



INTEGRATIVE MODEL OF GAME-BASED LEARNING AND ACTIVE LEARNING AS AN ALTERNATIVE FOR OPTIMIZING FIQH LEARNING

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Abstrak

Penelitian ini bertujuan mendeskripsikan efektivitas penggabungan metode *Game Based Learning* (GBL) dan model *Active Learning* dalam meningkatkan pemahaman peserta didik kelas VII terhadap materi fiqh tentang sujud sahwi. Penelitian menggunakan pendekatan kualitatif dengan jenis Penelitian Tindakan Kelas (PTK) yang dilaksanakan melalui tahap perencanaan, tindakan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa integrasi GBL melalui media kuis digital dan permainan edukatif mampu meningkatkan motivasi, atensi, dan partisipasi siswa. Sementara itu, pendekatan *Active Learning* seperti *peer teaching*, diskusi kelompok, dan *problem solving* memperkuat pemahaman konseptual dan kemampuan siswa dalam menerapkan ketentuan sujud sahwi dalam konteks ibadah. Kolaborasi kedua pendekatan menghasilkan pembelajaran yang lebih interaktif, menyenangkan, serta efektif dalam meningkatkan pengetahuan, keterampilan praktik, dan sikap religius peserta didik

Kata kunci : *Game Based Learning*, *Active Learning*, dan Fiqh

Abstract

This study aims to describe the effectiveness of combining Game-Based Learning (GBL) and Active Learning models in improving seventh-grade students' understanding of Islamic jurisprudence (fiqh) regarding the prostration of forgetfulness (sahwi). The study used a qualitative approach with Classroom Action Research (CAR), implemented through planning, action, observation, and reflection. The results showed that the integration of GBL through digital quizzes and educational games increased student motivation, attention, and participation. Meanwhile, Active Learning approaches, such as peer teaching, group discussions, and problem-solving, strengthened students' conceptual understanding and ability to apply the provisions of the prostration of forgetfulness in the context of worship. The collaboration of these two approaches resulted in more interactive, enjoyable, and effective learning in enhancing students' knowledge, practical skills, and religious attitudes.

Keywords: *Game Based Learning*, *Active Learning*, and *Fiqh*

Introduction

Fiqh learning is a crucial part of Islamic religious education because it shapes students' understanding of the laws of worship, including the subject of *sujud syahwi* (prostration of the *syahwi*) taught in seventh grade. However, the conceptual and ritualistic nature of the material often leads to students being less enthusiastic and tending to be passive during the learning process. This situation requires teachers to find more creative learning strategies so that students not only understand the theory but also can practice *sujud syahwi* correctly. According to Nikmah (2025) in the journal *Wulang: Scientific Journal of Elementary School Teacher Education*, the use of innovative methods has been proven to increase students' learning motivation, especially in Fiqh material which is considered "heavy". (Nikmah 2025).

One relevant strategy is the use of Game-Based Learning (GBL). This method introduces game dynamics, making learning more enjoyable and interactive. Research by Halimatussakdiah, Zaki, & Syarifah (2023) showed that using the Kahoot application as a form of Digital Game-Based Learning significantly improved the Islamic jurisprudence learning outcomes of seventh-grade students. These findings were published in *Journal Millia Islamia* (Halimatussakdiah, Ahmad Zaki 2023). Thus, GBL can be an effective means to eliminate the impression of monotony in learning Fiqh, including the material of *sujud syahwi*. In addition, the Active Learning learning model is also very relevant to be applied in Fiqh learning. This model emphasizes active student participation through activities such as discussions, questions and answers, and experiments that directly involve students so that learning becomes more meaningful and in-depth, not only being passive listeners but actively participating in absorbing and constructing knowledge. Not only that, the application of the Game Based Learning model in the material of *Aqidah Akhlak* at the MTs level is able to increase student involvement and understanding of the material. That the game system helps students be more active in exploring cognitive material and worship practices. This strengthens that GBL is very relevant to be used in Fiqh learning that requires procedural understanding, including *sujud syahwi*.

However, while GBL is enjoyable, it needs to be balanced with a learning model that allows students to analyze, discuss, and reflect on the material. This is where Active Learning plays a crucial role. Active Learning positions students as the primary subjects of learning through discussion, collaboration, and problem-solving activities. Toha (2022) in *Ta'dibuna: Journal of Islamic Education* emphasized that Active Learning is able to improve Islamic Education learning outcomes because it directly involves students in every learning process. (Toha 2022)

The integration of Game-Based Learning and Active Learning has the potential to create more effective Islamic jurisprudence learning, as GBL provides fun and motivation, while Active Learning leads students to deeper understanding. Nafiah et al. (2024) through their research in *Ihsan: Journal of Islamic Education* explains that Active Learning is very suitable to be combined with technology-based learning media because both require active student involvement. (Nafiah et al. 2024) Thus, the combination of these two approaches is very suitable to be applied to Fiqh material, especially *sujud syahwi*. In addition, research by Agustin et al. (2023) in *Mudarrisuna: Islamic Religious Education Study Media* shows that Active Learning is effective in improving the understanding of Islamic jurisprudence material in Islamic boarding schools and formal schools. (Agustin 2023) Therefore, combining Active Learning with Game Based Learning in learning Islamic jurisprudence *sujud syahwi* is a strategy that is relevant, effective, and in accordance with the demands of 21st century learning which emphasizes creativity, collaboration, and the use of digital media.

Research methods

This study uses a qualitative-descriptive research type with a library research review, namely research conducted to provide a description of an event of a person's behavior or the condition of a particular place in a structured and in-depth manner formed with a narrative. Using this method aims to seek information by providing an overview and description of research related to the Combination of Game-Based Learning Methods and Active Learning Models in Fiqh Learning Materials (Sujud Syahwi). (Firyal Yasmin RF, Tarsono, Iis Indah Sari, Gina Aria Sonia, Hari Guswanto 2023).

Results and Discussion

Selecting and implementing an appropriate learning model is a teacher's primary responsibility to ensure an optimal teaching and learning process. The success of learning objectives is largely determined by the model's suitability to the characteristics of the material being studied. Therefore, learning models must be effective, efficient, and able to capture students' attention and interest throughout the learning process (Magdalena et al., 2021). Although several schools in Indonesia have begun introducing the Game-Based Learning (GBL) approach in Islamic Jurisprudence (Fiqh) teaching, its use remains uneven, and most teachers still rely on traditional methods such as lectures and textbooks. Various studies have shown that conventional methods are often ineffective in increasing student motivation and learning outcomes, necessitating innovation and the integration of more modern learning models such as GBL to improve learning quality (Geby Anita, 2024).

Effective interaction between teachers and students through the selection of appropriate learning models is one of the determining factors for the success of the learning process. The learning model used should not only be effective and efficient but also able to create a pleasant learning atmosphere so that learning objectives can be achieved without wasting energy, time, or costs (Wulandari and Saputra 2023). The integration of Game-Based Learning with interactive quizzes has been proven to support a student-centered learning approach, where students play an active role in understanding and applying the subject matter. The use of digital technology also enables students to learn independently while increasing their motivation. In the context of Islamic Jurisprudence learning, interactive quizzes not only function as an evaluation tool but also create a more engaging learning experience and stimulate student interest (Rezki Mulia 2024). The right learning media has been proven to significantly influence learning success because it can arouse student enthusiasm and encourage their active involvement (Rahayu et al. 2024).

Game Based Learning (GBL) It's not just about providing games for students to play, but rather an active learning design that can introduce learning concepts and guide students to achieve learning objectives effectively (Wahyuning 2022). Despite its many benefits, the implementation of GBL still faces various obstacles, such as a lack of technological devices and supporting facilities in schools. Some students also need time to adapt to this method. Therefore, teacher training on the use of GBL and the provision of adequate technological devices are essential for this method to be implemented optimally and sustainably (Lestari et al. 2024).

Given the importance of Islamic Jurisprudence (Fiqh) in shaping students' understanding of proper worship practices, Islamic Jurisprudence (Fiqh) instruction must be designed to increase student enthusiasm and participation. This can only be achieved if teachers understand the diversity of abilities, learning styles, and backgrounds of students. Therefore, teachers are required to be patient, creative, and diligent in delivering Islamic Jurisprudence (Fiqh), especially material related to worship practices such as the pre-dawn prayer (sujud sahwī). However, the

reality in the field still shows that the lecture method is the dominant approach used by some teachers. Students are often asked to sit, remain silent, listen, take notes, and memorize material. However, modern education demands learning that encourages students to actively discover, construct, and develop knowledge. Various problems such as low student participation, lack of interest in learning, and difficulty understanding abstract concepts in Islamic Jurisprudence (Fiqh) are evidence that the lecture method is not always effective. Students tend to be passive and not fully involved in the learning process, both at school and in madrasas. (Arnailaisra Yanthi Harahap¹, Susi Sulastris Lubis² 2024).

Active learning is an approach that encourages students to be fully involved, both mentally and physically, in every learning process. Through activities such as discovering main ideas, solving problems, and applying concepts in real situations, students become more dominant in learning activities. This approach usually creates a more enjoyable learning atmosphere so that learning outcomes can be maximized. (Kamisah 2022). The concept of active learning has actually been known since the time of Socrates and was later developed by progressive educational figures such as John Dewey who viewed learning as a naturally active process. Active learning emphasizes both intellectual and emotional involvement of students to achieve understanding that includes aspects of knowledge, skills, attitudes, and values. In the view of Joel Wein as quoted by Winastwan Gora (2019), active learning is a learning approach that gives students an active role in every stage of the learning process. (Dewi Astina, Munirah 2025).

Various factors determine students' success in understanding and retaining learning information, including selecting the right learning model. With an appropriate model, students more easily understand the material and demonstrate better learning outcomes. The more active students are in participating in learning, the higher the level of success they can achieve (Mukarromah et al. 2024). Therefore, active learning is a learning activity that positions students as information gatherers and processors, allowing them to take responsibility for the knowledge they acquire and become more involved in the learning process (Abdillah and Soleh 2023). Active learning aims to optimize students' potential, capture their attention, and position them at the center of learning. Various strategies such as Jigsaw and Think Pair Share can be implemented to create this active learning. According to Mel Silberman, active learning is a comprehensive collection of learning strategies to engage students in various ways (Huda et al. 2021).

In Islamic jurisprudence (Fiqh), the learning process is the implementation of a predetermined plan. Through the application of appropriate strategies, methods, and media, teachers can create a more meaningful learning experience and enable students to actively engage in understanding Islamic jurisprudence (Fiqh) material. In developing Islamic jurisprudence (Fiqh) learning for grade VII, teachers need to determine learning strategies that align with the core competencies to be achieved. Each competency requires students to understand the material's indicators, including the pre-dawn prayer (sujud sahwī), the thaharah prayer (thaharah), and other acts of worship. Teachers typically consider the characteristics of the material and the allocation of time so that the material can be delivered effectively and students gain both conceptual and practical understanding. (Rahmat Efendi n.d.)

Conclusion

Based on the discussion, it can be concluded that the combination of Game-Based Learning (GBL) and Active Learning is an effective and relevant learning strategy to improve seventh-grade students' understanding of Islamic jurisprudence (Fiqh), particularly regarding the Sahwi prostration. The GBL method has been proven to increase student motivation, interest, and engagement through educational games and interactive digital-based quizzes, making the

learning atmosphere more enjoyable and less monotonous. Meanwhile, Active Learning provides space for students to actively engage through discussions, group work, questions and answers, and problem-solving, thus strengthening their conceptual understanding and practical skills. The combination of these two approaches can overcome the challenges of Islamic jurisprudence (Fiqh) learning, which is often considered difficult and boring. GBL acts as a motivator, while Active Learning deepens students' understanding through critical and collaborative thinking. However, the implementation of GBL still faces several obstacles, such as limited technological devices in schools and teachers' readiness to manage digital media. Therefore, teacher training support and the provision of adequate learning resources are essential. Overall, the integration of GBL and Active Learning results in a more interactive, student-centered, enjoyable, and effective learning process, thereby improving students' knowledge, worship skills, and religious attitudes. This approach is highly suited to the needs of 21st-century learning, which emphasizes creativity, collaboration, and the use of technology in teaching and learning activities.

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