



Gamification Learning Media Innovation Caps and Brooms in the Subject of Reading and Writing the Qur'an

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan suatu inovasi media pembelajaran bernama Caps and Brooms yang dikembangkan melalui produk ular tangga modifikasi dengan meningkatkan atau menambah unsur-unsur baru seperti desain boardgame, rules game, beserta alat bantu game yang kemudian diimplementasikan sebagai alternatif dalam meningkatkan minat dan prestasi belajar siswa, selain itu menjawab keresahan pendidik untuk dapat menggunakan media pembelajaran inovatif berbasis gamifikasi dengan biaya yang terjangkau serta keterbatasan teknologi yang menjadi permasalahan, sehingga memberi dampak yang cukup krusial seperti penurunan minat belajar siswa yang berimbas terhadap hasil belajar siswa. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) dengan model pendekatan ADDIE (Analysis, Design, Development, Implementation, Evaluation). Hasil penelitian ini menunjukkan bahwasannya penggunaan media pembelajaran Caps and Brooms dapat meningkatkan minat dan antusias siswa dalam proses kegiatan belajar mengajar, meningkatkan hasil belajar siswa, serta menjadi alternatif media pembelajaran yang efektif dan efisien bagi pendidik atau fasilitator yang mengimplementasikannya.

ABSTRACT

This study aims to describe an innovative learning media called Caps and Brooms, which was developed by modifying the traditional Snakes and ladders game by enhancing or adding new elements such as board game design, game rules, and accompanying game aids, which are then implemented as an alternative to enhance students' interest and learning achievement. Additionally, it addresses educators' concerns about utilising innovative gamified learning media with affordable costs and overcoming technological limitations, which have posed challenges resulting in a crucial impact, such as decreased student interest and subsequent learning outcomes. This research employs the Research and Development (R&D) method with the ADDIE model approach (Analysis, Design, Development, Implementation, Evaluation). The results of this study indicate that using Caps and Broom's learning media can increase students' interest and enthusiasm in the teaching and learning process, improve students' learning outcomes, and serve as an effective and efficient alternative learning media for educators or facilitators who implement it.

INTRODUCTION

The success of education is the most crucial goal of education itself, explained by Ramadani in the study (Magdalena, Nurchayati, & Abwandi, 2023) that the main goal of the learning process is to increase student knowledge and change student behaviour based on the goals that have been prepared and planned before the teaching and learning process takes place. The quality of an educator can greatly influence the teaching and learning process. If the educational institution is filled with qualified teachers, then the output produced will certainly be of better quality (Muhammada, 2016). This is in line with what was conveyed by (Wiwin Fachrudin Yusuf, 2017) that professional teachers have four competencies as outlined

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in Law No. 19 of 2003 concerning teachers: pedagogical, personality, social, and professional competencies. Regarding pedagogical competence, it is a very important process in designing support for learning success, including design methods, media, etc. In this case, what needs to be more concentrated by a teacher is the teacher's skills in providing appropriate learning media because the use of learning media has a significant impact, such as the theory conveyed by Blacks and Horalsen in research (Miftah, 2013) which argues that media is a communication channel or medium used to carry or convey a message, where the medium is a path or tool by which a message travels between the communicator and the communicant. From this statement, it is clear that an important function of learning media is to convey or facilitate the teacher's delivery of information or material to students. As conveyed by (Wiwin Fachrudin Yusuf, 2017), media is very important for the learning process, so the selection of this media must be considered. If a teacher designs media carefully and correctly uses it, learning will be interesting and easy for students to understand. Then this statement is supported by research (Harsiwi & Arini, 2020), which states that media can help learning in schools because it can help teachers convey information to students or vice versa. From several statements above, it can be concluded that the use of learning media is a crucial process in supporting a learning process because the learning media provides a function in facilitating the delivery of material by teachers to students, whether or not a learning media is interesting will certainly also have an impact on students' interest in learning. Therefore, it is expected that an educator must be able to plan the learning media that will be used carefully and as well as possible so that the learning objectives can be achieved properly.

However, recently it can be seen some facts in the field that the utilization of learning media in teaching and learning activities (KBM) of BTQ subjects in class III SDN Suwayuwo I is still not optimal; this can happen due to limited costs or interest of educators, or limitations of technology-based media such as projectors and so on. Learning media has a very important role in influencing the results of learning. Also explained by (Puspitasari, Sari, Putri, Wuryani, 2018) in their research, considering that learning media is one of the tools to achieve learning goals so that students and students can more easily understand the learning process, learning media is very much needed to increase student motivation so that they can follow the learning process. If learning media is not utilized properly, it will have quite an impact on the lack of enthusiasm of most students. Students feel that the learning is monotonous and do not interact actively. This form of learning certainly significantly impacts the interests of students who easily get bored, lose focus more quickly, prefer to play alone and underestimate the teacher explaining the material in front of the class. It is not impossible

because, in this learning process, class activity tends to focus more on the teacher than on students, commonly called Teacher Center Learning (TCL), which is supported by limited and less interesting learning media. This is in line with Nabilah's statement in the study (Manulang, Syahbana, Nasriah, & Ariadi, 2023) that low student learning outcomes are caused by the lack of educator skills in providing learning materials and the inaccuracy of educators in designing and implementing learning. In addition, the lack of educators using innovative learning media can also have a significant impact on student interest and learning outcomes; this is different from what was conveyed by Hamalik (Askhabul Kirom, 2016), who stated that the use of media in the teaching and learning process can arouse curiosity and new interests for students, as well as arouse motivation and stimulation of teaching and learning activities and even have a psychological effect on students. Therefore, the importance and urgency of utilizing interesting learning media in learning will certainly have a tremendous impact on the activeness and effectiveness of student learning; in addition to making it easier for students to understand the material presented, educators will also benefit because the process of delivering the material will be easier to convey by using active and interesting learning media.

Regarding interesting learning media, Pipit Puspitasari stated in her research that learning media is one of the tools to achieve learning goals so that students and students easily understand the learning process; learning media is very much needed to increase student motivation so that they can follow the learning process (Puspitasari et al., 2018). Therefore, learning media cannot be chosen carelessly. Then, based on the problems of elementary school students who prefer to play rather than study, it seems that gamification-based learning media is an answer that can be considered, considering that some elementary school students prefer game-based learning or gamification; this is also in line with the statement (Ali Mohtarom, 2017) in his research which revealed that at an early age, children prefer to be told to play or sing rather than being told to read, let alone memorize. Gamification learning media is a physical tool and material that integrates game elements into the teaching and learning process by an educator as a facilitator; this is done to facilitate students' needs to facilitate learning and understanding using fun and more meaningful tools. This is supported by the explanation (Hakeu, Pakaya, & Tangkudung, 2023) that the advantages of using gamification-based learning media are that it can increase students' learning motivation by presenting game elements in it, can improve student involvement in the learning process, change learning with a teacher-centred learning (TCL) system towards Student Center Learning, or which can also be interpreted as student-centred learning, in addition, by using gamification-based learning

media, students can develop their social skills in the form of teamwork because gamification learning media is usually applied to group learning.

With these three things, students will feel more motivated to achieve targets, overcome challenges, and achieve higher achievements. This statement is also supported by the statement (Ariani, 2020) that gamification in learning is indeed expected to increase students' motivation to actively access and participate in learning. This is evidenced by several activities carried out previously by grade III students at SDN Suwayuwo I who were very enthusiastic about learning while playing with the help of gamification learning media such as a) Adoption of Crossword Puzzles (TTS), b) Marker Relay, c) Mystery Box, d) ULTAMOD (Modified Snakes and Ladders). It is clear that the process of using media containing game elements in non-game conditions strengthens positive learning behaviour, especially in terms of student learning motivation and activeness; in addition, using gamification-based learning media can provide meaningful learning experiences for students because using these learning media, students can be more comfortable and happy in learning activities. This statement is supported by (Ardhani, Ilhamdi, and Istiningsih, 2021) that gamification-based learning media can be used by students to learn while playing so that the learning process becomes more enjoyable, makes students more enthusiastic about participating in learning, makes it easier for students to understand lessons, helps develop thinking skills to be more creative & active, learning becomes more meaningful and can achieve learning goals well.

Among the several learning media used, ULTAMOD (Modified Snakes and Ladders) is the most popular among Class III students. ULTAMOD is a learning media in the form of an adoption of the Snakes and Ladders game; the Snakes and Ladders game media can be modified into an interesting media and can motivate students to be active in learning, then integrated with the materials that will be delivered to students in the teaching and learning process activities. As explained by (Wati, 2021) in his research, the advantages of the Snakes and ladders game learning media are (1) students learn while playing, (2) students do not learn alone but must be in groups, (3) it makes it easier for students to learn because the pictures assist them in the snakes and ladders game, and (4) does not require expensive costs in making snakes and ladders game learning media. In addition, this is also supported by (Widiana, Parera, and Yuda Sukmana, 2019) in their research that the Snakes and Ladders game learning media will provide more interesting visualization of the material because learning while playing will increase students' interest in learning so that students' understanding of the material is good. This is in line with the statement (Maharani, Fatrilia, Khoiri, & Setiyawan, 2023) that in the learning process, they are not always focused on the

teacher who delivers the material but is expected to be active and creative according to their respective preferences. In addition, this learning media can also increase their self-confidence and help students express emotions through creativity in the learning process of Class III students of SDN Suwayuwo I. However, there are several shortcomings of the ULTAMOD media during the application carried out by researchers in the previous analysis stage, including: first, the writing of written questions is fixed in the board game so that the board game can only be used once with limited material. Second, the existing elements are still limited, such as pictures and questions that are already open. Of course, it would be much better if the elements in the ULTAMOD board game were more varied so that students would be more enthusiastic and active while learning and playing. However, in the context of this sentence, what is meant by active is an active word as conveyed by (M. Anang Sholikhudin & Nur Cholis, 2016) that activeness here is certainly not just active or busy, but quality activeness, which is marked by the number of responses from students, the number of questions or answers about the material being studied or ideas that may arise related to the concept of the material being taught. So, based on the context of the problem, the researcher made a new product innovation that was different from previous research; this gamification learning media innovation is called "Caps and Brooms" This media offers an effective and efficient improvement solution with the latest unique, diverse and long-life features, this innovation emerged based on the shortcomings of the modified snake and ladder media in previous studies. This innovation is supported and in line with the theory presented by Rogers written in the book (Rusdiana, 2014) that the characteristics of innovation consist of five things: having relative advantages, compatibility, complexity, Trialability, and easy of understanding so that the theory can strengthen the values of innovation that researchers are currently doing.

RESEARCH METHOD

To carry out this research, researchers are currently using the Research and Development Method (R&D) to achieve the objectives of this research, namely to produce an innovation from existing learning media products as an additional advantage and alternative to the shortcomings of the previous ULTAMOD (Ular Tangga Modifikasi) learning media. (Nurmalasari & Erdiantoro, 2020) Explained in their research that the Research and Development Method (R&D) is a research approach used to create new product designs, test the performance of existing products, and develop new products. Then to facilitate the

research process, the researcher used the ADDIE development model, explained by (Trisanti & Hikmat, 2021) in their research that the use of the ADDIE model can help achieve research objectives to develop a product because this research model contains research steps that have been systematically arranged or can be said to be structured and interrelated with each other, the stages are: Analysis (is the first stage carried out by researchers to be able to conduct analysis from observations carried out in depth to find out and obtain data so that identification of problems in the field is found in order to produce new product development as an alternative to existing problem solving), Design (the stage of designing learning media that is in accordance with the needs and objectives that have been identified in the analysis stage), Development (is a further stage after the design process is carried out, namely the creation of learning media development according to the development design that has been determined based on the analysis), Implementation (this stage is when learning or training media is run by involving students or training participants), evaluation (the last stage is evaluation, where an assessment of the effectiveness of learning or training is carried out).

RESULTS AND DISCUSSION

Results

Table 1. Results of the Periodic Implementation Process of Learning Media

No.	Name	Pra-ULTAMOD				ULTAMOD Pre-Development				Caps and Brooms			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Iqbal	60	50	70	C	75	65	75	B	80	70	75	A
2.	Jefri	70	80	75	C	75	80	75	B	80	80	80	B
3.	Aiko	65	75	75	B	70	80	80	A	70	85	85	A
4.	Amirah	70	80	70	C	80	85	75	B	85	90	80	B
5.	Bathara	75	80	65	B	80	80	75	B	80	90	80	A
6.	Aurel	80	80	75	A	85	90	80	A	85	90	90	A
7.	Bunga	60	75	60	B	65	80	70	A	75	80	85	A
8.	Naura	75	75	60	B	80	75	65	B	80	75	75	A
9.	Fadlan	60	65	70	C	60	70	75	B	70	75	80	A
10.	A'yun	70	75	65	C	75	80	75	A	75	80	80	A
11.	Nasdan	70	80	70	B	75	80	80	B	80	80	85	A
12.	Qalby	65	70	65	C	70	75	70	B	75	85	75	B
13.	Raisha	75	75	70	A	85	80	75	A	85	80	80	A
14.	Sasha	80	85	80	A	85	90	85	A	85	90	90	A
15.	Yuzarshif	75	80	70	C	80	90	80	B	80	90	80	B

Based on Table.1, it can describe the results of the periodic research development carried out through three stages, namely the (1) Pre-Ultamod stage, (2) ULTAMOD Pre-Development (3) Caps and Brooms, before going through the implementation stage of the Caps and Brooms innovation learning media product, the researcher conducted the research

by conducting the two initial stages as an analysis of the development of motivation and also the effectiveness of learning activities by students as an initial step to determine problem-solving in the form of innovations from the shortcomings in the implementation of previous learning media. The ADDIE approach model supports the research to develop new learning media innovations that are by needs and effective in Table 1. In the Pre-Ultamod stage research assessment data, it is described that the decline in students' learning values and motivation before using gamification learning media in BTQ lessons for class III has decreased significantly or can be said to have not met the overall value standard; it can even be said to have failed quite a bit. However, after the second stage of the research experiment using ULTAMOD (Modified Snakes and Ladders) gamification learning media, it can be seen that there was a significant increase in improvement after the researcher tried to implement gamification-based learning media, so starting from the previous research, the researcher innovated the modified snakes and ladders gamification learning media in a new product called Caps and Brooms with more effective and efficient advantages starting from feature updates, game rules, and different forms from the previously existing modified snakes and ladders. The researcher implemented this learning media in the third stage to see the success and shortcomings in its implementation; after the process in the third stage, it can be seen that the use of gamification learning media in the form of Caps and Brooms can be a solution to the shortcomings of using learning media that have been used previously, as written in table 2. As follows:

Table 2. Results of the Implementation Process of Caps and Brooms in Class III

No.	Name	Caps and Brooms				Category	
		1	2	3	4	Completed	Not Completed
1.	Iqbal	80	70	75	A	✓	×
2.	Jefri	80	80	80	B	✓	×
3.	Aiko	70	85	85	A	✓	×
4.	Amirah	85	90	80	B	✓	×
5.	Bathara	80	90	80	A	✓	×
6.	Aurel	85	90	90	A	✓	×
7.	Bunga	75	80	85	A	✓	×
8.	Naura	80	75	75	A	✓	×
9.	Fadlan	70	75	80	A	✓	×
10.	A'yun	75	80	80	A	✓	×
11.	Nasdan	80	80	85	A	✓	×
12.	Qalby	75	85	75	B	✓	×
13.	Raisha	85	80	80	A	✓	×
14.	Sasha	85	90	90	A	✓	×
15.	Yuzarshif	80	90	80	B	✓	×

From the table above, it can be seen that there has been an increase in student learning outcomes after the use of caps and broom gamification learning media in BTQ class III subjects, as indicated by assessment categories (1), (2), and (3), then it is shown that there is a good increase in social skills and also student enthusiasm for learning which skyrocketed when caps and brooms gamification learning media was used in assessment category (4), it is explained that there is completeness related to basic competency points as evidenced by the completeness of competency values from 15 research subjects shown that all values are above KKM. In addition to improvements that focus on students, the use of this learning media also has other advantages, namely that it can be an alternative to save costs for procuring caps and brooms learning media because facilitators or educators can store (inventory) and reuse this learning media to deliver or test other materials because the material is temporary or non-fixed so that it can be changed simply by replacing the material with HVS paper attached to the aid card.

Discussion

Based on the findings of the observation results carried out by the researcher at the research location, the researcher carried out several analyses consisting of: characteristic analysis, student needs analysis, and also material analysis.

Characteristic Analysis Stage

At this stage, the researcher conducted an in-depth analysis by observing and taking data through observations made. By conducting in-depth observations, the researcher can find out and analyze the characteristics of students; by understanding the characteristics of students, it will be easier to determine what kind of learning is requested or needed; the students analyzed are elementary school students in grade III. During the analysis, several characteristic identifications were found, including: (1) Grade III students have the characteristics of being easily bored and prefer an active and interesting learning style; this is evidenced by several students' attitudes who are indifferent, lose focus and are bored when carrying out learning, sometimes there are even students who fall asleep in class, the statements made by several students in the class when interviewed are as follows.

"I'm so bored of studying this, in the religious study (TPQ) I have been taught this, at school I study this again, in the religious study it's more exciting, usually there are games with the female teacher, we play guessing games, later the loser will go home last". "Earlier in class we were told to read and then work on the LKS."

Based on the analysis carried out periodically, it can be concluded that grade III students do not like one-way learning; if such learning is still used for the implications of delivering material to grade III students, of course, it will have a significant impact on learning achievement that is not by what is expected or can be said that learning outcomes are less than optimal (2) Grade III students prefer playing activities or interesting activities rather than studying, this can be seen periodically in every learning with the teacher centre learning (TCL) system, students always make excuses to go to the bathroom in turns to play outside, some are busy playing alone in the classroom with their deskmates, the learning class atmosphere is considered less conducive because the students are noisy. The material delivery is less than optimal because students do not pay attention and understand what is being conveyed. It is not uncommon for several grade III students to meet their teachers and whine, asking to learn while playing again because they feel that learning while playing is very exciting. (3) Grade III students prefer group learning. Then, in terms of learning achievement, group learning can provide a fairly meaningful learning impression because it is done together with friends; this is proven by several supporting activities such as the P5 project assignment, which assigns students to be able to make posters in groups, very enthusiastically the third-grade students designed and invited their respective groups to divide the tasks, study together at home to complete the project assignment.

Material Analysis Stage

In this study, the focus of the selected material is the material arranged in the BTQ (Read and Write the Qur'an) subject, including (1) Writing hijaiyah letters (letters that cannot be connected), (2) The law of reading Qalqalah, (3) Understanding the main points of Surah Al-Lahab. Based on periodic material analysis, most of the learning materials in the BTQ subject are fixed subjects often delivered in TPQ (Qur'an Education Park) institutions. The materials are fixed and tend to be basic, so most students underestimate this learning material and feel bored because they think it is too easy. However, there is still a great lack of understanding related to this learning material. This can be seen through the results of student learning from several formative and summative competency tests in this subject with results below the KKM or can be said to be bad; the materials contained in the BTQ subject do seem very basic and easy, but it turns out that a small mistake made in misinterpreting the material will have a fatal impact, such as an example of writing good and correct ijaiyah letters, it sounds very simple and easy for most students because this material is considered to be material like everyday food. However, when the writing of the letters is incorrect, it will have

fatal consequences in interpreting the meaning of the mufradat or word. Then another example is the law of reading, commonly called tajwid; tajwid material is often underestimated because it has been taught in TPQ institutions. However, students are often not careful or do not understand the crucial tajwid material. Students tend to memorize but still do not understand what is being conveyed, both in the form of types, examples, and how to distinguish reading rules even when applying them to their reading, it is not uncommon to find that most grade III students still do not apply the memorized tajwid knowledge when reading the Qur'an properly and correctly, and are also often confused about differentiating, or mentioning how the characteristics distinguish it and how to implement it in reciting. This is in line with the statement (Indah Indiriani Tanjung, Nurhayati, 2021) that the essence of studying the Reading and Writing of the Qur'an is intended to be able to guide students in mastering and understanding the concepts of reading and writing and their relationship to being able to solve problems in everyday life. In this case, the meaning of the word mastering is not only limited to explaining that students do not just know and memorize about reading and writing the Qur'an but what is meant is that students or educators must be able to understand and comprehend these concepts and connect the relationship of one concept with another concept. So, it can be concluded that the BTQ learning materials are mostly basic and fixed. However, they are crucial. Of course, these materials cannot be underestimated because the existence of BTQ subjects is the root of how students can understand, emulate, and apply the contents and procedures for reading the Quran correctly and properly.

Student Needs Analysis Stage

Based on the results of the analysis between the two above, several student needs were identified in the learning process, including: (1) based on the results of the analysis of student characteristics, the learning needed by students is two-way or interactive and student-centered activity, then the teacher in the learning acts as a facilitator, this kind of learning is usually called Student Center Learning (SCL), so that students will be required to actively participate in the learning so as not to give students the opportunity to get bored or sleepy in class while the learning is taking place, (2) Considering that the view of teaching materials is often underestimated, the selection of media and learning methods used by educators in this case must be interesting and not monotonous, so that in the learning process it can increase students' interest in learning, the goal is for students to be enthusiastic and maximize in absorbing the delivery of the material to be achieved, (3) due to the characteristics of students who prefer games or game-based learning and in groups, the learning model or media used

can be based on gamification, or a learning style of learning while playing with interesting learning media and packaged in games, so that with such learning it is hoped that it can provide meaningful learning for students, in the learning contains skills social when cooperation in playgroups is established in the learning process, increasing student interest and activity, and understanding of teaching materials in an enjoyable and fun way. Of course, this statement was conveyed by (Hakeu et al., 2023) in their research that gamification media has been proven to help improve student involvement in the learning process. Besides, students tend to be more focused and enthusiastic when involved in challenging and competitive activities.

Based on the results of the analysis carried out by researchers, gamification-based learning media, namely modified snakes and ladders (ULTAMOD), is currently being used as an alternative that is believed to be able to answer the problems and needs of students. This is in line with what was conveyed by Victoria in the study (Munawaroh & Rahmadonna, 2023) that the use of games or games in learning makes students more involved in the learning process where the content of the material presented can be more easily accepted and increase the level of positivity in the classroom. Furthermore, in implementing the pre-development gamification snakes and ladders learning media, it was found that students were more enthusiastic and focused on the ongoing learning process. However, there are still some deficiencies in the evaluation of the implementation of the pre-development ULTAMOD learning media, including: (1) the board game elements are not varied enough so that if the learning media is used for a long period it will create a feeling of boredom because of the limited elements, (2) The board game design is not attractive and common so that it is easy to guess, (3) the questions/problems are written on the surface of the board game or without help cards so that the game becomes less challenging and cannot be used for other materials because the usage period is only once, (4) the learning media can only be used as an evaluation but not to provide material because the main elements only contain questions. Therefore, researchers are currently developing ULTAMOD gamification learning media to produce innovations in the form of gamification learning media products called "Caps and Brooms", with designs and developments that will be delivered at the design and development stage.

Design and Development

Based on the results of the analysis, the researcher carried out the design stages in developing gamification learning media by adding several board game elements and also the

latest game rules to answer the problems and also become an alternative that can be offered to answer the needs of students according to the analysis that has been done previously, the development innovations include:

Board game

The design of the board game that is made is not like the design of board games in general, the Caps and Brooms board game is printed with a size of 60 x 40 cm, the design of this board game print is made wider than usual, this is intended so that players (students) can play the educational game more effectively and conducively, the wider board game design can make it easier for students to participate by enjoying the Caps and Brooms game clearly and carefully.

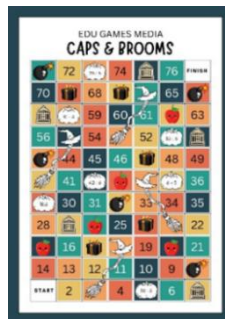


Figure 1. Design of the board game “Caps and Brooms”

In addition to the design development of the board game size, researchers are currently also developing the design by adding several new elements in the form of boxes with pictures of Caps and Brooms, Apples, Gift boxes, Number pumpkins, Jails, Black bombs. Among the several development designs, of course, each has its own rules. The purpose of the elements of the caps and brooms board game is to add variety to this game-based learning media. In addition, with various elements, of course, players or students will be more enthusiastic in learning while playing, not easily bored and more fun in running it.

Tools

To complete this caps and brooms game, supporting tools are needed to support the board game in facilitating the implementation of this game. There are several supporting tools including:

Pawns

Pawns are tools that will support the Caps and Brooms game in running it or representing the role of a person as a character who runs it, the pawns consist of four types of

colors and there are 15 pawns with various colors, including red, yellow, green, and blue pawns. These pawns are run by holding the moving character according to the rules and sequence of the applicable game system.



Figure 2. Pawns

Dice

The dice in this learning media are in the form of 2 square boxes consisting of certain dots symbolizing the number of each part of its surface; the value of the dots starts from 1-6 on each square box. These dice are used to support the educational game Caps and Brooms; this dice throwing is done when the character's turn who gets the chance to play is invited to move, then the step is determined by the number of points from the dice box thrown by the player, such as the following example, Carissa gets a turn to play to move the pawn, so to find out how many steps Carissa will take, Carissa is required to throw two square dice. The value that comes out on the surface of the dice is 8; then Carissa is required to move the pawn eight squares, and so on.



Figure 4. Square Dice

Cards

Then to perfect this learning media, cards are needed as a support to convey several things that will later be obeyed or implemented by the players who receive the card instructions. In this learning media, cards are developed into two types, namely cards with an apple logo containing questions and statements related to the material that will or has been delivered, then the second type of card contains challenges and surprises with the back of the card having a black gift box logo. Each of these cards consists of 10 cards without any sequential numbers or can be shuffled out of sequence. However, so that this learning media can be used for a long period of time and can be used with various different materials, the cards are designed not to be fixed by only providing a blank card area according to the specified function, the card design is assisted by a type of logo that can help make it easier to

distinguish the placement of temporary sticky material paper on the appropriate card, the temporary stickies can be chosen at will by the facilitator or teacher who will implement this learning media, for a more affordable price and shape, the researcher suggests using HVS paper as an alternative to temporary sticky material paper.

Game Rules

There are several developments made in the design of game rules, the game rules are explained by (Jannah et al) that these game rules are made with the aim of being able to direct students to be able to play well and correctly. Several developments in the game rules that are designed are intended to make the game conducive and also complement the learning media from previous deficiencies by adding several new game rules in the elements that have been designed, including the following.

Facilitator

The facilitator in the implementation of the application of the caps and brooms learning media functions as a supervisor or jury who supervises, directs, and assesses the continuity of the caps and brooms game, in addition before the game starts, a facilitator or teacher is required to prepare and convey the rules of the game of the caps and brooms learning media clearly, straightforwardly and easy to understand, the goal is so that prospective players can carry out this game in a sporty, precise and correct manner so that learning using this learning media will later run conducive and effectively in the implementation process.

Player Group

To achieve the goals of this learning media, of course, it must be supported by the presence of player elements, in the caps and brooms game the facilitator forms a group consisting of a maximum of 15 students, this learning media can be done by more than recommended, but in this learning media, the rules of the game from the formation of the main group with a maximum recommendation of 15 students or players so that this game can be carried out conducive and effectively. Next, the player has the right to get a pawn and continue the game with the rules that have been explained previously by the facilitator.

Elements of Caps and Brooms

Caps and Brooms When the pawn reaches the box with the Hat/Caps image, the player must go down to the box with the broomstick tip image, and vice versa when the pawn reaches the box with the broomstick/Brooms, the player must go up to the box with the hat tip.

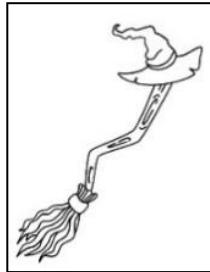


Figure 4. Main elements of Caps and Brooms

In the board game “Caps and Brooms” there is an element of an apple, which means that if the player's piece reaches a box with an apple picture, the player must take the top card with an apple picture, inside the card there is a question or statement about the material presented and it is shuffled randomly and secretly.

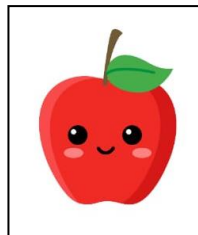


Figure 5. Red Apple Elements

The image of a gift box in the board game box “Caps and Brooms” means that when a player's pawn reaches the box with this image, the player must take the top card with the image of a gift box. Inside the card contains a random challenge or reward for the player in secret according to the instructions of the card taken.



Figure 6. Gift Box Elements

One of the unique additional elements in the board game learning media "Caps and Brooms" not only contains literacy but also has a numeracy side, the number pumpkin box contains questions about arithmetic operations, such as addition, subtraction, multiplication, and also simple division. In this game when the player's pawn reaches the box with the

number pumpkin picture, the player must answer the arithmetic operation question correctly, if the player is wrong in answering nn the player must be detained for one round.

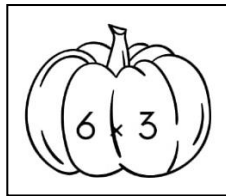


Figure 7. Elements of the Number Pumpkin

This element contains a box with a picture of a prison, if a player's piece reaches this box, the player must be detained for one round, after which he can continue to the next step.

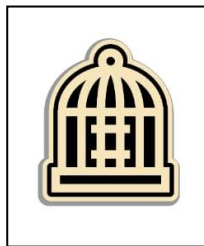


Figure 8. Jail/Prison Elements

In order to make the game more challenging and to reduce the number of players, this board game is made with the addition of a box element with a picture of a black bomb. When a player's piece reaches the box with this picture, the player must automatically be eliminated and exit the game.

Implementation

After the analysis, design and development stages are carried out, the researcher carries out the next stage, namely the implementation process of the previously developed product. It is also explained (Widyastuti & Susiana, 2019) in their research that in this stage, the development results are applied in the learning process to determine their impact on the quality of learning, including effectiveness, excellence, and efficiency. The implementation is carried out in small groups to obtain input regarding the product's shortcomings and advantages. Furthermore, there are several steps taken by the researcher at this implementation stage, including:

The researcher prepares a product that has been integrated with the teaching materials achieved; in addition, this learning media is in the form of media that has been designed and developed previously at the design and development stages; the form of this media is in the form of printed physical media that is ready to be demonstrated in the learning process starting from the board game "Caps and Brooms" along with several other supporters such as

dice, pawns, and also cards which are the most crucial supporters in the learning process using this learning media.

After the researcher prepares the product, the researcher in the implementation of this learning acts as a facilitator who directs and also becomes a judge who supervises the process of this game in the ongoing teaching and learning activities; the facilitator must be able to condition the process of this game well to achieve conducive and appropriate learning.

Then the facilitator divides students into two groups in one class. With one small group consisting of a maximum of 15 students/players. The purpose of this number of groups being narrowed down is so that the game or learning objectives run according to the objectives or learning achievements; in addition, with a smaller number of students, the learning process will be more conducive during the process.

After the group is formed, the facilitator opens a forum contract to be run during the learning process, what is allowed and not allowed outside the board game rules. After the forum contract is formed, the facilitator can convey the rules of the "Caps and Brooms" learning media game. Next, the players take turns playing the game based on the instructions given by the facilitator. The game begins by throwing the dice and moving the pawns according to the number indicated by the dots on the dice starting from the start column.

The game process is carried out in turns. The rule of the game is to reach the finish line. The player who completes the game to the finish line is finished. However, of course, in passing the finish column, players will be given various obstacles to pass. These obstacles vary from the caps and brooms column, apple cards containing secret questions or statements about teaching materials randomly, and gift box cards containing challenges or awards (prizes) randomly and tensely. Then, there are jail and bomb columns that players will be afraid of because they have to be detained or dismissed from the game. There is a number pumpkin where players must correctly answer the numeracy questions they pass.

The first three people who successfully cross the finish line are entitled to prizes, and players who do not pass will be punished. During the implementation process, the facilitator will conduct an assessment in the assessment journal divided into several categories, including an assessment of understanding of the material contained in assessments 1-3, and an assessment of activity and creativity in assessment number 4.

Evaluation

Based on the results of the implementation carried out in the development of a new modified snake and ladder learning media in the form of Caps and Broom's gamification

learning media innovation, it has been listed through three stages of analysis and assessment in each implementation process that has been carried out periodically in table 1. Overall, it is summarized into three phases or stages of research; in the initial research section, it is explained that the first phase is the implementation of Pre-ULTAMOD; this process shows the results of the assessment of the use of other media before using the ULTAMOD learning media. Next is the ULTAMOD Pre-Development implementation phase; in this process, the researcher uses the ULTAMOD learning media as an alternative to the existence of a deficiency or not optimal learning, as explained in the previous analysis stage. Because it is felt that there are still shortcomings in the media, as explained previously, the researcher carried out product development by including innovations in the form of additional elements to the previous ULTAMOD learning media product to complement the shortcomings in the pre-development product called the Caps and Brooms learning media. Furthermore, there are several assessment categories from several implementation phase processes that have been integrated with materials according to the learning objectives or basic student competencies (knowledge) as well as student skills and interests, which are then divided into four assessment categories, namely: (1) knowing how to arrange the hijaiyah letters and mentioning the types of hijaiyah letters that cannot be connected to the letters after them. (2) knowing, mentioning, and explaining the meaning, characteristics, and examples of each division of the qabalah reading law. (3) knowing, memorizing and understanding the reading and the main points in the letter Al-Lahab. (4) skilled, active and enthusiastic attitude in following the learning process. Based on the data results, it can be proven that there is an increase in understanding in terms of knowledge and enthusiasm for student learning interests, which are quite good from phase to phase, starting from the pre-learning process of using ULTAMOD learning media, then continued with pre-development of ULTAMOD to the implementation of the use of caps and brooms learning media, so it can be said that caps and brooms learning media are worthy of being used as an alternative in increasing student interest and learning achievement, in addition, caps and brooms media can be said to be learning media that have long-term use, of course, this is very efficient for use by facilitators or educators in delivering or reviewing varied materials.

CONCLUSION

Based on the results and discussion, it can be concluded that the Caps and Brooms gamification learning media is the answer to the identified problems, and its purpose is to be

used as an alternative related to the problems presented at the analysis stage; this development answers the needs of students and their urgency at the implementation stage. This is evidenced by the results of the use of innovative gamification learning media in the form of Caps and Brooms involving research subjects totalling 15 students from class III, with the process as described in the product implementation stage. From the implementation results, it was found that the Caps and Brooms gamification learning media can provide significant motivation to students and encourage active student involvement in the learning process through elements developed in the product design stage; this is evidenced in detail through the table of results of the implementation of Caps and Brooms which describes that there is a periodic increase with values above KKM in each category of basic competency achievement as previously explained in the evaluation stage. In addition, this media can support the learning process with the SCL (Student Center Learning) style; with the challenges contained in several elements of this learning media, it will certainly be a challenge for students to be able to think critically and try to solve problems to answer tests, receive or deliver material without coercion, done conceptually, fun and comfortable so that the material can be understood easily, of course this is in line with what was conveyed by Jamhuri that with good teaching, students will be more organized and more careful in encouraging their learning memory because learning while playing is a meaningful activity, and something meaningful will be difficult to forget. Purwanto supports this statement by stating that a meaningful learning experience is a process that aims to build an understanding of the concepts being studied.

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