

## The Implementation of Mastery Learning Model in Learn Tahfizh al-Qur'an at Madrasah Tsanawiyah in Indonesia

**A. Aulia**

IAIN Bone, Indonesia

**Anna Ainun Tasbi**

IAIN Bone, Indonesia

**Muh Syahrul Sarea**

IAIN Bone, Indonesia

[syahrulsarea@iain-bone.ac.id](mailto:syahrulsarea@iain-bone.ac.id)

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**Abstract:** The aim of this research is to increase students' interest and understanding by using educational game-based learning methods in PAI learning. This type of research is classroom action research (PTK). This research was carried out in the odd semester of the 2023/2024

academic year, starting from 3 October 2023 to 21 November 2023. This research was held at SD Inpres 5/81 Cinnong which is in Cinnong Village, Barebbo District, Bone Regency. 2nd grade students at SD Inpres 5/81 Cinnong, totaling 13 students, 10 male students and 3 female students were the subjects of this research. The object is the application of educational game-based learning methods to increase student interest and understanding. The data collection techniques used were interviews, observation and tests. Descriptive statistical analysis was used to analyze this research data. This research shows the results that when using the educational game method there is an increase in students' interest in learning from cycle I to cycle II, namely happy facial expressions in participating in learning from 7 students to 10 students. Pay attention during the learning process from 6 students to 11 students. Students do not play alone when the teacher teaches from 6 students to 11 students. trying to answer the questions given, from 4 students to 7 students. Trying to answer the questions given from 4 students to 11 students. Students' understanding also increased, in cycle 1 the students' average score was 70.77, there was an increase in cycle II with an average score of 90.

**Key words:** *Educational game-based learning methods, student interest in learning, student understanding*

### Introduction

Education can be obtained anywhere and at any time, including in a school environment. Education in schools becomes an official educational institution that has components to determine the course of education (Saryanto et al., 2021). The availability of subject-specific learning resources is an important aspect of education in schools. Islamic Religious Education is one of the disciplines taught in schools that is very important for achieving one of the national education goals.

In order to achieve the desired goals, teachers have a great responsibility in providing education to students. This statement is in line with UU No. 14 of 2005 which states: teachers become educators, instructors, mentors, directors, trainers, assessors, and evaluators of students in formal early childhood education, primary education, and secondary education (Paat & Mokalu, 2023). Teachers must have strategies in teaching, including the use of teaching methods. Methods without variation can also make students feel bored, so teachers must be imaginative in implementing teaching methods.

Lecture method is the most frequently used method in teaching, including Islamic Religious Education (PAI). The lecture method is a way for teachers to deliver learning materials orally to students by explaining and conveying information verbally (Hanafi et al., 2018). The lecture method is very appropriate to use in teaching PAI; however, if this method is used continuously without other varied methods, students can become bored, especially primary school students who inherently still have a desire to play.

This relates to information obtained through observation and interviews with the Islamic Religious Education (PAI) teacher at SD Inpres 5/81 Cinnong, who uses the lecture method and dictation method in teaching PAI. Based on direct observations in the second-grade class at SD Inpres 5/81 Cinnong during PAI lessons, the researcher observed that most students were busy playing by themselves, disturbing each other, and creating commotion during the learning process. According to the researcher, the lecture and dictation methods seem less engaging for second-grade elementary students. The lack of student attention causes low interest in learning and understanding. Therefore, the researcher suggests the need to apply appropriate methods for second-grade students other than the lecture method. The majority of students showed little interest in learning PAI during observations, and pre-test results indicated that many students had not yet achieved satisfactory results. In the context of PAI learning, several problems were identified that need to be addressed at SD Inpres 5/81 Cinnong, namely the lack of student interest in PAI lessons and the low understanding of students towards PAI.

Therefore, the researcher will provide a solution to the identified problem by implementing a method deemed appropriate for second-grade elementary students, namely the education game-based learning method. Educational games are learning while playing activities that are enjoyable for children. This method is chosen because it is considered an attractive and efficient approach to increase students' interest and understanding. Moreover, this method has been extensively studied and applied in various research that successfully increases students' learning interest and comprehension. Ricko Agustian (2018), conducted a study titled "Implementation of Game Methods to Increase Learning Interest of Fifth Grade Students at SDN Gedongkiwo in Science Education". Similarly, Nana Citrawati Lestari (2023), conducted a study titled "Application of Educational Game Learning Methods on Science Learning Outcomes at SDN Sungai Miai 7 Banjarmasin". The results of these studies show that education game-based learning methods successfully improve elementary school students' learning interest and understanding

## **Method**

This research is a type of Classroom Action Research (CAR), conducted in the classroom and focusing only on the problems present in the classroom during the teaching and learning process. This research was conducted at SD Inpres 5/81 Cinnong. The subjects of this research are the second-grade students at SD Inpres 5/81 Cinnong, while the objects of the research are the educational game-based learning method, students' interest, and understanding in PAI learning. The data collection techniques used were interviews, observations, and tests. The resulting data were analyzed using descriptive statistical analysis.

## Finding

### *Application of Educational Game-Based Learning Methods to Increase Students' Interest in PAI Learning*

Before implementing the educational game-based learning method, the researcher conducted initial observations to see the condition of the students before applying the educational game method in learning. The initial observation results showed that students had little interest in PAI learning. After applying the educational game-based learning method in Cycle I, students showed a slight improvement. The improvement in Cycle I needed to be enhanced further, so the researcher continued to Cycle II with various reflections. The educational game-based learning method was re-applied in Cycle II, and the results showed a significant improvement compared to Cycle I.

#### 1. Feeling of Pleasure

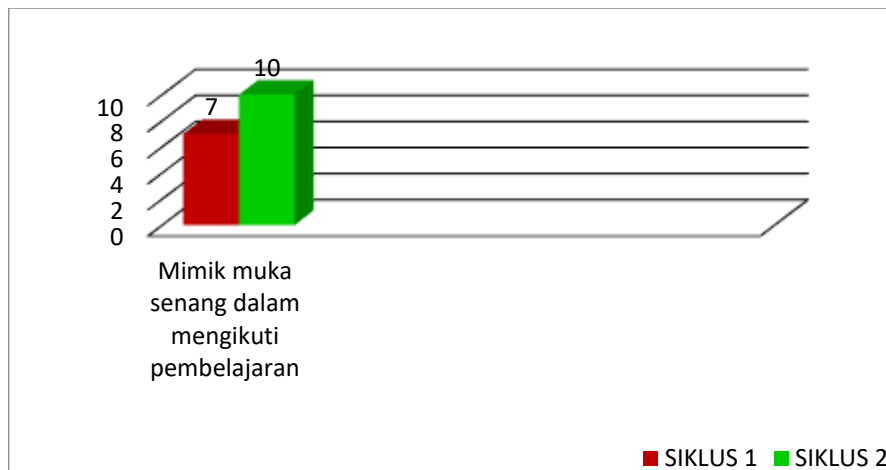
##### a. Happy Facial Expression in Participating in Learning

During the initial observations, students' expressions while participating in PAI lessons appeared to indicate that they were not enjoying the learning process. Some students showed neutral facial expressions, seeming to attend the lessons out of obligation. The results of Cycle I observations showed an increase in happy expressions to 7 students. The students began to appear to enjoy the learning more. In Cycle II, there was a significant increase to 10 students showing happy expressions during PAI lessons. The students were very happy to participate in the learning, especially because the educational game method, specifically the answer selection game, was implemented. They were very pleased because the learning was no longer monotonous, just sitting and following the lessons. Instead, the students actively participated in the learning while playing.

**Tabel 1.** Mimik Muka Senang

Indicator	Siklus I	Siklus II
Happy Facial Expression in Participating in Learning	7	10

Based on the table above, it shows an increase in the students' feelings of happiness. In Cycle 1, there were 7 students who showed feelings of happiness, while in Cycle 2, this increased to 10 students. This is illustrated in the graph below.



**Image 1.** Feeling of Pleasure

## 2. Student Attention

### a. Paying Attention During the Learning Process

The results of the observations obtained by the researcher during the learning process before implementing the game-based learning method showed that few students paid attention during the learning process, indicating a need for improvement. The researcher explained in front of the class, but the students' attention was directed towards other matters unrelated to PAI learning. Their attention shifted to looking outside the classroom at other students who were studying physical education. Cycle I was conducted by implementing a game-based learning method in the form of a matching card game. The observation results in Cycle I showed that 6 students paid attention during PAI learning. This needed further improvement, so the researcher proceeded to Cycle II by implementing the answer selection game method. The observation results in Cycle II showed an increase in the number of students paying attention during PAI learning to 11 students.

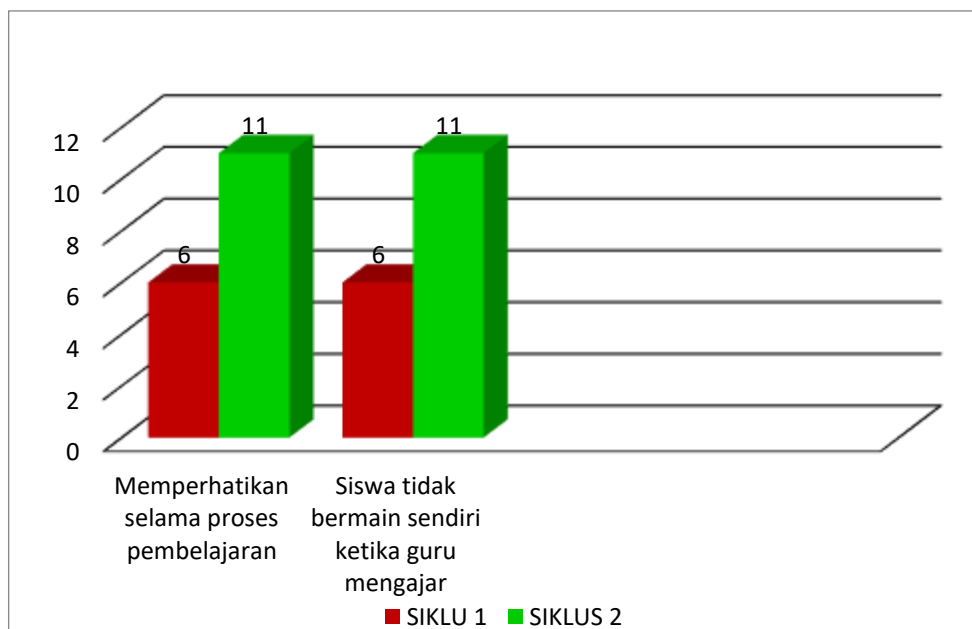
### b. Students Do Not Play by Themselves When Learning

The observations obtained by the researcher before implementing the game-based learning method showed that some students were playing by themselves, for example, disturbing friends and drawing during PAI lessons. The observation results in Cycle I with the implementation of the game-based learning method showed that 6 students did not play by themselves during learning. This was still relatively low because students were still adjusting to the method applied. An improvement occurred in Cycle II, with the number of students not playing by themselves when the researcher was teaching increasing to 11.

**Tabel 2.** Student Attention

Indikator	Siklus I	Siklus II
Paying Attention During the Learning Process	6	11

Based on the table above, it shows an increase in students' attention during classroom learning. In Cycle 1, there were 6 students who showed attention in learning, while in Cycle 2, this increased to 11 students. This is illustrated in the graph below



**Image 2.** Student Attention

## 1. Student Engagement

### 1) Actively Ask Questions

The initial observations obtained by the researcher showed that few students asked questions about the learning material they did not understand. The researcher applied the game-based learning method in Cycle I, and the observation results showed that 4 students asked questions to the researcher or their peers. The implementation of the game method continued in Cycle II, with the answer selection game method. The observation results in Cycle II showed an increase in the number of students asking questions to the researcher or their peers, with 7 students participating. The students had begun to show the courage to ask questions, even though sometimes the questions were off-topic. However, at least the students had the confidence to express their questions

### 2) Try to Answer the Questions Given

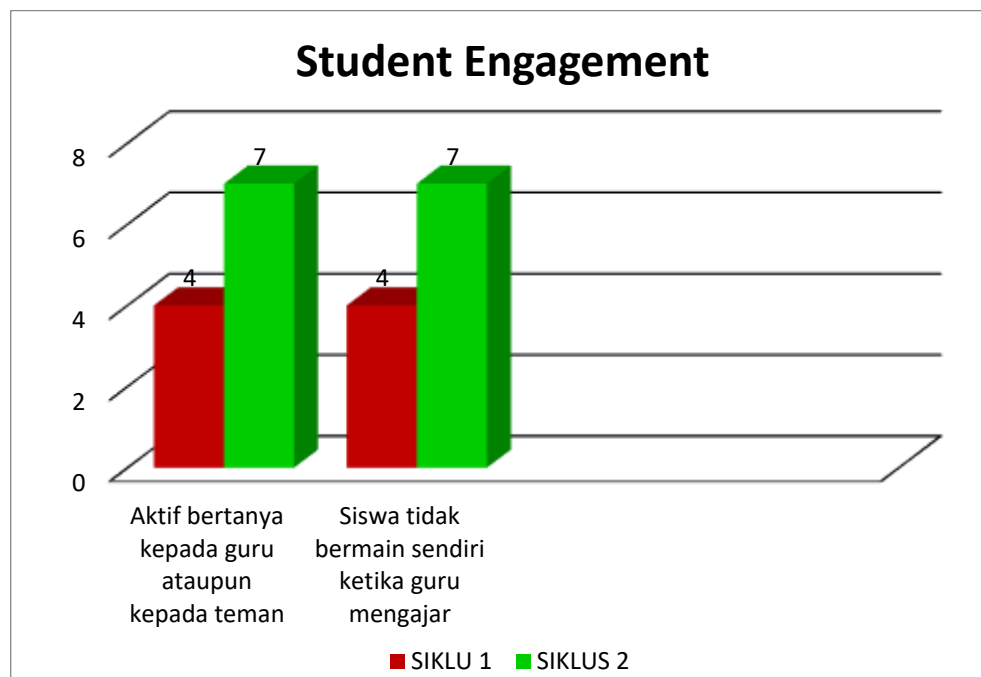
The observations made by the researcher before implementing the game-based learning method showed that few students answered the questions given by the researcher, indicating a need for improvement. Cycle I was conducted using the matching card game method, and the observations showed that 4 students answered the questions given by the researcher. An improvement occurred in Cycle II when the educational game-based answer selection method was implemented, with 7

students attempting to answer the questions given by the researcher. The students became more competitive and enthusiastic about answering the questions. Although some answers were still not entirely correct, the students had already gained the courage to respond. The educational game-based learning method, in the form of the answer selection game, successfully increased the students' activity in answering the questions given.

**Tabel 3.** Student Engagement

Indikator	Siklus I	Siklus II
Actively Ask Questions	4	7
Try to Answer the Questions Given	4	7

Based on the table above, it shows an increase in student engagement in learning. In Cycle 1, there were 4 students actively involved, while in Cycle 2, this increased to 7 students. This is illustrated in the graph below



**Image 3.** Student Engagement

Based on the data, it can be observed that there was an increase in students' learning interest from Cycle I to Cycle II. The number of students showing happy facial expressions during learning increased from 7 to 10. Attention during the learning process increased from 6 to 11 students. Students not playing by themselves when the teacher was teaching increased from 6 to 11. Students making an effort to answer questions given increased from 4 to 7. Efforts to answer the given questions increased from 4 to 11 students. Based on these data, it can be concluded that the educational game-based learning method successfully increased students' interest in learning PAI for the second-grade students at SD Inpres 5/81 Cinnong.

### ***Application of Educational Game-Based Learning Methods to Enhance Students' Understanding in PAI Lessons***

Before conducting Cycle I, the researcher gave a pre-test to the students to determine their level of understanding before using the educational game-based learning method. During the pre-test, students were still confused in completing the test, with some students cheating and others playing around while taking the test.

The educational game-based learning method was first implemented in Cycle I using a matching card game with the theme of cooperation. By using the matching card game, students indirectly practiced cooperation in matching the answers provided on the cards. The students were divided into groups, and each group worked together to match the answers. Additionally, through the matching card game, students could understand the concept of cooperation, as the cards contained images and examples of cooperation. The implementation of the educational game-based learning method in Cycle I was quite successful in improving students' understanding. However, the average score obtained was still low, requiring continuation to Cycle II with various reflections.

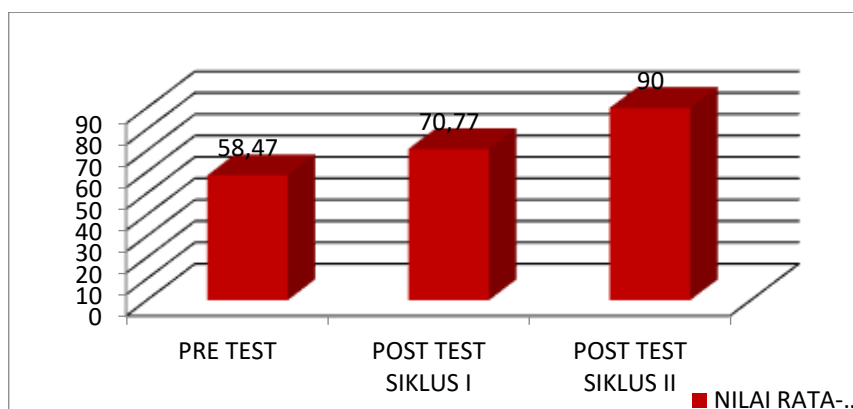
Cycle II was conducted by implementing the educational game-based learning method in the form of an answer selection game with the topic of clean and healthy living. The answer selection game method in Cycle II was able to improve students' understanding. Based on the students' test results, the implementation of the educational game-based learning method successfully increased the understanding of second-grade students at SD Inpres 5/81 Cinnong. This aligns with the data showing an increase in students' interest from Cycle I to Cycle II.

**Tabel 4.** Student Understanding

<b>Nama Siswa</b>	<b>Pre Test</b>	<b>Siklus I</b>	<b>Siklus II</b>
M Aaa	70	70	100
Arm	50	80	100
Mwr	70	70	100
As	30	30	50
Fdl	10	60	60
Ada	10	30	-
Aag	60	60	100
Isn	70	80	100
Nan	80	90	100
Ibl	80	80	90
Ady	100	100	-
Dn	50	90	100
Mra	80	80	90
<b>Jumlah</b>	<b>760</b>	<b>920</b>	<b>990</b>
<b>Rata-Rata</b>	<b>58,47</b>	<b>70,77</b>	<b>90</b>

<b>Persentase Klasikal</b>	<b>53, 84 %</b>	<b>69, 23%</b>	<b>81,82%</b>
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Based on the table above, it shows an increase in students' understanding. In the pre-test cycle, students had an average score of 58.47, in Cycle 1 it increased to 70.77, and in Cycle 2 it further improved to 90. This is illustrated in the graph below.



**Image 4.** Student Understanding

Based on these data, it can be observed that the use of educational game methods resulted in an increase in students' understanding from Cycle I to Cycle II. The increase in students' understanding in Cycle I showed an average student score of 70.77. The improvement from the pre-test to Cycle I was 12.3%, and from Cycle I to Cycle II was 19.23%. In Cycle II, the average score improved to 90, with an increase of 12.3% from the pre-test to Cycle I, and 19.23% from Cycle I to Cycle II. This is evidenced by the increase in understanding experienced by the students from the initial test (Pre-Test) to the final test (Post-Test) in Cycle I, and the final test (Post-Test) in Cycle II.

## Discussion

This research was conducted in two cycles. Educational games were implemented in Cycle I and Cycle II. Educational games are games that are educational for children (Fadillah, 2019). In Cycle I, the researcher used a matching card game. The students were divided into three groups, with four or five members in each group. The researcher distributed one card containing material on cooperation to each group. After the cards were distributed, the researcher called each group to the front one by one to find the matching card. Then the students worked together with each member of their group to match the cards that had been distributed. After implementing the educational game method, the researcher again asked the students about the material in the game.

In Cycle II, the researcher used an answer selection game with the topic of clean and healthy living. The researcher explained and described the answer selection game method. After that, each student was asked to come forward and form a line. The researcher then asked questions to the students in the class, presenting alternatives A (right hand) and B (left hand). Students answered the questions according to the answer choices provided by raising their hands according to their chosen answer. Students who answered incorrectly were said to have been eliminated from the game, while those who answered correctly could proceed to the next round until there were two winners.



There were 13 students present in Cycle I, while 11 students were present in Cycle II. The game method was chosen because it is very popular among children, and this method can be educational (Safitrah et al., 2023), while second-grade students are still considered children who enjoy playing. Educational game methods also aim to develop various aspects of students (Tsalits, 2021).

There are two types of educational games: outdoor and indoor (Shunhaji & Fadiyah, 2020). In this research, the indoor educational game method was chosen. This is because the class being studied did not have many students, making indoor educational games feasible and efficient. Therefore, simple educational games such as the "matching card" game and "answer selection" game were chosen. This choice also aligns with the teaching material and appropriate duration. Before implementing the educational game method in the second grade, initial observations and a pre-test were conducted to assess students' interest and understanding before applying the educational game-based learning method.

### ***Application of Educational Game-Based Learning Methods to Increase Students' Interest in PAI Learning***

Interest is an attraction towards something (Islamiah & Daulatina, 2019). In this study, students' interest was measured through five aspects. First, the happy facial expressions during PAI lessons, with 7 students in Cycle I and 10 students in Cycle II. Attention during the learning process, with 6 students in Cycle I and 11 students in Cycle II. Students not playing by themselves when the teacher was explaining, with 6 students in Cycle I and an increase to 11 students in Cycle II. Actively asking questions to the teacher or peers, with 4 students in Cycle I and 7 students in Cycle II. This increase is in line with Muhibbin Syah (2018), that interested students always want to know everything by asking questions. Efforts to answer the questions given, with 4 students in Cycle I and 11 students in Cycle II.

The implementation of educational game-based learning methods successfully increased students' interest in PAI lessons. This is supported by research conducted by (Rakhmawati et al., 2020). The results of the classroom action research conducted showed an increase in students' interest in PAI lessons for the second-grade students at SD Inpres 5/81 Cinnong by implementing educational game-based learning methods.

Penerapan metode pembelajaran berbasis permainan edukatif berhasil meningkatkan minat belajar siswa terhadap pembelajaran PAI. Hal ini diperkuat dengan penelitian yang sudah dilaksanakan oleh Ricko Agustian (2018), titled "The Application of Game Methods to Increase the Learning Interest of Fifth Grade Students at SDN Gedongkiwo in Science Lessons," which concluded that the application of educational game-based learning methods can increase students' learning interest.

### ***Application of Educational Game-Based Learning Methods to Improve Student Understanding in PAI Learning***

Understanding means comprehending (Mukhsin, 2021). After analyzing the data, it showed that the implementation of the educational game-based learning method can improve students' understanding of PAI subjects in the second grade of SD Inpres 5/81 Cinnong. This was obtained from the tests that included indicators of understanding, namely explaining, providing examples, and concluding (Gafur, 2018). The increase in students' scores from the pre-test, post-test in Cycle I, and post-test in Cycle II can also be seen. The study found that the

percentage of understanding in the pre-test with an average score of 58.47 reached a classical percentage of 53.84%. Cycle I, which discussed cooperation using the educational game-based matching card method, had an average score of 70.77, reaching a classical percentage of 69.23%. In Cycle II, which discussed clean and healthy living using the educational game-based answer selection method, the average score was 90, reaching a classical percentage of 81.82%.

The classical percentage for the pre-test was 53.84%. The increase from the pre-test to Cycle I was 12.3%, and the improvement from Cycle I to Cycle II was 19.23%. Students' understanding of PAI learning successfully improved with the implementation of the educational game-based learning method. Students' understanding from the pre-test to Cycle I and Cycle II improved significantly. The implementation of the educational game-based learning method successfully increased students' understanding of PAI learning. Understanding involves the ability to grasp what has been learned (Anggraini, 2019). This is supported by research conducted by Nana Citrawati Lestari (2023), titled "Application of Educational Game Learning Methods on Science Learning Outcomes at SDN Sungai Miai 7 Banjarmasin," which concluded that the application of educational game-based learning methods can increase students' understanding.

## Conclusion

Based on the data obtained and the observations conducted, the researcher concluded that the implementation of educational game-based learning methods successfully increased the interest and understanding of second-grade students at SD Inpres 5/81 Cinnong. This conclusion is derived from the comparison of students' interest and understanding improvements from Cycle I to Cycle II.

The increase in students' interest in Cycle I showed that the first aspect reached 7 students, which increased to 10 students in Cycle II. The second aspect, attention during the learning process, involved 6 students in Cycle I and increased to 11 students in Cycle II. The third aspect, students not playing by themselves when the teacher explains, involved 6 students in Cycle I and increased to 11 students in Cycle II. The fourth aspect, active questioning to the teacher or peers, involved 4 students in Cycle I and increased to 7 in Cycle II. The fifth aspect, students answering questions, involved 4 students in Cycle I and increased to 11 students in Cycle II.

The increase in students' understanding, as shown in Cycle I, had an average student score of 70.77. The improvement from the pre-test to Cycle I was 12.3%, and the increase from Cycle I to Cycle II was 19.23%. The students' understanding improved significantly in Cycle II, with an average score of 90. The increase from the pre-test to Cycle I was 12.3%, and from Cycle I to Cycle II, it was 19.23%.

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