

**THE INNOVATION OF AQEEDAH AKHLAQ LEARNING USING SIRATAL MUSTAQIM GAME TO IMPROVE RELIGIOUS CULTURE**

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**ABSTRACT**

Teachers of the aqeedahakhlqa are focused on the curriculum and accumulated administrative burdens, causing no enthusiasm in developing themselves and innovate. Furthermore, learning methods that are dominated by traditional methods resulting in the learning process activities tend to be boring for generation Z children. The Importance of aqeedahakhlqa education as a subject that emphasizes religious values will be difficult to materialize if the method used is monotonous and traditional. For this reason, this research seeks to present an innovative learning form.

Two problems in this research are first, how is the development of Siratal Mustaqim game media as a creative and innovative media in the aqeedahakhlqa learning in Muhammadiyah Piyungan Junior High School? Second, how is the effectiveness of the developed media for the aqeedahakhlqa learning in an effort to improve the students' religious culture in Muhammadiyah Piyungan Junior High School?

This research used the Research and Development method, the research was supported by data obtained from observation sheets, questionnaires, and interviews. The paired sample test table was used to test for significant differences.

The results of the research stated that the game media of Siratal Mustaqim is feasible as a medium for aqeedahakhlqa learning and t value shows the value of -9.309 and the value of sig (2-tailed) = P value of 0.0000, because the P value is less than 0.05, it can be concluded that there is significant difference between pre-test and post-test, and it able to improve students' religious culture. This game media can be played with computers and laptops with several specifications such as the latest VGA driver update, support open GL 3.3, and 64-bit version of windows.

**Key Words:** Aqeedah Akhlqa Learning Innovation, Siratal Mustaqim Game, and Religious Culture.

**1. INTRODUCTION**

The weak point of Islamic Religious Education lies in the methodology component used in schools, most of which still use traditional, normative, monolithic, and increasingly academic methods (Arief Furchan: 2009,22-24). This condition is exacerbated by the educator's severe adherence to the curriculum and the administrative burdens accumulation, so that the teachers enthusiasm to develop themselves and innovate is not growing (Idrus: 2016, 49-56 ). This is in contrast with the reality of the generation Z who connected with technology. Nowadays students

are the generation Z, so technology implementation in the education world is a must, especially in Islamic religious education. It should be implemented in the classroom learning.

The purpose of Islamic religious education is an attempt to make humans into *insankamil*, which is people who are physically and mentally healthy and can develop well because of their devotion to Allah (Zakiah Darajad: 2017,8). These noble goal is still far from being reached. It can be seen from classroom learning where students are not enthusiastic to study religious lessons. The character of the younger generation that still far from religious norms can be seen from the number of *klithih* (street crime) cases lately, and also the low awareness in practicing religion in general. The religious culture among students is very low. This condition is due to several factors including the lack of systematic presentation of Islamic learning, PAI (Islamic Religious Education) learning is still delivered conventionally, less friendly with the sciences and technology development, and mere doctrination.

For this reason, researchers began observing the closest environment, which is the Muhammadiyah Piyungan Junior High School. Based on the initial questionnaire conducted on 25 September 2017, 79,9% of students owned a cellphone. The results of pre-research through a questionnaire related to students' interest in books, gadgets, and games, from 239 students, 87,02% children played games and 7,94% never played games.

This depiction was a motivation for researchers to present alternative game for students, which was an educational game in moral learning. Students were given the opportunity to be critical and evaluative of religious material. Furthermore, this media was also expected to be able to create pleasant, active, interactive, creative, and educative learning atmosphere. Based on the description above, the students' familiarity with games became an interesting phenomenon for researchers. Therefore, this research has two problem formulation. First, how is the development of the *Siratal Mustaqim* game media as a creative and innovative media in aqeedahakhlaql learning in Muhammadiyah Piyungan Junior High School? Second, how is the media effectiveness for the aqeedahakhlaql learning in an effort to improve students' religious culture in Muhammadiyah Piyungan Junior High School?

## 2. LITERATURE REVIEW

According to Piaget, the age of junior high school (SMP) is in a formal operational phase. They can fully perform operations logically even though still have limited experience. Dienes that relied on Piaget's theory used interests and experiences in learning in order to be interesting by dividing into six stages of learning, which are: free play, games using rules, games of similar characteristics, representation games, games with symbolization, and games with formalization. Dienes argued that learning is a creative art and all abstractions are based on intuition and concrete experiences (Dienes & Perner: 1999, 735-808).

Constructivism learning is the learning process built in humans, in other words, students must build knowledge based on their respective experiences so that learning is the result of students' own efforts (Subakti, 2010, 31-53). Piaget stated that the constructivist teaching concept emphasizes the development of students' spontaneity and students' knowledge formed

through a process of assimilation and acceleration that continues into adulthood (Hsueh:1998,1581-1582).

The article Ykhai, H. Kondur, O. and Serman, L. Innovation of Education and Educational Innovations In Conditions of Modern Higer Educaton Institution describes the different approaches to the interpretation of educational innovations and innovations in education. The modern labor market requires graduates ability to operate such technologies and knowledge that meet the needs of the information society, prepare young people for new roles in this society.

The Article Mulyasa research topic is how to build a religious culture in schools (the study focused on the management of Islamic education curriculum in Building a Culture of Religious SMA and SMA BPI 2 BandungSTATE 7). This study aims to analyze and describe the activities carried out in the planning, implementation, and evaluation of the curriculum of Islamic education in realizing the religious culture in schools; as well as supporting and inhibiting factors. The theories used as the basis for the implementation of the research is primarily concerned with Cultural Education, Curriculum Management, and Islamic Education, equipped with relevant research results.(Mulyasa:2017).

In developing the media, researchers referred to students' interests, and encourage students to play an active role in learning activities. The students expected to gained some experience when using the game media such as students can share information about the way to play, find out strategies, solutions, obstacles, rewards, punishment, and messages in the media.

Ibn Taymiyyah made the aqeedah as an optimism attitude to safeguard Muslims, and alsoa guardian against negative influences that are misleading, while akhlaqis an effort to avoid various deviant behaviors and only achieved through two sources, the Quran and Sunnah (Dewi, 2008: 68-77). That belief is built on four things: realizing what is loved and blessed by Allah and Allah's Messenger with oral, heart, heart practice, and practice of the limbs (Fathuddin, 2017: 122-124). There are five characteristics in akhlaq, which are (1) akhlaqis a the actions that have been firmly planted in one's soul, (2) akhlaqis the boundaries done without thought, (3) akhlaqis the actions that arise from within people without coercion, (4) the deeds done properly, and (5) the deeds done because of Allah (Nurhayati:2014, 289-309). The researchers interpreted the akhlaq as the al Islam material which included the students 'faith and character formation.

In the Educational Technology, Garry Anglin said that technology can solve problems that arise in sciencessuch as behavioral science, natural science, and other sciences (Sahin: 2006, 14-23). In this research, researchers made technology as a media tool used in the PAI learning process with the aim of attracting the audiences, creating a pleasant learning atmosphere, and facilitating students' understanding in the aqeedah learning material, through the game form. Criswel's (Nino & Evans: 2014, 6-7)instructional games concept became a reference in the *Siratal Mustaqim*game preparation.

Lumsdaine in Romiszoswki said that technology in education has a correlation with concepts and processes (Nurdyansyah & Andiek: 2015,16-17). Therefore, technology is the

result of knowledge application that compiled systematically so that it can be used in delivering messages or subject matter.

In this research, researchers used learning with game model based on fun learning. Criswell called it as Instructional Games. Games implementation in learning can stimulating students' activities and making students active in solving certain problems (Nino & Evans: 2014, 7)

According to Munir in Thorn, there are six requirements in interactive multimedia as follows. Media assessment criteria is designed as simple as possible, a clear knowledge content, information presentation to assess interactive contents and programs, criteria for integration of cognitive and skill aspects, artistic and aesthetic elements, and assessment criteria is the overall function of interactive media (Nata: 2016, 322). The researchers was developing the games as a tool to deliver religious messages for teenagers who have high interest in games.

In the religious culture, Glock and Stark divided religiosity into five dimensions, which are belief dimension, religious practice dimension that consists of worshipping Allah, Fasting, and praying, experience dimension that refers to how far a Muslim understands and feels his religious experience, religious knowledge dimension that related to the Quran contents knowledge, and the consequences dimension that referred to a Muslim's religious teachings motivation level (Subhi: 2017, 85-98).

The religious culture expressed in this research referred to the vision of the research object school. The vision is skilled, independent, and noble which are outlined in the school's mission of carrying out increased religious activities and habituation, later explained in the school's goal of religious habituation both in prayer and reciting the Quran, and also develops concern towards others who are in the need (Piyungan: 2018, 12). De Grove, Bourgonjon, and Vanloooy mentioned that the games can effectively improve the ability of knowledge, skills, and attitudes (Nino & Evans: 2014, 7).

There are several relevant researches related to the instructional media innovation such as research by Restia Fatma Sari in 2013, the Development of Aqedahakhlaq Learning Media Based on Interactive Multimedia for Madrasah Ibtidaiyah students in Kulonprogo. Restia Fatma Sari's research results are as follows: The research used the development model by Alles & Trolip. The next relevant research is conducted by Amin Ngaziz Al Jawawi in 2016 about the Development of Andorid-based Application in *Istima* Learning at SDIT Salsabila 3 Banguntapan. The product is an interactive application that contains four features: instructions, learning material, practice questions, and information related to the researcher. The approach used by researcher was a qualitative and quantitative approach with a simplified of research and development type. Relevant research in the form of scientific article was conducted by Sulistyo Saputro and Budi Hastuti with the title of the Development of Chemical Education Game based on Role Playing Game on Atomic Structure Material as an Independent Learning Medium for Grade X High School Students in Purworejo District. The results of his research stated that the game development is good for learning and got a good response from both students and teachers.

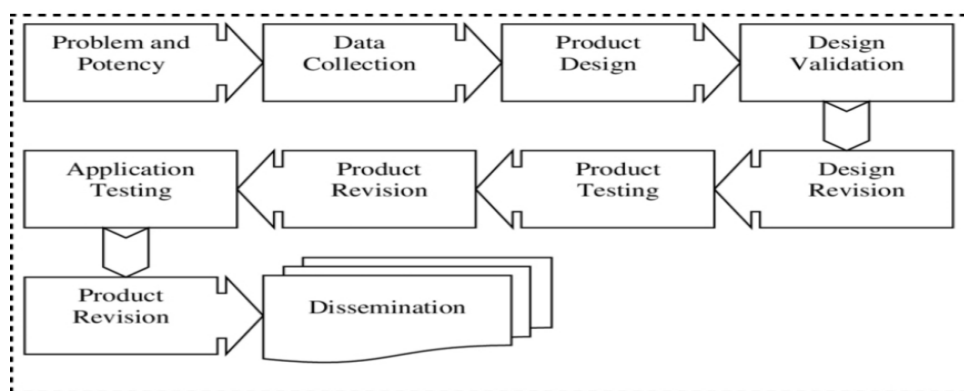
Regarding religious culture, there are several studies such as Muhana Sofiati Utami with the title of A Psychological Journal about Religiosity, Religious Coping, and Welfare in 2012. In 2017, Rini Setyaningsih and Subiyantoro Subiyantoro research with the title "The Policy of Internalizing Islamic Values in the Formation of Student's Religious Culture." *Edukasia: Jurnal Penelitian Pendidikan Islam* 12.1.

The difference between this research and the above researches is that this research not only contains learning materials but the materials are packaged in the form of complex educative game including: Islamic understanding, a description of human life in the world, human efforts to *fastabiqul khoirot* (competitive in doing good deeds) in the world in order to reach heaven, and contents from the Qur'an and hadith of the Prophet. In previous research about religious culture, researchers attempted to describe the process of creating student religious culture with several indicators such as the obligation to attend AIK courses, requirement for reading the Quran test and wearing Islamic clothes. In this research, the religious culture for 8th grade junior high school students included, speaking with good words, praying five times, fasting in Ramadhan, reciting *basmallah*, and association according to Islamic teachings.

### 3. METHODS

#### Research design

This was a development type of research more familiar as the R & D (Research and Development) term, which is a research method used to produce certain products, and testing the effectiveness of these products (Sugiyono: 2008, 297). This research aimed to develop an educational game media with the name of *Siratal Mustaqim* game as a learning media expected to be an innovative alternative in the *aqedahakhlq* subject. The research procedure used the development according to Borg and Gall including analyzing the product to be developed, developing initial product, experts' validation and revisions, small scale field trial and product revision, and large scale field trial and final product. The following is a picture of the research steps:



#### Participants

This research was tested in the Muhammadiyah Piyungan Junior High School (SMP) Yogyakarta Indonesia. This research took place in June 2018-March 2019. This research used three validation of learning material experts validation, IT experts validation, and learning media experts validation. Material experts focused on the life in the world and hereafter learning material on the subject of aqeedah. IT experts focused on the product quality. The media experts focused on the media aspect used for learning.

## **Techniques of Data Collection**

### **Trial of Pre-Test and Post-Test**

The product trials were done twice, small group trial (limited) and large group trials, using instruments in the form of questionnaires for students with several indicators including reciting *basmalla* every time doing activities, conducting five daily prayers, fasting in the month of Ramadhan, speaking with good words, and associate with peers according to Islamic teachings.

### **Observation**

In this research, the observation technique aimed to gather the data. It was in the form of an increase in religious culture in the 8th grade Muhammadiyah Piyungan Junior High School after the implementation of the *Siratal Mustaqim* game product. It was noted that the students' looked enthusiastic in the aqeedahakhlaq learning. Three days in a row, students played the *Siratal Mustaqim* game, there seen a change in attitude including the most visible was more careful in speaking

### **Instruments of Data Collection**

The instrument used in this research was a questionnaire validation sheet which was used to determine the product feasibility level according to media experts (IT), learning material experts, and research subjects. Other instruments used in the research were observation sheets and questionnaires. The questionnaire used in the data collection was IT experts validation, learning media experts validation, and learning material experts validation on the product feasibility.

The pre-test and post-test sheets were used to measure the *Siratal Mustakim* game effectiveness in the aqeedahakhlaq learning. The test was carried out by paired t-test, and the main formula used to measure each aspect of religious culture was

The observation sheet was divided into two. The observation sheet for teacher used to assess the impact of the *mustakim siratal* game in the aqeedahakhlaq learning activities in the classroom. The observation sheet for students was used to assess the impact of the *Siratal Mustaqim* game on daily life which was observed in schools reflected in the religious values.

### **Data Analysis Technique**

Data analysis technique for the product feasibility was a validation sheet. Product feasibility assessment used the Likert scale (Sugiyono: 2008, 33-35).

Score for five-scale score range

| Value          | Score | Interval Score     |
|----------------|-------|--------------------|
| Very Good (VG) | 5     | $X < 4,2$          |
| Good (G)       | 4     | $3,4 < X \leq 4,2$ |
| Satisfactory   | 3     | $3,6 < X \leq 3,4$ |
| Poor           | 2     | $1,8 < X \leq 2,6$ |
| Very Poor      | 1     | $X \leq 1,8$       |

The data obtained by the above instrument would then be taken an average score for each indicator variable using the formula below:

$$\bar{x} = \frac{\sum iXi}{n} \quad (\text{Formula 1})$$

Information:

$\bar{x}$  = Average Score

$\sum iXi$  = Total Score

n = Total Respondent

The data generated from the pre-test and post-test used to test the effectiveness before and after the media implementation. The test was done with paired t-test (Supranto: 2008,100).

The questionnaire sheet analysis was done by calculating the percentage of the increased in religious culture in grade 8 junior high school students by five indicators of reciting *basmallah* every time doing activities, praying five times a day, fasting in Ramadhan, speaking with good words, and associating with peers according to Islamic teachings.

#### 4. RESULTS

##### The Development of *Siratal Mustaqim* Game Media

In this research, the development of the *Siratal Mustaqim* game was taken several steps as follows. (1) Needs analysis, from the background explanation was revealed the results of the pre-study which showed that 87,02% of students like to play games either through mobile phones or in internet cafes, therefore educational game development hopefully could be utilized maximally in learning. (2) Learning material identification, learning material developed in the aqeedah akhlaq learning media was grade 7, 8, and 9 learning material including some material in odd semester such as, faith in Allah, *tauhid Rububiyah*, and faith about the doomsday on promises and threats. (3) Designing, the researchers prepared the subject matter in accordance with the game flow, also arranged and determined the symbols used, the supporting contents from the Quran and the hadiths, the appropriate back sound, and reward and punishment in the game. (4) The manufacturing stage, the researchers worked using java programming. There are a number of things displayed, the first is a menu display that includes the game button and the exit button.

Second is the display of learning material, three main leaning materials, game user instruction information, the proposition text and backsound.

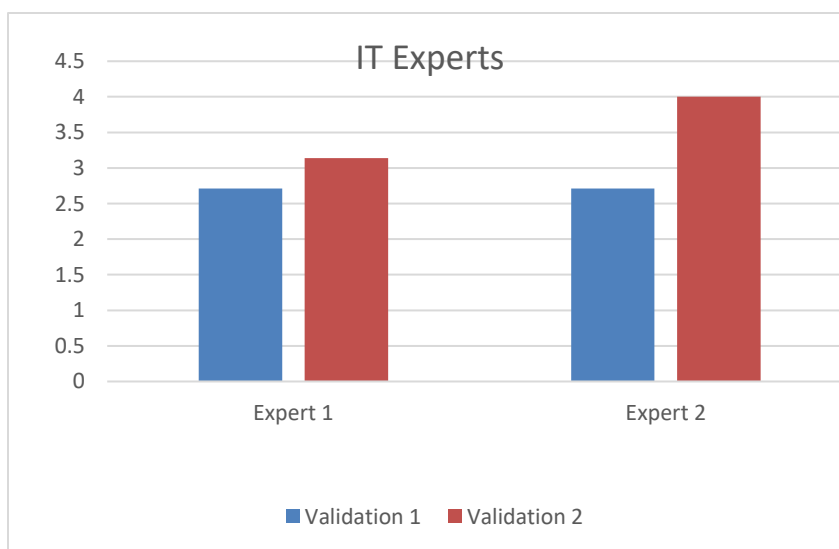
### Product Revision

In the first validation, there are a number of comments on the *Siratal Mustaqim* Game media. The first IT expert commented that *Siratal Mustaqim* game media is considered good from the programming aspect. Although, there are some correction, which are: (1) The mosque picture needs to be corrected. The mosque should stand upright in order to look strong. (2) There should be added a back button to make it easier for students to restart the game. (3) When the user falls into hell in the failure criteria, the expression is still smiling, thus the character's expression needs to be adjusted to the conditions that occur. (4) Font selection needs to be changed so that the user will easily understands the game's flow and message, (5) The pause button in the game does not work. (6) The characters 'feet in the game appear to be underground.

The second IT expert gave several comments, which are (1) The game user instructions need to be appeared in the beginning and make it comprehensive (users do not need to search it the menu). (2) The background needs enrichment (not only hills and mosques). (3) There needs to be an introductory explanation why and for what the Quranic verse and or hadith is appeared. (4) The animated characters 'running speed needs to be adjusted to the background and backsound.

### Validation Results of IT experts, Media Experts, and Learning Material Experts

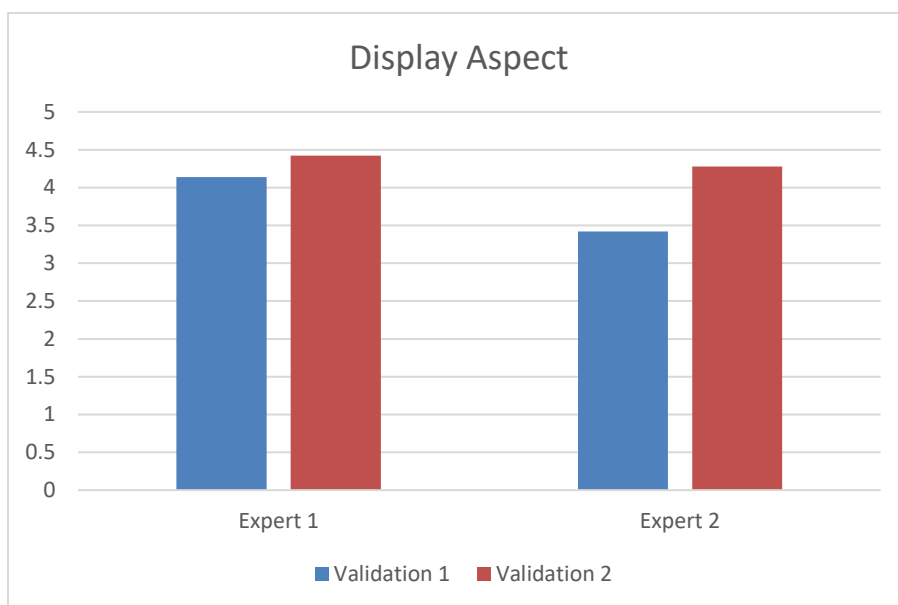
The IT aspect is the most fundamental aspect in this research because it is related to the media and material realized in the manufacture of the *SiratalMustaqim* game product.



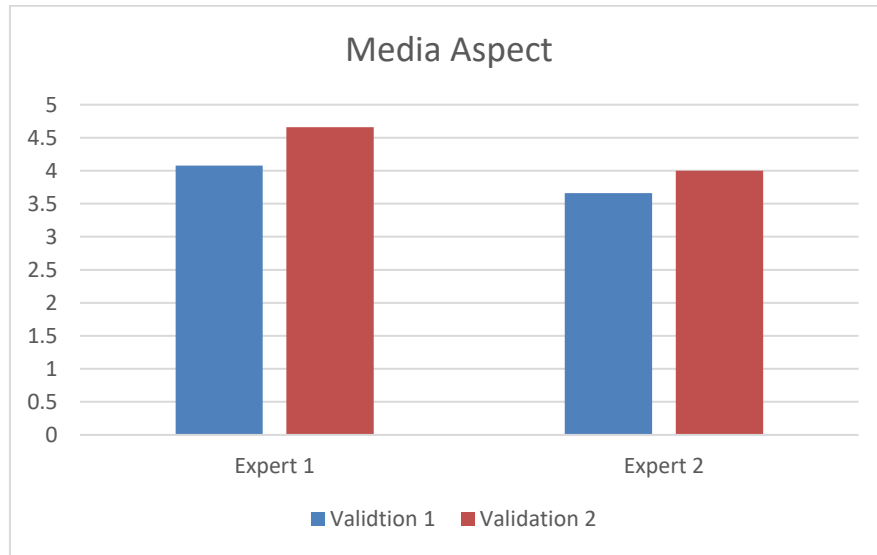


The graph shows that there is an increase in the second validation of the IT aspect. The expert's assessment 1 increase 0,43 and the second expert's assessment increase 1,29.

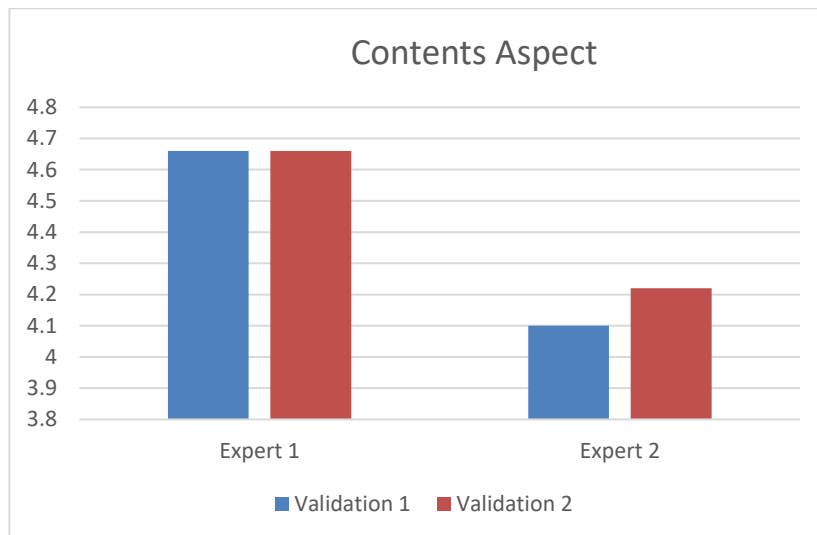
Media validation has two aspects, which are appearance and media used. The graph shows that there are an increase in the display aspect when comparing the first and second validations. The results of the first media expert's assessment increase 0,28 and the second media expert's assessment increase 0,86. These results indicate that the product developed revision produce a better final product.



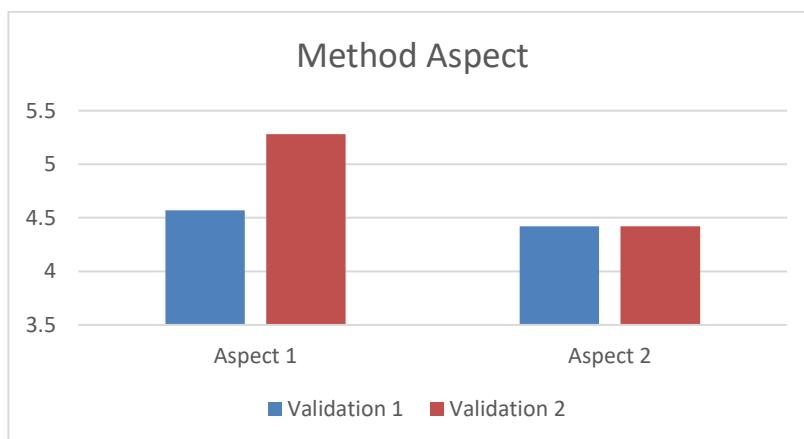
In the media aspect, the graph shows the results of the assessment on the media aspect by two media experts in validation 1 and validation 2. The results indicate an improvement in the results of the media developed by researchers. There is an increase in the assessments results in the first expert of 0,58 and an increase in assessment results in the second expert of 0,34.



Learning material expert validation covers content and method aspects. In the content aspect, there is same results for both the first validation and the second validation with an average of 4,66. According to the first expert, the media developed by the researcher is very good. In the second expert, there is an increase of 0,12.



In the method aspect validation, there is an increase of 0,71 in the first expert's assessment. There is no increase in the second expert assessment results. The score given by the second expert both an average of 4,42 for the validation 1 and validation 2.



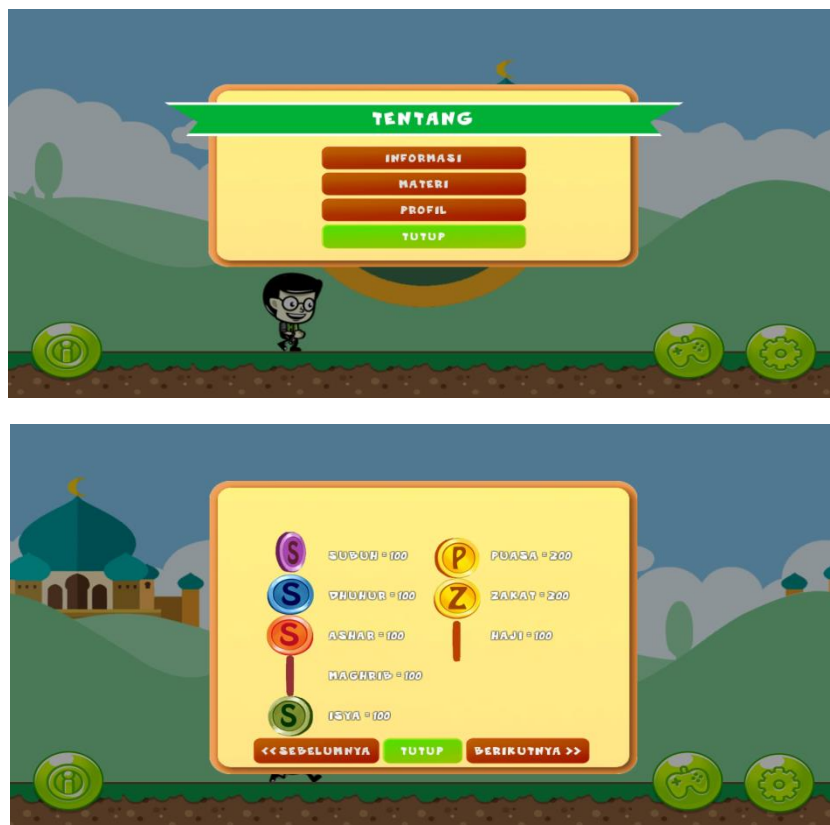
### Small and Medium Scale Product Tests

In a small scale test, the game was tested to 5 students from Muhammadiyah Piyungan Junior High School. In the medium scale test, the game was tested on 10 students. In the small scale test, the assessment results include attractiveness aspects consisting of five indicators visible from 5 respondents. The very good category rating is 10 points and poor rating is 1 point.

In the medium scale product testing, researchers asked 10 students to provide an assessment for the two aspects, which were attractiveness aspect and media can improve religious culture aspect. The attractiveness aspect consisted of five indicators with 10 respondents. The results is 2 points judged unfavorable on the color indicator in the game, 28 points is good value, and 20 points is very good value. The aspect of media can improving religious culture consisted of three indicators and 10 students gave an evaluation. The results is 19 points of good and 11 points of very good. In general, the results of small and medium scale product trials show the same results seen on students observation sheets, which is students stated that the attractiveness of the game media is well developed. This is in accordance with Piaget's theory of using interests and learning experiences to be interesting. In the aspect of improving religious culture, students stated it as good.

### The Final Product of *Siratal Mustaqim* Game Development

This research final product is an interactive multimedia in the form of educational game named the *Siratal Mustaqim* game. Although this is a game but it contains aqeedahakhlaq learning material moral from grades 7, 8, and 9. It has been validated twice by two learning material experts. The media has been validated by two IT experts and two learning media experts. The game got some advice and going through the product and media revision process. The game also got responses from teachers and students. Through small and medium scale product testing, it has been declared feasible as a medium for aqeedahakhlaq learning. The Media developed by researchers can be downloaded at the address [goo.gl/Nzb8iH](http://goo.gl/Nzb8iH). The following is one part of results of the final product research:



### The *SiratalMustaqim* Game Effectiveness in Improving Religious Culture

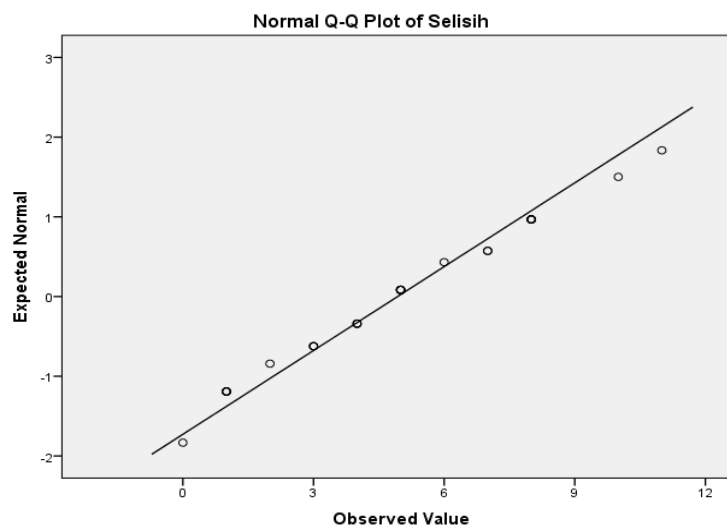
Data analysis results of the questionnaire assessment of religious culture, which is in the form of the first validation process, product revision, and second validation, have been carried out. The final product was obtained. The next was retrieving the data before product implementation, and then testing the media effectiveness in aqeedahakhlaq learning towards religious culture. Researchers conducted a product feasibility test seen from the differences before and after the media implementation. It was done through a questionnaire about religious culture before and after implementation to 29 students of grade8A Muhammadiyah Piyungan Junior High School.

The first questionnaire was given at the time the researchers made previous learning observation. Learning was conducted by the teacher using PowerPoint as a learning medium. The second questionnaire was given by the teacher after using the developed media. The researchers used the paired t test formula processed by SPSS 23.0 to test the effectiveness. It was started with a normality test of the "difference" data (pre-post values). There are 2 choices of normality test namely Kolmogorov-Smornov or Shapiro-Wilk. Since the sample was small (less than 30), then it used Shapiro-Wilk. The obtained results are below:

**Tests of Normality**

|            | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|------------|---------------------------------|----|------|--------------|----|------|
|            | Statistic                       | Df | Sig. | Statistic    | Df | Sig. |
| Deviati on | ,146                            | 29 | ,119 | ,960         | 29 | ,328 |

Lilliefors Significance Correction



From the data, the shapiro-wilk column obtained a statistical value of 0,960. The df value indicates a freedom degree of 29. Sig value (P Value) is 0.328, which means that the difference data is normally distributed because the P value is > 0.05. The data and graph show that the data obtained from pre-test and post-test data are normal and can continue to analyze the effectiveness test. T-test results with SPSS 23,0 show the following results:

**Paired Samples Statistics**

|        |             | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|-------------|---------|----|----------------|-----------------|
| Pair 1 | pretest.8A  | 10,5172 | 29 | 2,33942        | ,43442          |
|        | posttest.8A | 15,4483 | 29 | 2,27700        | ,42283          |

From the paired samples statistics table, the data shows the average value (Mean), sample size (N), standard deviation, and standard error of the mean. The results show the pre-test value of

grade 8A has an average of 10,5172 with a standard deviation of 2,33342 and a mean standard error of 0,43442. The results of the post test data showed an average of 15,44483 with a standard deviation of 2,27700 and a mean error standard of 0,42283.

Paired sample test table was used to test whether there is a significant difference between the pre-test and post-test values. The test statistic used the t test, the t value obtained was -9,309 and the sig (2-tailed) value = P value of 0,0000, because the P value is less than 0,05, it can be concluded that there is a significant difference between pre-test and post-test.

Furthermore, to find out the magnitude of the difference between pre-test and post-test, it can be seen based on the average value of the pre-test and post-test from the paired sample statistics table. It was obtained the average value of the pre-test was 10.5172 and the average post-test value was 15.4483. It shows the average value of the post-test is bigger than the average value of the pre-test. This means that the media game implementation can really improve the students' religious culture.

According to the researchers, the media is effective because it is adapted to the students' interests this has an impact on the students' enthusiasm in aqeedah akhlaq learning, also students feel happy and understands easily the messages conveyed through the *Siratal Mustaqim* game media.

#### 4. DISCUSSION AND CONCLUSION

Aqeedah akhlaq learning has a contribution in motivating students to learn and apply good behavior and Islamic manners in daily life as an embodiment of their faith by showing the characteristics of one's behavior in the individual life, which in this research is called religious culture.

In this research, the pre-test and post-test data showed significant changes in the second and fifth indicators, namely performing the five daily prayers and associating with peers according to Islamic teaching. From the two indicators, there were 24 respondents who experienced an increase and 5 respondents were stagnant or did not experience an increase from the pre-test and post-test results.

According to the researchers, both indicators are increasing due to several factors as follows. The first indicator, students found the message that the requirement to be able to pass the *Siratal Mustaqim* and enter paradise is to take all five times prayer points. The indicator of association with peers according to Islamic teachings is contained in the messages in the media to be careful, with the obstacles of negligent. It is also supported by the school environment customization that supports association according to Islamic teachings.

The second rank is on the third indicator, which is fasting in the Ramadhan month. In this indicator, there were 19 respondents who experienced an increase and 10 respondents stagnant or did not experience an increase. In addition, there is an awareness gained from the media that fasting is one of the important Islamic pillars and must be carried out so that students' commitment in fasting will improve in the future.

The first indicator is reciting *basmallah* every time before doing activities got 18 respondents experienced an increase and 11 respondents stagnant. The increase is caused by students getting a message from the game media, which every time students open the game, *basmallah* sentence

and backsound will appear. Moreover, researchers believe in external influences such as school habituation.

The fourth indicator of talking with good words got the lowest results. 15 respondents were increased and 14 respondents were stagnant. According to the researchers, the two indicators had a low increase because the media did not explicitly display obstacles in the form of dirty words. Dirty words became a habit inherent among junior high school students and needed a continuous stimulant in the form of learning media that attract students.

In the Ramadhan fasting variable, the researchers captured the students' enthusiasm, attitudes, and commitment to carry out a better Ramadan fasting in the following year. There is an awareness that Ramadan fasting should not be abandoned because it is one of the Islamic pillars. After the implementation of the media, the researchers observed the attitude that formed in grade 8A. Students were more careful in speaking by reducing dirty words even though it had not completely disappeared.

In this research, the researchers also collected data from observational data. It can be seen in the above picture in this research. Direct observation made by aqeedahakhlak teacher in the field obtained several facts. 29 respondents in grade 8A were able to have a positive impact on students' attitudes, behavior, and commitment to religion.

Among other things, in the habit of starting an activity by reciting *basmallah* could be seen at the break time, when students start learning in class, eating in the canteen, and enter the bathroom. On the issue of the five-times prayer, it can be seen from 29 respondents that previously there were only 2 children who prayed five times. There was an increase in awareness to pray five times. There were 20 children who prayed five times a day.

In the Ramadhan fasting variable, the researchers captured the students' enthusiasm, attitudes, and commitment to carry out a better Ramadhan fasting in the following year. There was an awareness that Ramadan fasting should not be abandoned because it was one of the Islamic pillars. Within three days after the implementation of the media, researchers observed attitudes formed in the grade 8A, thus students became more careful in speaking.

In the teacher observation results in this research, on the effectiveness aspect consists of three indicators. The indicators are an increase in the students' work, students' direct responded to the media, and students asking questions. It was directly obtained by the teacher's observations that *Siratal Mustaqim* game media is considered capable to increase students' learning activeness.

In terms of product efficiency aspect, there are three indicators. The indicators are learning time efficiency, teaching assistance with the media, and the media become a source of independent learning without teacher assistance. It was obtained the results of observations by the teacher that the *Siratal Mustaqim* game media is able to help the learning process and become a source of independent learning without the teachers help.

The media attractiveness aspect consists of three indicators, which are students directly try it themselves, students use the media with pleasure and enjoy playing the media for a long time, and students asked whether the game media can be downloaded on Playstore. Based on

observations shows students were active, independent, and enjoy using *Siratal Mustaqim* game media. Based on observations, students understood that educational game only used in learning and cannot be obtained in Playstore.

In the aspect of improving religious culture, it could be seen that students change their attitudes. In terms of worships, especially prayer, it appeared that during prayer times students did not need to be reminded to hasten to the school mosque. Students went to the mosque for prayer independently. Students became very careful in behaving, one of them seen in the way of speaking.

There are several conclusions obtained in this research as follows. *Siratal Mustaqim* Game was developed with LibGDX, a tool for making 2D and 3D games based on the Java programming language. The game media as learning media is an effort to present interesting learning for students. Computer-based learning with games as a tool to present a pleasant learning atmosphere contains several principles including, there are goals to be achieved, game's rules, competitions, and challenges which Criswell calls Instructional Games. This is consistent with the theory of De Grove, Bourgonjon, and Vanlooy who stated that the game is able to effectively improve the ability of knowledge, skills, and attitudes. The game was through two times of validation on the validation of material experts, IT experts, and media experts. Based on the results of the validation, the game media is declared feasible as a medium to aqeedahakhlaqlarning. The Media developed by researchers can be downloaded at the address [goo.gl/Nzb8iH](http://goo.gl/Nzb8iH).

The *Siratal Mustaqim* game effectiveness on students' religious culture can be explained from the data of an average pre-test value of 10.5172 and an average post-test value of 15.4483. Based on the average values, the average value of the post test is more than the average value of the pre test with an increase of 4.9311. The paired sample test table used to test whether there was significant differences. It was obtained the data that the developed media t value of -9.309 and sig (2-tailed) = P value of 0.0000 The P value is less than 0.05, it can be concluded that there is a significant difference between pre-test and post-test.

Therefore, it can be concluded that the implementation of game media can improve students' religious culture, namely indicators of reciting *basmallah* before every activities, performing five daily prayers, fasting in the Ramadhan month, speaking with good words, and associating with peers according to Islamic teachings.

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