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DEVELOPING OF SNAKES LADDERS GAME IN LEARNING THE HISTORY OF ISLAMIC CULTURE “ FATHU MECCA”

21

Rora Rizky Wandini, Emeliya Sukma Dara Damanik, Wahyu Iskandar

UIN Sumatera Utara

20

E-mail:rorarizkiwandini@uinsu.ac.id, emeliya@uinsu.ac.id, Wiskandar921@gmail.com

ABSTRACT

Playing is very close to the children. The rapid growing of technology makes the purpose of playing is not only for fun, but also need to put the moral and value of education. The snake ladder game is one of the most favorite game for elementary school students. Even though, this game is a traditional game, but it still survives in the digital era and close to the daily environment of student. History is a subject that often causes boredom in children. It can be grounded from a lot of aspects. The one of them is the use of conventional method. Therefore, this situation demands to the growing or innovation in presenting history in classroom, especially Islamic Cultural History. It is known that snake ladder game can be implemented in the process of teaching learning. It can motivate students to learn and improve students' abilities in mastering of the history of Islamic culture in the theme “ Fathu Mecca”. In this case, snake ladder game has been modified with the theme of Fathu Mecca to make the material is more interesting than before. Playing can provide student's opportunities in exploring, identifying of their selves, practicing and gaining of kinds of concepts. The teacher's due is sharing and leading learners to have skill in discovering knowledge through an inspirational and fun learning atmosphere.

Keywords: Effectiveness, snake ladder game, SKI learning

INTRODUCTION

SKI is a subject which is taught in the elementary school based on Islamic or famously called as “Madrasah Ibtidaiyah”. This subject is also taught integrally in the subject of Islamic religious. This is the one of superiority of school based on Islamic, because of the material will be delivered in detail.

Learning of Islamic history for students in Islamic school. This course is necessary in the building of Islamic teenagers who have strong Islamic identity and character. Studying of Islamic history a will provide awareness about Islamic history in the past time. In addition, studying history enables learner to know deeply teenager's self-potential, rise their love, spirit and pride¹

12

¹ Azmul Fahimi Suyani, Izziah., Rozali, Ermi Azzati., Kamaruzzaman, “THE IMPORTANCE OF LEARNING ISLAMIC HISTORY AND CIVILIZATION OF MALAYSIA IN THE BUILDING OF MAN CAPITAL AND IDENTITY,” *Procedia* 59 (2011): 550–57, <https://doi.org/doi:10.1016/j.sbspro.2012.09.313>.

1

Studying of Islamic history also avoids loss identity and lead teenager to have a goal in their life. Therefore, it is very necessary for teenagers to master Islamic history in building of their Islamic identity²

Unfortunately, the history of Islamic Culture (SKI) is claimed as boredom subject for the students. The one of reason is conventional method in which the teacher is only delivers the material in lecturing. This condition is underwent by the students in SD Muhammadiyah Medan. Seeing to the situation, student needs teaching innovation to decrease the boredom and build students interesting in increasing of student mastery about Islamic history.

Ni'matul Fauziah stated that there are two factors as a big reason to make boredom in the class of Islamic culture history. They are internal and external factor. Internal factor comes from the lows of student's interesting in learning. It is affected by the conventional teaching from the teacher. The student often to write a summary in a big capacity. Then, most of student undergoes weariness. They felt boredom, uncomfortable situation and finally bring them into boredom³. This is also in line to the result study conducted by Hasmar. He found that several problems in learning Islamic History is related to less interesting and boredom⁴

Furthermore, a study reported that students should have motivation and interesting in learning of history. Therefore, teachers should motivate students by providing appropriate media to attract student' interesting and motivation⁵

Based on the previous observations on teachers and the learning process at SD Muhammadiyah 12 Medan., the learning method can be categorized as conventional learning, because the teacher used lecturing method. Although, the teacher has managed the seat pattern by Cevron, it only reduce the distance between the teacher and the student. Meanwhile, the student seems boredom. The system is not effective used in

² Murthada Gusau, "The Importance and Significance of Learning History In Islam," *Times Opinion*, May 25, 2018, <https://opinion.premiumtimesng.com/2018/05/25/the-importance-and-significance-of-learning-history-in-islam-by-murtadha-gusau/>.

³ Ni'matu Fauziah. 2013. Faktor Penyebab Kejenuhan Belajar Sejarah Kebudayaan Islam Pada Siswa Kelas XI Jurusan Agama di MAN Tempel Yogyakarta. h. X. <http://digilib.uin-suka.ac.id/11742/1/BAB%20I%2C%20IV%2C%20DAFTAR%20PUSTAKA.pdf>, di akses tgl 10 Agustus 2019. Pukul 12.17 b.

⁴ Abdul Haris Hasmar, "PROBLEMATIKA PEMBELAJARAN SEJARAH KEBUDAYAAN ISLAM DI MADRASAH," *MULARRISUNA* 10, no. 1 (2020): 15.

⁵ anifatul Maidah, "Persepsi Siswa Tentang Mata Pelajaran Sejarah Kebudayaan Islam (SKI) Hubungannya Dengan Motivasi Belajar Siswa (Studi Di MA. Al-I' anah Jangkar Wetan - Cilegon)" (State Islamic University Sultan Maulana HASanuddin Banteh, 2018), <http://repository.uinbanten.ac.id/1733/>.

the class. As a result, the teacher and student cannot find fun learning style. It can lead to the student score. They will get a low score in learning the history of Islamic culture.

Uninteresting teaching and learning process can affect the lack of student's understanding and memorizing. Therefore, it can be said that teaching learning process must attract student. The one of alternative way to attract student's interesting by using of game. It is because of game is real and contextual in student's daily activity. Game is suitable to be applied for teaching children, because it is very close to the children world. Therefore, it is very important in learning to insert the concept playing. Playing is an activity which is carried out by using or without instrument. Playing can create comprehension and information, fun and grow the imagination in children's mind. Purnama also defines that playing as an immediate or spontaneous activity when he interacts with others or meets various objects around him happily (happily) on his own initiative using imagination (imagination), using the five senses, and all members of his body⁶

In education, the purpose of game method is to create fun and interest towards the learning process. Certain games help with certain subject matters. Thus they have sweet or pleasant experiences. The game can reduce the monotonous and boredom. Game is able to create fun, enhance class attractions wholly and enjoy the interest in learning. The game also builds a spirit of competition and challenge in students. Moreover, game can create cooperation between students to know, understand, and practice the rules, principles, and rules.

Many educational games can be applied to theoretical material. One of them is a snake and ladder game. It could be designed specifically for theoretical material. Snake and ladder game is also close to elementary school students, because they usually play it in their daily lives. So it is expected to attract the attention of students to participate in learning. There are several considerations in this study to prove and test how the effect of the board games in the mastery of material, such the minimal use of a combination of

⁷ Ni'Matu Fauziah, "Faktor Penyebab Kejenuhan Belajar Sejarah Kebudayaan Islam Pada Siswa Kelas XI Jurusan Agama Di MAN Tempel Yogyakarta." (UIN SUKA, 2013), http://digilib.uin-suka.ac.id/11742/1/BAB_I%2C_IV%2C_DAFTAR_PUSTAKA.pdf, Sigit Purnama, *Alat Permainan Edukatif* (Bandung: Remaja Rosdakarya, 2019).

learning strategies used by teachers in teaching theoretical material. Therefore, there is a tendency for students to feel bored in participating in learning⁷

The game of snakes and ladders is very feasible and well known game in all countries. All children or students will be very easy to play as a note that the student can read the game instructions listed on theboard. It is played by a minimum of two persons. Every student has a pawn, and he gets the chance to shake the dice. The dice have numbers 1 to 6. The display of this board game looks like “box drawing” in which each boxes contained a number, stair and snake. After the player shake the dice, he/she can run their pawn based on the total number they get and if the players meet stair, it means they can run and up to the next number. Meanwhile, if the players meet snake, it means the player should go down.

The game of snake and ladder is useful to rise student’s interesting and student’s outcome. It is the effective of learning media. Teacher and student can help each other through the application of this game⁸

Moreover, snakes and ladders game was effective media to make student engage and participate during learning as well as develop children’s intelligence⁹. As mention in previous study, it indicated that snake and ladder game could be suitable media for kid. Meipina conducted the game in teaching vocabulary. It is very effective to make students memorable words in English¹⁰. then, Nuryanti treated the board game to improve student’s motivation in learning¹¹. Afrina applied the game of snake and ladder to assist students in writing. She can prove that this game is able to explore student’s mind in beginning of their writing¹².

⁷ Fauziah, “Faktor Penyebab Kejenuhan Belajar Sejarah Kebudayaan Islam Pada Siswa Kelas XI Jurusan Agama Di MAN Tempel Yogyakarta.”

⁸ Sidrah Afriani & Khaerunnisa Syawaluddin, Ahmad Syawaluddin, Rachman, “Developing Snake Ladder Game Learning Media to Increase Students’ Interest and Learning Outcomes on Social Studies in Elementary School,” *SAGE JOURNALS* 51, no. 4 (2020): 1, <https://doi.org/https://doi.org/10.1177%2F1046878120921902>.

⁹ Luhayu Suwastrina, Putuaditia, “Penerapan Bermain Ulartangga Untuk Meningkatkan Kemampuan Kognitif Sama Kelompok Di TK Widiya Sesana Sangit,” *Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2016).

¹⁰ Meipina, “THE APPLICATION OF SNAKES AND LADDERS GAME IN TEACHING VOCABULARY,” in *He Second International Conference on Education and Language (2nd IC4L) 2014* (Lampung, 2014), 1.

¹¹ Nuryanti, “DEVELOPMENT OF SNAKE AND LADDER GAME AS A LEARNING MEDIA IN SPECIAL JOURNAL MATERIAL TO IMPROVE STUDENT MOTIVATION OF CLASS X ACCOUNTING SMK MUHAMMADIYAH 1 TEMPEL” (YOGYAKARTA STATE UNIVERSITY, 2017).

¹² Henni Apriana, “Influence of Snake and Ladder Game in Writing” (Raden Intan State Islamic University, 2017).

Related to the description above, the writer intrigued to help teachers and students in integrating of between snake and ladder game to assist student in studying of Islamic history. In this discussion, Fathu Mecca is the material which has been chooses to be developed. This material is one of material in the course of Islamic culture history in class V MI. As long as this time, the teacher facilitates student by Lecturing. This system makes student's boredom and difficult to comprehend and unable memorize the material incompletely. The material of Fathu Mecca is an interesting teaching material. It provides values and wisdom. It tells how the story of the liberation of Mecca from polytheism created by the envious of Mecca Quraish. This way is expected to give contribution for the teachers and help students to comprehend the big event of Fathu Mecca.

RESEARCH METHODS

This research uses quasi experiment research. As the dependent variable are students in class C SD Muhammadiyah 12 Medan in the material of Islamic History and the independent variable is snake and ladder game. For control class, the writers conducted Seminar/lecturing method. The class is choose and divided into two classes; experiment and control class, they are class VA (30 students) and V B (30 Student). In collecting of the data, the writer uses observation, interview and testing hypothesis T.

RESULT AND DISCUSSION

Pretest

Table 1 Pretest

Statistic data	experiment	control
lowest	47,6	35,2
highest	72,8	66,5
Average	60,2	50,85

Based on the data above, it can be seen that there are deviation or differences between experiment and control class. In the pretest, experiment class got 60, 02 and control class 50.85

Post Test

Table 2. Post test

Statistic data	experiment	control
Lowest	55,3	49,2
Highest	82,6	64,7
Average	68,95	59,95

The table above indicated that the result of posttest for experiment group reaches 68,95 and control group around 59,95.

Normality in Pretest

Table 3 Normality in Pretest

	class	Shapiro-Wilk		Kolmogrov-Smirnov ^a		
		Statistic	df	Sig.	Statistic.	Df
Score	Experiment	,144	28	,014*	,898	8
	Control	,136	27	,180*	,927	27

Based on the data above, it can be said that normal through normality test by Sig 0.14 for experiment class. Meanwhile, 0.180 for control class. Therefore, the data can be categorized into normality because bigger that 0.05

Posttest

Table 4 Normality in Posttest

	class	Shapiro-Wilk		Kolmogrov-Smirnov ^a		
		Statistic	df	Sig.	Statistic.	Df
Score	Experiment	,102	28	,200*	,962	28
	Control	,100	26	,200*	,958	26

Based on the data, it can be said that it is normality by sig 0,20 for experiment class and 0,20 for control class. Therefore, the data can be included into normality because it bigger than 0.05.

Homogeneity test

Table 5 Homogeneity in Posttest

Score			
Levene Statistic	df1	df2	sig
9,296	1	5,86	,005

From the table above, the data can be said homogeny through homogeneity test by sig 0,05 and score F is 5,86 bigger than score F table is 5,39.

Hypothesis Test

In increasing of student result in learning of Islamic culture history, the writer used hypothesis test between experiment and control class. The result can be shown on the following table:

Table 6 Paired t-test for control class

Variabel	t-hitung	Sig	Level of Sig.
Pre-test & Post-tes	-12,001	0,000	0,05
N-30			

Based on the table above, it can be gained the significance 0,000 and lack than 0,05. Therefore, HO is not accepted. It can be understood that there are the significance differences between before and after giving treatment. From this table, T negative is -12,001 means that students' average seems low before treatment. In conclusion, there are an increasing of student result for control class from pretest and posttest.

Table 7 Paired t-test for experiment class

Variabel	t-hitung	Sig	Level of Sig.
Pre-test & Post-tes	-16,801	0,000	0,05
N-30			

Based on the Paired Sample t-test table, the significance level of 0.000 is less than the significant level (α) = 0.05, then H_0 is rejected. Then it can be stated that there is a significant difference between the average value of learning outcomes before and after treatment. the hypotheses conclude that snakes and ladders games is effective media which foster students in learning the history of Islamic culture about fathul Makkah

CONCLUSION

From the previous discussion, it can be concluded that the history lesson which has been seen as boredom for students. It is caused by the need for an innovation in the learning process. The age of elementary school children who are still close to playing. Playing methods is a solution to facilitate students to receive teaching materials and fun learning process. Playing can develop 3 skills of students at once, namely cognitive, affective, and psychomotor children. Learning history at the elementary school level should be fun so that subject matter is easily accepted by students. It is also adapted to the stage of psychology of elementary school children. Delivering of teaching material in conventional method such as in lecturing make student not creative. The student is also difficult to open their mind largely. This situation leads the low of students score in the end of class. Therefore, the teacher are demanded to be more creative to create fun learning in the class room. The teacher should understand in matching between the material and teaching method to reach the achievement in learning.

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