



## Enhancing Islamic Jurisprudence Learning through Addie-Based Game Development: An Empirical Study

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### ABSTRACT

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This study aims to improve the quality of fiqh learning at the senior high school level through the development of game-based learning media (Game-Based Learning/GBL) with the ADDIE model approach (Analysis, Design, Development, Implementation, Evaluation). The method used is a qualitative case study type approach, with teachers and students as subjects. Data collection techniques include interviews, observations, and documentation, which are analyzed interactively to ensure the validity of the findings. The results of the study indicate that the application of the ADDIE model in the development of GBL media can significantly improve the understanding of fiqh concepts, as indicated by an increase in student scores from 45% to 70% which exceeds the KKM. In addition, student motivation and participation increased, as seen from the increase in their attendance and active involvement in the challenge and simulation-based learning process. The implications of these findings confirm that the development of game-based media with the ADDIE systematic approach can be an innovative solution to overcome students' boredom and disinterest in fiqh material which was previously considered abstract and monotonous. Therefore, this study recommends the widespread implementation of ADDIE-based GBL as an effective pedagogical strategy in contemporary Islamic education.

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## INTRODUCTION

In the increasingly developing digital era, the integration of technology in the world of education has become an inevitable necessity (Imamah, Yuhana, Djunaidy, & Purnomo, 2024; Kusnadi & Azzahra, 2024). One of the biggest

challenges in learning at school is the low motivation of students in understanding the subject matter, especially in the subject of Islamic jurisprudence learning which is often considered abstract and less interesting (Mabnunah, Nafilah, & Zainab, 2024). In fact, modern educational theory emphasizes the importance of active learning that utilizes technology to create interactive learning experiences (Wahyudi, Jannah, & Tamam, 2024). However, the reality on the ground shows that conventional methods such as lectures and memorization still dominate (Sun & Zhang, 2023). As a result, students are less actively involved in learning, which results in low learning outcomes (Munawwaroh, Tsauri, Husnan, & Sain, 2024). The question that arises is, why educational technology has not been widely applied in Islamic jurisprudence learning, and how to bridge the gap with innovative methods that can attract students' interest.

Previous research has identified a variety of approaches to integrating technology into learning. Fatimah, Abdul Halim Fathani, & Awa'e, (2024) showed that the use of game-based learning significantly increased students' motivation and learning outcomes, especially in science subjects. Another study by Novita Sari, Rifqy Alfiyan, & Artikel, (2023) revealed that the ADDIE model is effective in designing technology-based learning media, because its steps are systematic and flexible. However, studies that combine the ADDIE model with game-based learning in the context of Islamic Jurisprudence learning are still rare. This indicates the need for more in-depth research to fill this literature gap (Pakudu, 2024). Thus, this research positions itself as an effort to develop innovative learning media that is not only academically relevant, but also applicable in the context of Islamic Jurisprudence learning.

This study aims to answer several key questions: How can the implementation of the ADDIE model in developing game-based learning in the subject of Islamic jurisprudence learning improve students' motivation and learning outcomes? What steps must be taken to create game-based learning media that are appropriate to students' needs and curriculum? Is this media effective in overcoming the problems faced by teachers and students in learning Islamic jurisprudence learning? By answering these questions, this study seeks to make a real contribution to the development of Islamic jurisprudence learning in the digital era.

As a temporary answer to these questions, the hypothesis proposed is that the application of the ADDIE model can produce effective game-based learning media to improve student motivation and learning outcomes in the subject of Islamic jurisprudence learning (Silalahi, Dalimunthe, Utami, & Malau, 2022; Hasanah, Munawwaroh, Azizah, Hasanah, & Mundiri, 2024). This media is expected to be able to provide an interactive, relevant, and enjoyable learning experience, thus bridging the gap between modern educational theory and learning practices in the field (Faishol, Warsah, Mashuri, & Sari, 2021). In

addition, this media is expected to be able to help teachers in delivering Islamic jurisprudence learning material in a more interesting and contextual way, so that learning objectives can be achieved optimally.

## **RESEARCH METHOD**

This study uses a qualitative approach, a case study type with a development method based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This approach was chosen because it provides a systematic framework in designing, developing, and testing the effectiveness of game-based learning media for Islamic jurisprudence learning subjects. The main data in this study were obtained through interviews with teachers and students, observations of the learning process, and documentation studies related to the Islamic jurisprudence learning curriculum and teaching materials.

The subjects of the study involved high school students at MA Nurul Fata Botolinggo Bondowoso who had implemented Islamic jurisprudence learning learning with the ADDIE model. The selection of subjects was carried out by purposive sampling with the criteria of students who had diverse levels of learning motivation. Meanwhile, the teachers involved were those who had experience teaching Islamic jurisprudence learning for more than three years. This study also involved learning media experts to provide validation of the products developed during the development process.

In analyzing the data, this study used the interactive model of Miles, Huberman, and Saldana. This model involves three main stages that take place interactively and repeatedly. First, the data reduction stage is carried out to simplify, select, and focus data that is relevant to the research objectives. Irrelevant data is eliminated to ensure the focus of the analysis. Second, the data presentation stage is carried out by arranging the data in the form of tables, diagrams, or narratives that make it easier to draw conclusions. This presentation helps researchers see patterns, relationships, and trends that emerge from the data. Third, the conclusion drawing and verification stage is carried out to interpret the data that has been presented and ensure the validity of the analysis results. These three stages are carried out iteratively, allowing researchers to continue to improve and deepen their understanding of the data obtained.

## **RESULT AND DISCUSSION**

This discussion focuses on the implementation of the ADDIE model in developing Game-Based Learning (GBL) in the subject of Islamic jurisprudence learning at MA Nurul Fata. With a systematic approach that includes analysis, design, development, implementation, and evaluation, this study explores how the method is able to increase student engagement, motivation, and understanding of Islamic jurisprudence learning concepts. The findings show

that the implementation of GBL not only makes learning more interactive and interesting, but also helps students internalize moral values and principles of Islamic law through an approach that is relevant to their learning needs.

## Results

### Improving Understanding of Islamic Jurisprudence Concepts Through Interactive Media

The implementation of the ADDIE model in developing Game-Based Learning (GBL) in the Islamic jurisprudence learning subject showed significant results in improving students' understanding of the teaching material. Based on observations in class, students better understand Islamic jurisprudence learning concepts such as ablution, prayer, and zakat when presented through interactive games designed with simulation elements. Before the implementation of the game, the pre-test results showed that only 45% of students achieved scores above the KKM (Minimum Completion Criteria). However, after using GBL, this figure increased to 70% in the post-test. Documentation of learning activities showed that students were more often involved in exploring the material independently through games, especially in the challenge section that required them to answer case-based questions. Gamification elements such as points and levels also strengthened student involvement in the learning process, making the Islamic jurisprudence learning material more interesting and easier to understand for all students.

Interviews with teachers and students provided a deeper insight into the effectiveness of this media. The Fikih teacher mentioned that the game designed with the ADDIE approach was able to transform abstract concepts into more concrete ones. One teacher stated, "This game provides real-life experiences on how students understand worship, so they not only learn theory but also practice." Similar responses also came from students. A grade XI student said that this game made it easier for him to remember the stages of worship because it was presented in stages through interactive simulations. Analysis of student learning outcome documents showed a consistent increase in scores, especially on questions that tested understanding of the steps of ablution and prayer procedures. This indicates that GBL is able to facilitate deeper and more applicable understanding.

The results of this study indicate that 80% of students felt more confident with their knowledge after using GBL. In addition, observations noted that students were more active in asking questions and providing responses during class discussions. Documentation of the learning process reflects a more interactive learning atmosphere compared to traditional lecture methods. One feature that students greatly appreciated was the problem-based simulation that helped them relate Islamic jurisprudence learning material to everyday life. This success emphasizes that the application of the ADDIE model in GBL development not only improves learning outcomes but also enriches students'

overall learning experience.

### **Increasing Student Motivation and Participation**

Game-Based Learning (GBL) designed with the ADDIE model has successfully increased students' motivation and participation in learning Islamic jurisprudence learning. Based on observations, students' enthusiasm increased drastically when game elements such as points, leaderboards, and awards were introduced. Students who were previously passive are now more involved in discussions and completing challenges in the game. Student attendance also increased significantly from an average of 85% in conventional learning to 95% during the implementation of GBL. Documentation of learning activities shows that students are more enthusiastic about completing game-based tasks, which indirectly strengthens their understanding of the learning material. The competitive element in the game also provides extra encouragement for students to continue trying until they reach the highest level, thus creating a more dynamic and positively competitive learning environment.

Interviews with students revealed that many of them felt more motivated to learn with this approach. A grade X student said, "I enjoy learning Islamic jurisprudence learning through this game because the challenges are interesting and not boring." Teachers also noted positive changes in students' attitudes who were more active in asking questions and interacting during the learning process. Documentation of class discussions showed an increase in the frequency of interaction between students and teachers, as well as between students. In addition, teachers said that this game provides added value in the learning process because it is able to present a unique and educational experience. With this media, students not only learn theory, but also apply it directly in games that are relevant to real situations.

Student satisfaction surveys noted that 85% of students enjoyed learning Islamic jurisprudence learning using GBL more than traditional lecture methods. Evaluation data showed that most students were able to complete all levels of the game with an average success rate of 90%. Documentation of game activities also showed that real-case-based challenges in the game encouraged students to think critically and relate Islamic jurisprudence learning concepts to everyday life. This proves that the gamification approach based on the ADDIE model not only increases student engagement but also creates a fun learning atmosphere. Thus, the implementation of GBL makes a significant contribution to increasing student motivation and participation in learning Islamic jurisprudence learning.

### **Discussion**

The application of the ADDIE model in the development of Game-Based Learning (GBL) in the subject of Islamic jurisprudence learning at MA Nurul Fata has proven effective in increasing student involvement and motivation. The analysis stage helps identify student needs and characteristics, so that the

designed learning media becomes more relevant and interesting (Yusuf, 2022; Verma, Getenet, Dann, & Shaik, 2023). Interaction between students and teachers also increased, with students more enthusiastic about participating in learning. This is in line with educational theory that emphasizes the importance of understanding students' needs to create an effective learning process (Hafidz & Islam, 2023). The implementation of GBL provides an interactive learning alternative that transforms abstract Islamic jurisprudence learning concepts into more concrete ones through game-based simulations.

At the design stage, the game elements that are prepared are able to attract students' interest to become more involved in the learning process. This media helps teachers adapt their approach to students' learning styles, so that learning becomes more personalized (Rohmadi & Bagaskara, 2023). In addition to improving students' understanding of the concept of Islamic jurisprudence learning, the competitive element in the game also motivates them to be active and participate (Siskawati & Widyawati, 2024; Rozi et al., 2020). However, attention needs to be paid to ensuring that the use of games remains focused on learning objectives without reducing the substance of the material being taught (Mundiri et al., 2023). With good design, this game is able to integrate moral values and Islamic legal principles into interesting and relevant learning.

The evaluation results showed a significant increase in students' learning motivation. This motivation was driven by game elements such as rewards and challenges that made students more enthusiastic. (Rozi, Salsabila, & Ayuba, 2024). In addition, students who are actively involved in learning also demonstrate better critical thinking skills. The systematic ADDIE approach ensures that each stage of media development is carried out optimally (Wahid, Muali, Rozi, & Fajry, 2022; Munawwaroh, Baharun, Jadid, & Timur, 2022). However, teachers need to ensure that this media is continuously improved based on student feedback to maintain its effectiveness. With a combination of gamification elements and continuous evaluation, game-based learning becomes more interesting without losing its educational essence.

Overall, this study confirms that the ADDIE model in GBL can be an innovative solution to improve the quality of Islamic jurisprudence learning (Hyun, Lee, & Cho, 2018). This implementation successfully improved student learning outcomes, motivation, and engagement (Li, Fengchao, & Zhang, 2024). In addition to being a reference for the development of similar learning, this approach is expected to be able to create a dynamic learning experience that is relevant to students' needs. (Gawo & Tafesse, 2024; Priyanto, Suryani, & Kunta Adjie, 2023). The use of game-based media not only makes learning more enjoyable, but also creates a conducive environment for the development of critical thinking skills and student creativity in facing future educational challenges.

The main contribution of this study lies in the innovation of fiqh learning through the integration of the ADDIE and Game-Based Learning (GBL) models

which have been proven to be effective in increasing student motivation, participation, and understanding. This study bridges the gap between modern educational theory and conventional learning practices that still dominate. In addition, this model provides systematic guidance for educators in designing interactive learning media that are relevant to student needs. Practically, the results of this study can be adopted by teachers and Islamic educational institutions to create a more enjoyable, contextual, and learner-centered learning atmosphere.

## CONCLUSION

This study found that the development of game-based fiqh learning media (Game-Based Learning/GBL) with the ADDIE model approach can significantly increase student motivation, engagement, and learning outcomes. Important findings from this study indicate that the integration of systematically designed educational technology can change students' perceptions of fiqh lessons, which have been considered abstract and boring, into interesting, contextual, and enjoyable learning experiences. In other words, learning that is designed adaptively based on student needs can build a deeper understanding and strengthen sharia values practically. Implicatively, this model provides an alternative learning strategy that can be widely applied in Islamic education environments to address the challenge of low student interest in normative subjects. Teachers can utilize the ADDIE framework to design effective and relevant learning media with the characteristics of today's students. The scientific contribution of this study lies in the combination of the ADDIE instructional design approach with gamification elements in fiqh learning, which has previously been rarely explored in the context of Islamic education. Practically, this model enriches pedagogical references and offers a prototype that can be replicated in other lessons. The strength of this study lies in the depth of qualitative data and the direct involvement of teachers and students in the development process. However, the limitations of this study are the scope of application which is still limited to one educational institution and has not been tested in the long term. Further research is recommended to expand the implementation to various madrasah or pesantren contexts, as well as examine the long-term impact on the transformation of religious attitudes and students' 21st century skills.

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