMP IT Nurul Azmi Medan at first they were still carried away by the atmosphere of habituation of previous learning using the lecture method.

Therefore, learning in the classroom is highly sought so that it is not too serious to apply only the cognitive aspects, but is also directed to the affective and psychomotor aspects.

¹⁴ Shing-lung Chen dan Yeu-Ting Liu, "Learning by designing or learning by playing? A comparative study of the effects of game-based learning on learning motivation and on short-term and long-term conversational gains," *Interactive Learning Environments* 0, no. 0 (6 Agustus 2021): 1–15, <https://doi.org/10.1080/10494820.2021.1961159>; Rika Sa'diyah, "The Influence of Religious Motivation and Students Learning Outcomes in Islamic Religious Education Towards Students Tolerance Attitude," *TARBIYA: Journal of Education in Muslim Society* 2, no. 1 (15 Juni 2015): 70–82, <https://doi.org/10.15408/tjems.v2i1.1672>.

This condition will be useful for students to be able to understand the subject matter in a relaxed manner without any coercion from the teacher. This is because the presence of students in class is a subject of study, they are a determining factor for everything that is needed during learning.¹⁵

To increase students' motivation and enthusiasm for learning in class VII SMP IT Nurul Azmi Medan, especially during fiqh lessons, it is to know the supporting factors both from within or outside the individual. The task of the fiqh teacher in the classroom is to condition the learning atmosphere to support changes in student learning behavior. Therefore, to find out the changes that occur in students in the fiqh learning process is to divide learning activities into three stages: namely pretest, process, and posttest.

The pretest is the first step taken by the fiqh teacher, used to find out student learning outcomes before using the game application learning media, that is, only by using the lecture method. The results of this pretest can be said to be still relatively unsatisfactory. And it still appears that students still find it difficult to answer simple questions. After that, a learning process was held using game application media, where teachers prepared subject matter using material slides and attractive picture icons. Likewise, when giving questions, questions are made with an attractive appearance so that students can be excited to answer them.

The test data conducted on seventh-grade students of SMP IT Nurul Azmi Medan showed the lowest score of the student's pre-test was 54 and the highest score was 80. While the lowest score of the students' post-test results was 70 and the highest score was 90. The test results show that the use of game application learning media on fiqh subjects in class VII SMP IT Nurul Azmi Medan is considered effective in increasing student motivation as evidenced by an increase in student scores of 12.94 points or 18.49%.

CONCLUSION

Feasibility of developing the ADDIE Model for Learning this *Thaharah* subject, namely: The average pre-test which shows the initial ability of students in class VII fiqh subjects is 69.96. After going through teaching and learning activities with this game-based interactive learning model, the average score of students increased to 82.90, an increase of 18.49%. This shows that the use of media in learning fiqh at SMP IT Nurul Azmi Medan has been applied effectively and is feasible to use.

The practicality of Game Application-based ADDIE Model Development can be used anywhere and can be accessed anywhere. This is because game applications can be uploaded through the play store and apps store so they are considered practical and economical. The Effectiveness Level of Game Application-based ADDIE Model Development Judging from the learning indicators, this application-based interactive *thabarob* learning plays a very important role in increasing student interest, motivation, and learning outcomes for a subject

¹⁵ Samsul Susilawati, "Prospects of Digital Literature and Its Implications on Increasing Learning Outcomes During The Covid-19 Pandemic," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (13 November 2021): 526–36, <https://doi.org/10.31538/ndh.v6i3.1776>; M. Nurul Ikhsan Saleh, Ratna Sari, dan Puji Alim, "University Students' Perception on The Implementation of Online Learning During The Covid-19," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 1 (24 Januari 2021): 1–17, <https://doi.org/10.31538/nzh.v4i1.1022>.

matter thoroughly which is better than conventional learning. This shows that the use of media in learning fiqh at SMP IT Nurul Azmi Medan has been implemented effectively. Evaluation of ADDIE Model Development is carried out at the final stage. Students and teachers give opinions about this media that makes it easier for students to imagine and understand the content of the material they see because the material presented becomes clearer and not boring when reading it.

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