

## CHAPTER I INTRODUCTION

### A. BACKGROUND OF THE PROBLEM

Education is one aspect of life that is very important for the development of a country. In implementing school education, teachers are involved as educators and students are involved as students, this is achieved through teaching and learning interactions and the learning process.<sup>1</sup>

In society, education plays an important role in the existence and development of society. Because education is a process of preservation, transmission and transformation of life values from various aspects to future generations.<sup>2</sup>

The purpose of Islamic religious education is to expand students' knowledge of Islam. Someone who understands Islamic religious education certainly understands how to behave in daily life better than someone who does not understand Islamic religious education. Moreover, Islamic religious education can be a guide to goodness and become a basic necessity for the family.<sup>3</sup>

Islamic religious education does not only equip students with memorized content, but also invites and encourages them to become better human beings. In developing education in Indonesia, it is necessary to pay attention to several things such as effective and efficient learning methods so that the learning obtained achieves the right goals.

As time goes by, education evolves, and not only teacher-centered learning only, but student-centered learning is also considered as good

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<sup>1</sup> A. Soedijarto, *Introduction to Education: An Initial Introduction for Prospective Educator Students* (Jakarta: Rajawali Press, 2017). P.32

<sup>2</sup> Dimiyati & Mudjiono, *Learning and Learning* (Jakarta: PT Rineka Cipta, 2019). P.12

<sup>3</sup> S. Suparman, *Education and Human Development in Indonesia* (Yogyakarta: Pustaka Pelajar, 2018). P.24

learning. In this way, teachers indirectly train students to be independent and solve their own problems.

In learning, teachers play an important role in choosing and designing the right strategy for their students. Teachers must be professional, creative and innovative, create a fun and not boring classroom atmosphere, and involve students by creating an atmosphere where teachers are respected, students are valued, and learning is harmonious.<sup>4</sup>

There are many options available to teachers for teaching and learning activities. One of the options is the habit method. Habituation is a consistent and programmed learning method. Consistently working on moral development, language skills and worship (habits: praying in congregation, order and punctuality, language week, polite behavior and speech). Development activities (habituation: planning, organizing, implementing, and evaluating activities) are programmed to be carried out daily and regularly.

One of the lessons in Islamic Religious Education is Jurisprudence, which studies the basic laws of life covering various aspects, such as worship, *muamalah*, morals, and social issues. Jurisprudence provides practical guidance based on the Qur'an and Hadith to carry out daily activities in accordance with Islamic law. *Fiqh* material not only focuses on theory, but also on the practice of the law, such as procedures for prayer, zakat, fasting, and hajj.

In addition, *fiqh* also teaches about the importance of maintaining relationships between individuals in society through buying and selling transactions, marriage, and other social interactions. By understanding *fiqh*, learners can carry out religious obligations correctly and understand the limits in various aspects of life, so as to create harmony between their faith and behavior.<sup>5</sup>

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<sup>4</sup> K. Anwar, *Indonesia's National Education System: History, Policies, Issues, and Problems* (Jakarta: Bumi Aksara, 2020). P.19

<sup>5</sup> Miftahul Jannah, "Students' Understanding of Fikih Lessons at Madrasah Aliyah," *Journal of Islamic Education* Vol. 12, no. 3 (2023). P. 25

However, the challenge faced in learning *fiqh* in this modern era is that the younger generation tends to lack a deep understanding of *fiqh* due to a lack of religious literacy, while the older generation sticks to traditional methods that are sometimes irrelevant to the modern context. The younger generation often has a limited understanding of the basics of *fiqh*, such as the laws of *thaharah* (purification), prayer, fasting and *muamalah* (social relations). This is due to the lack of applicable *fiqh* learning. Fiqh materials in schools tend to be theoretical, with no emphasis on application in everyday life. The influence of popular culture and the daily activities of the younger generation are often dominated by entertainment and social media, reducing time to study religion.<sup>6</sup>

Problems in learning *fiqh* at school are often the cause of lower student grades. One of the obstacles is the lack of student understanding of *fiqh* material which tends to be taught theoretically without emphasis on real application. Monotonous teaching methods, such as one-way lectures, also make students less motivated and difficult to understand *fiqh* concepts, such as procedures for worship, *muamalah* law, or *jinayah*. In addition, *fiqh* learning in schools often lacks space for hands-on practice, making it difficult for students to apply their knowledge. On the other hand, the influence of technology and digital distractions, such as social media and online games, also reduce students' focus during the learning process. The lack of regular evaluation and feedback from teachers exacerbates this situation as students are unaware of their shortcomings and find it difficult to improve learning outcomes.

In the teaching process, the method used by the teaching teacher is the lecture method where many students experience drowsiness during learning, tend to be reluctant to speak up or voice opinions, and are less active in asking questions related to the subject. The lecture method tends to be one-way, so students often become passive listeners without any active

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<sup>6</sup> Maulana Hatta, "Social Media, a Source of Alternative Religion for Teenagers," *Dakwah: Journal of Da'wah and Community Studies* Vol. 22, no. 3 (2018). p.42

involvement in the learning process.<sup>7</sup> This results in several problems, such as students' lack of understanding and memory of the material presented, students' lack of confidence when asked to answer questions from the teacher, as well as students' reluctance to record lessons.

The lecture method is more suitable for students with auditory learning styles, but less effective for students with visual or kinesthetic learning styles. The lecture method focuses more on conveying information rather than stimulating critical thinking or in-depth discussion so students are less trained to analyze, evaluate, or solve problems independently.<sup>8</sup>

The lecture method often relies on verbal communication only, without the support of interesting media or technology. The lack of variety in the delivery of material makes learning feel monotonous. If the learning methods used are not varied, there is a possibility that students will feel bored or think the material taught is not important, which in turn can affect their learning outcomes.

This problem also occurs at As-Salaam Islamic Boarding School, Solo, which is a modern-based school that combines the *pesantren* curriculum and the independent curriculum. In learning Fiqh, they use the curriculum implemented by the Ministry of Religion and interspersed with the *pesantren* curriculum as additional learning for deeper mastery of the material. In teaching and learning activities, teachers teach students in a monotonous way, causing many children to be sleepy, not paying close attention, lack enthusiasm in learning activities, and lazy to write. As a result of this ineffective learning process, there was a decrease in grades below the average (KKM), with an average grade 8 score of 70.<sup>9</sup>

To overcome this problem, researchers offer the use of serious board game media as an innovative solution. Serious board games can create a more engaging and interactive learning experience, allowing students to learn *fiqh* through challenging and fun games. This media can actively

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<sup>7</sup> Roestiyah, *Teaching and Learning Strategies in CBSA* (Jakarta: Rineka Cipta, 2019). P.33

<sup>8</sup> Abdul Aziz Wahab, *Methods and Models of Teaching* (Bandung: Alfabeta, 2018). P.26

<sup>9</sup> Muhammad Devi, Fiqh Teacher at Pondok As-Salam Solo, interview via WhatsApp application on August 23, 2024

engage students, introducing them to *fiqh* concepts through various practical scenarios. The use of serious board games also allows students to apply *fiqh* knowledge in a more real and relevant context, thus enhancing their understanding. In addition, the game can increase students' motivation to learn, as they are more interested in methods that combine entertainment and educational elements. By using this media, it is expected that students will not only understand *fiqh* theory but also master the practical skills needed in daily life. As a result, their academic grades can improve along with a deeper understanding of *fiqh* material.

Creative, innovative and practical learning media is one of the main causes of success in teaching and learning activities.<sup>10</sup> In this case, teachers must try to educate students by using game-based learning media to facilitate the delivery of learning materials. One of the uses of learning media that can be applied in *fiqh* lessons is Serious Board Games. Serious Board Games is a type of game in which one of the components that can be used is a square sheet like a board that we can easily find the materials to make, usually made using thick cardboard.<sup>11</sup>

The means of distribution through Serious Board Game is included in one of the educational games that is expected so that students do not depend on gadgets as a medium for playing. With Serious Board Game, students are expected to be more active so that it has a positive impact on teaching and learning activities. The advantages of applying flashcards include effectiveness and efficiency, high usability, responsiveness, and interesting and fun.<sup>12</sup>

The Serious Board Game category is classified as a game that can promote autonomy in students by providing a context in which they can voluntarily submit to and abide by the rules and can discover for themselves

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<sup>10</sup> Z. P Juhaeni, J., Safaruddin, S., & Salsabila, "Articulate Storyline as an Interactive Learning Media for Madrasah Ibtidaiyah Learners," *AULADUNA: Journal of Islamic Basic Education* Vol.8 (2021). P.43

<sup>11</sup> J. Manager Bernosky, "Manager-Risk: Not just a board game," *Journal - American Water Works Association* Vol.108 (2016). P.28

<sup>12</sup> D Jordi, "Designing Educational Board Games About Caring for the Environment for Children Aged 7-12 Years," *Journal of Visual Communication Design* Vol.6, no. 1 (2017). P.42

the consequences of not abiding by the rules that have been created in this educational game.<sup>13</sup>

Serious board game media has various advantages in learning, especially for materials that require active interaction and deep understanding, such as *fiqh*. This media provides a more interactive and fun learning experience, so students are more motivated to be actively involved in the learning process. By using real-life scenarios, board games help students understand and remember *fiqh* concepts better, because they apply them directly. In addition, board games train cooperation between students through group games, encourage discussion, and create healthy competition to increase the spirit of learning. Another advantage is its ability to overcome boredom in traditional learning with a creative and interesting approach.<sup>14</sup>

It also increases students' motivation to learn, as the competitive nature and challenges of the game encourage them to understand the material in order to win the game. The flexibility of use allows board games to be applied in a variety of learning settings, whether in the classroom, study groups, or extracurricular activities, with content that can be adapted to the curriculum. The repetition of concepts during the game helps students internalize the material better, while the game elements develop non-academic skills such as critical thinking, decision-making and strategy. In addition, board games can be used as an engaging evaluation tool, where teachers can assess the extent to which students understand the material based on their participation in the game.<sup>15</sup> With these various advantages, serious board games are an effective and relevant innovative solution to improve the quality of learning, especially among the younger generation.

The use of serious board game media in learning *fiqh* at school has proven effective in improving student understanding. Research by

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<sup>13</sup> M Mostowfi, Sara, Mamaghani, N. K., & Khorramar, "Designing Playful Learning by Using Educational Board Game for Children in The Age range of 7-12," *International Journal of Environmental and Science Education* 11, no. 12 (2016). P.16

<sup>14</sup> Siti Widyaningsih, "Board Game Media: A Fun and Effective Learning Innovation," *Journal of Education and Learning Innovation* Vol. 9, no. 1 (2022). P.11

<sup>15</sup> Jannah, "Students' Understanding of Jurisprudence in Madrasah Aliyah." P.14



Rahmawati (2022) shows that the implementation of educational board games in Islamic Religious Education (PAI) learning can significantly improve student learning outcomes.<sup>16</sup> In addition, the development of the interactive board game "Cahaya Iman" is also effective in improving understanding of Islam and moral character building in children.<sup>17</sup> Thus, the use of serious board game media can be an innovative solution to improve the quality of *fiqh* learning in schools.

Researchers use Serious Board Game learning media so that teachers make better use of learning tools or media, so that learning activities take place interestingly and invite students' enthusiasm in learning. The advantages of using board game media are increasing active participation through direct interaction and enjoyable learning experiences, can improve understanding of concepts by simulating real material, can hone social skills, such as communication, cooperation, and negotiation, can train critical thinking with strategies and problem solving, can increase learning motivation because it is competitive and interesting, and is flexible for various subjects and can be adapted to learning needs.<sup>18</sup> By using this media, it is hoped that grade 8 students can understand Jurisprudence lessons easily and pleasantly so that there will be no child who is bored and bored with the lesson. With interesting learning, it can increase the appreciation and enthusiasm of students in learning so that it can affect the increase in the value of 8th grade students in Jurisprudence lessons. From this background, the author is interested in conducting research directly at the As-Salam Modern Islamic Boarding School, Solo, with the title **THE EFFECT OF SERIOUS BOARD GAME LEARNING MEDIA ON FIQH LEARNING OUTCOMES OF ASSALAAM ISLAMIC BOARDING SCHOOL STUDENTS, SOLO.**

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<sup>16</sup> Asep Usamah et al., *Attadib: Journal of Elementary Education (Implementation of Educational Board Game Media on Learning Islamic Religious Education in Elementary Schools)*, vol. 8, 2024. P.28

<sup>17</sup> Naufal Hibatulloh et al., "Development of Interactive Board game "Cahaya Iman" to Improve Children's Learning," no. November (2023): 830-843. P.20

<sup>18</sup> A Prameswara, "Designing Educational Board Games as Learning Media to Foster Reading Interest of Street Children in Bekasi," *E-Proceeding of Art & Design* 3, no. 3 (2019). P.29

## B. PROBLEM FORMULATION

Judging from the background of the problem above, the researcher formulates the problem as follows:

Is there an influence in *Serious Board Game* learning media on the learning outcomes of 8th grade *fiqh* material at As-salam Islamic Boarding School, Solo?

## C. RESEARCH OBJECTIVES

Based on the written problem formulation, the objectives of this study are:

*Board Game* learning media is effective for achieving learning outcomes of grade 8 students on *Fiqh* subjects at As-salam Islamic Boarding School, Solo.

## D. USEFULNESS OF RESEARCH RESULTS

This research is expected to be useful for various parties, including;

1. For Students
  - a. Improving the learning outcomes of grade 8 students on *fiqh* subjects at As-salam Solo Islamic Boarding School
  - b. Motivating 8th grade students of As-salam Solo Islamic Boarding School to be more active in *fiqh* lessons.

2. For Researchers

Can provide direct experience to researchers in classroom learning using *Board Game* media. In addition, the results of this study are expected to be used as a reference for further research.

And as a material to expand the knowledge of researchers in preparing themselves as prospective professional educators.

3. For Teachers

With this research, it is hoped that it can be used as input for teachers to always motivate 8th grade students of As-salam Islamic Boarding School, Solo in increasing students' understanding and activeness.



#### 4. For Schools

this research is to provide a new discourse on *tajweed* learning that students want.

### E. SYSTEMATIC WRITING

To get a clear picture of the direction of writing this thesis, the author will first describe the systematic. The systematics of this writing will also make it easier to understand the author's way of thinking in solving and resolving existing problems. The writing of this thesis will also make it easier to understand the author's way of thinking in solving and resolving existing problems. The writing of this thesis is divided into five chapters, and each chapter is divided into subchapters:

Chapter 1: This chapter describes the introduction which contains (a) background of the problem, (b) formulation of the problem, (c) research objectives, (d) usefulness of research results, (e) and writing systematics

Chapter II: This chapter describes the theoretical study which contains (a) the theoretical basis consisting of two variables, namely the dependent variable and the treatment variable (b) relevant research results, (c) framework of thinking, (d) research hypothesis.

Chapter III: This chapter describes the research methodology which contains (a) place and time of research, (b) research methods, (c) population and samples, (d) treatment design, (e) internal and external validation controls, (f) and data collection techniques.

Chapter IV: This chapter describes the presentation of data, analysis and discussion which contains (a) presentation of data which is divided into two, namely general data and special data, (b) data analysis which consists of three analyses, namely descriptive analysis, testing analysis requirements, hypothesis testing, (c) and discussion.

Chapter V: This chapter presents the conclusion which contains (a) conclusions, (b) and suggestions.