

ANALYSIS OF IMPROVING FIQH LEARNING OUTCOMES THROUGH BOARD GAME MEDIA (ACTION RESEARCH AT MIS AL ISTIQOMAH CAKUNG, EAST JAKARTA)

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Abstract

The low learning achievement and high passivity of students in Fiqh learning due to the dominance of conventional lecture methods are fundamental problems at MIS Al Istiqomah Cakung. This study aims to analyze the effectiveness of the implementation of the board game media "5 Pillars of Rukun Islam" in improving the learning outcomes of Fiqh on Hajj material in 24 fifth grade students. This study applies the Classroom Action Research (CAR) model of Kemmis and McTaggart which rolls systematically over two cycles through the phases of planning, implementation, observation, and continuous reflection. Field data were collected using observation sheets, final cognitive tests, interview guidelines, and visual documentation. The results of the analysis show a dramatic increase in instructional quality, where the teacher activity observation score shot up to 97.5% and student participation reached 92.5% in the final round. The average cognitive achievement of the class moved up from 66.21 in the pre-action stage to 79.54 in the final evaluation of Cycle II. The percentage of classical learning completion also skyrocketed significantly, from a low of 37.5% to a success rate of 83.33%. The study's conclusion confirms that interactive board games successfully transformed a one-way pedagogical approach into a collaborative learning tool, directly impacting students' academic scores.

Keywords: Fiqh, Game Board, Learning Outcomes



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INTRODUCTION

Islamic Religious Education (PAI) plays a fundamental role in shaping the character and spirituality of students at the Madrasah Ibtidaiyah (Islamic elementary school) level. This subject serves not only as cognitive material but also as a medium for instilling values of faith, worship, and morals from an early age (Salsabilla et al., 2025). Fiqh is an important branch of Islamic education because it contains practical rules regarding the procedures for worship and transactions in daily life (Usamah et al., 2024).

Learning outcomes are a central concept in education, serving as a benchmark for the success of a learning process. These achievements reflect the level of competency mastery of students after participating in learning activities, which can be measured quantitatively through systematic assessment instruments or tests (Juanda et al., 2024). The purpose of this learning outcome evaluation is to obtain information that can be used as a basis for improving the learning process in the classroom (Inayati & Sufathan, 2022).

Benjamin Bloom, through his taxonomy theory, formulated that learning outcomes encompass changes that occur in three main domains: cognitive, affective, and psychomotor. The cognitive domain relates to intellectual abilities and understanding of material, the affective domain focuses on the development of attitudes and learning interests, and the psychomotor domain encompasses students' skills in carrying out an activity or practice. Comprehensive measurement of learning outcomes must involve all three domains so that student development can be seen holistically (Artanti et al., 2023).

Learning media plays a crucial role as a medium that helps teachers convey messages and information to students. The use of visual and interactive learning aids can capture students' attention, motivate them, and clarify abstract material. These tools play a significant role in bridging the interaction between students and the learning resources, enabling more efficient achievement of instructional objectives (Ningsi & Arif, 2026).

Board games are a type of interactive learning media played using a board, cards, and other supporting components. This educational game-based media allows students to interact, collaborate, and communicate actively with their peers (Prayuda et al., 2024). The process of learning while playing using board games has been proven to create a fun classroom atmosphere, minimize boredom, and stimulate cognitive and psychomotor involvement of students (Marsyanada, 2026).

The reality of Fiqh learning at MIS Al Istiqomah, Cakung, East Jakarta, shows significant problems related to the low level of student learning outcomes. Initial evaluations during the pre-action period showed that 15 out of 24 students, or approximately 62.5%, obtained scores that were still below the Minimum Completion Criteria (KKM), which was 75. This condition indicates that the majority of fifth-grade students still experience significant difficulties in understanding the Fiqh learning material.

The teaching staff at the school still dominates teaching and learning activities using monotonous, conventional lecture methods. Active interaction between teachers and students is minimal, and teachers often only deliver material verbally, assign assignments, and provide no guidance while students complete their work. This one-way teaching style quickly leads to students becoming bored, losing focus, and becoming less enthusiastic about learning (Mertayasa, 2022).

The availability and utilization of innovative learning media has not been implemented optimally in the process of delivering Fiqh material in the class (Selfia, 2025). The lack of

engaging and diverse learning aids causes students to become passive and merely listeners. This situation slowly impacts negatively on students' ability to absorb concepts of worship, resulting in their evaluation results consistently falling below the achievement standard (Erlita et al., 2026).

In behaviorist theory, Burrhus Frederic Skinner explained that learning occurs through a relationship between stimulus and response. The absence of varied and engaging stimuli, such as the absence of interactive media in the classroom, causes students' learning responses to decrease drastically (Janah, 2025). The failure to create positive reinforcement in the Fiqh class is a big gap that explains why student activity and learning outcomes have not increased (Harlina & Fajar, 2022).

The implementation of a board game with the theme "5 Pillars of Islam" offers a concrete solution to address student inactivity and low Fiqh learning outcomes at MIS Al Istiqomah. Students can learn Hajj material while playing, answering questions, and competing positively to achieve the highest score in their group. This educational tournament is designed to encourage students to not only focus on textbooks but also participate enthusiastically and respond to learning challenges.

Azzuarni, (2026) Constructivism theory emphasizes that students' knowledge is not acquired instantly but rather actively constructed through direct learning experiences and social interactions. The use of board games facilitates the concept of the Zone of Proximal Development (ZPD), where students collaborate, discuss, and help each other solve problems within their groups. This collaborative learning approach is far more meaningful because it requires full student participation than learning that emphasizes memorization alone.

An analysis of the improvement in Fiqh learning outcomes through the implementation of board game media is absolutely necessary to prove the effectiveness of this learning innovation in grade V. This classroom action research is expected to be able to improve learning practices, increase the percentage of completion of grades above 80%, and create a pleasant classroom atmosphere. The success of this research can later be used as a practical reference for madrasas in developing Fiqh learning strategies that are responsive to the characteristics of elementary-level students.

RESEARCH METHOD

Research Design

This study applies the Classroom Action Research (CAR) method using the development model of Kemmis and McTaggart. The research design aims to continuously improve and enhance the quality of the Fiqh learning process through a series of reflective actions in the classroom. The research design organizes the implementation of actions in a repetitive and structured manner into two main learning cycles. The results of the reflections in each cycle will serve as the primary basis for the researcher to design strategic improvements in the next cycle to achieve the target of learning outcomes (Reza et al., 2022).

Research Target/Subject

The main subjects in this classroom action research were 24 fifth-grade students consisting of 10 male students and 14 female students at MIS Al Istiqomah Cakung, East Jakarta. The research object focused on the entire process of implementing the action and the achievement of students' Fiqh learning outcomes after the application of the game board media.

Field data collection was carried out in the even semester of the 2025/2026 academic year for a period of three months, starting from April to June 2026.

Research Procedure

The research implementation procedure revolves around four core stages: planning, acting, observing, and reflecting. The researcher designed a Fiqh Lesson Plan (RPP) for the Hajj subject, integrated with the "5 Pillars of Islam" board game, during the initial planning stage. Teachers executed the lesson according to the RPP while being directly observed by observers using prepared assessment instruments. The researcher concluded each cycle with a reflection stage to analyze weaknesses and develop concrete improvement strategies that must be implemented in the next cycle.

Instruments, and Data Collection Techniques

Field data collection utilized observation instruments, learning outcome tests, interview guides, and visual and written documentation. Observers completed structured observation sheets to record the level of teacher and student engagement during the board game simulation in the classroom. Researchers distributed written multiple-choice and short answer questions at the end of each cycle to accurately measure student cognitive achievement. Informal interviews with teachers and students, along with field notes, were also collected to strengthen the validity of data related to children's psychological barriers and responses during the intervention process.

Data Analysis Technique

Data analysis combined a quantitative approach to process learning outcome test scores and a descriptive qualitative approach to interpret field observation data. Researchers calculated quantitative achievement by finding the class average and calculating the percentage of student learning completion based on the Minimum Completion Criteria (KKM) standard of 75 (Fitri & Putra, 2026). Qualitative data sourced from observations, interviews, and documentation were processed using Miles and Huberman's interactive formula through the stages of data reduction, data presentation, and drawing complete conclusions. The cycle's success rate was measured based on the achievement of a minimum classical learning completion indicator of 80% for students.

RESULTS AND DISCUSSION

MIS Al Istiqomah is a private educational institution under the auspices of the Al Muhyi Al Istiqomah Foundation which was established in 1965. The location of this madrasah is in the Rawa Terate area, Cakung, East Jakarta with a total of 177 students in the 2025/2026 academic year. The school's physical facilities include six classrooms, a library, a field, and an administration room, all of which are well maintained to support optimal teaching and learning processes.

The initial conditions of fifth-grade students showed a low level of Fiqh learning achievement before the implementation of innovative learning media. Statistical data from summative tests recorded a class average score of only 66.21 in the pre-action phase. The majority of students in the class still failed to exceed the Minimum Completion Criteria (KKM) for the subject, which was 75.

Researchers collected secondary data from the pre-action evaluation results to document the distribution of academic abilities of each individual in grade V. This recapitulation of grades served as the basis for measuring the effectiveness of the intervention in subsequent

cycles. The following table summarizes the distribution of student achievement scores before the educational game was officially implemented in the classroom.

Table 1. Distribution of Grade V Pre-Action Values

Category	Number of Students	Percentage	Information
Completed (≥ 75)	9 Students	37.5%	Has reached KKM
Not Completed (< 75)	15 Students	62.5%	Not yet reached KKM
Total	24 Students	100%	Average Score: 66.21

The classical completion rate of 37.5% in the pre-action condition represents students' minimal cognitive absorption of the essence of the Fiqh material. The learning pattern, which relies on a one-way lecture system, makes it easier for students to lose focus and experience chronic boredom in class. Educators rarely utilize a variety of teaching aids, thus preventing participatory academic interactions between teachers and students.

Observation scores for student learning activities in the initial phase only earned 10 points out of a maximum of 40. Only a handful of students demonstrated the courage to respond to verbal instructions or ask questions directly to educators. This passive mentality hindered the internalization of basic concepts of worship, which fifth-grade students should fully understand.

Educators also encountered difficulties in providing equal guidance to students during independent assignments during school hours. Teacher performance observation evaluations only scored around 40, falling into the absolute "poor" category. These findings suggest that conventional teaching strategies are no longer relevant to address the decline in Fiqh literacy at the institution.

Researchers launched Cycle I in mid-April 2026, utilizing a board game themed "5 Pillars of Islam." Students were divided into small groups to discuss 12 question cards covering the ins and outs of Hajj. Students who successfully formulated accurate answers earned 10 points for their group in each round of the game.

The corrective actions in the first cycle successfully increased students' enthusiasm for learning and active participation in the classroom. The final test results from Cycle I showed a jump in the overall class average score to 78.21. The following table presents a map of the increase in student pass rates after the initial trial of the board game method.

Table 2. Distribution of Grades for Cycle I of Class V

Category	Number of Students	Percentage	Information
Completed (≥ 75)	15 Students	62.5%	The number of students graduating increased
Not Completed (< 75)	9 Students	37.5%	Students still need improvement
Total	24 Students	100%	Average Score: 78.21

Close monitoring of student behavior during Cycle I resulted in an increase in group activity scores from 10 to 26 points. Students gradually demonstrated strong collaborative

skills when determining answers to Fiqh puzzles. Teacher instructional performance also improved, with an observation score of 70, which is considered adequate.

The increase in the number of students completing the Minimum Competency (KKM) from 9 to 15 validates the effectiveness of the initial implementation of the board game. This visual educational medium acts as an attractive stimulus, recapturing children's concentration during class. The competitive atmosphere of the tournament successfully sparked each individual's intrinsic motivation to revisit the Hajj material in pursuit of the highest score.

The first round of implementation apparently held back nine students' progress below the established Minimum Completion Criteria threshold. Duration and classroom management were not smooth, as the children still needed to adapt to the game's specific instructions. The teacher's limited ability to divide the focus of the guidance resulted in a situation where only the vocal students dominated the group's response formulation.

The post-action reflection notes for the first cycle recommended a complete overhaul of the teacher technical assistance system in the next cycle. The researchers developed a tactical plan to ensure equal opportunity for each team member to answer questions. Modifications focused on firmer time limits for rounds and refined rules to maintain classroom conduciveness.

The level of improvement in the quality of teachers' pedagogical interventions is directly proportional to the level of student engagement in class. Teachers who proactively navigate the game will encourage students to be much more courageous in expressing their academic thoughts. This conducive atmosphere, which prioritizes two-way communication, instantly reduces psychological barriers between teachers and students.

A symbiotic relationship is also established between the level of teamwork and individual cognitive test scores. Students who actively engage in problem-solving discussions typically achieve scores above the Minimum Completion Minimum (KKM) on the final test. The competition mechanism forces every student to participate, dramatically narrowing the gap in theoretical understanding between individuals.

The failure to reach the 80% classical completion threshold in the Cycle I evaluation was closely related to teachers' classroom management index remaining at a moderate level. The euphoria of the excessively noisy classroom distracted a small number of children from absorbing the crucial Hajj lesson's content. This common thread validates the theory that student mastery of the material depends heavily on educators' ability to contain technical distractions during play.

Cycle II was held at the end of April 2026, implementing various strategic improvements derived from the previous evaluation. Teachers directly participated, guiding the dynamics of intense discussions at each group table. Students displayed a fantastic surge of confidence, successfully completing all three rounds of the tournament without missing the deadline.

The final exams in Cycle II achieved an impressive average score of 79.54, with a passing grade of 20 students. Teacher professionalism was rewarded with a maximum score of 97.5%, or excellent, while student engagement skyrocketed to 92.5%. The table below compares learning outcomes from the pre-action phase to the final round of Cycle II.

Table 3. Recapitulation of Learning Outcomes from Pre-Action, Cycle I, and Cycle II

Stages	Class Average	Students Complete	Completion Percentage
Pre-Action	66.21	9 Students	37.5%
Cycle I	78.21	15 Students	62.5%
Cycle II	79.54	20 Students	83.33%

Individual case studies revealed a student with the initials S01, who only achieved a minimum score of 37 on the pre-action test. His score climbed to 67 on the Cycle I exam and rebounded to 68 in the Cycle II session. Repeated monitoring of the student with the initials S10 also revealed a drastic jump from a starting score of 27 to 75 at the end of the study.

The classical graduation achievement of 83.33% proves that the main indicator of this classroom action research was successfully fulfilled beyond expectations. The teacher's affirmative support dissolves students' mental tension when studying the cognitively dense formulation of the Hajj Shari'a. Board games are able to break down heavy religious material into pieces of practical insight that are very friendly to children's reasoning powers.

The S01 score's failure to reach 75 points to an internal learning rate issue that requires more specialized attention. The gradual progress from level 37 to 68 remains a meaningful achievement driven by this learning climate. The following table provides a snapshot of students' psychomotor and affective achievement at the highest point in Cycle II.

Table 4. Student Activity Rankings in Cycle II Implementation

Student Observation Indicators	Score Acquisition	Category Level
Pay attention to the teacher's explanation	4	Very good
Working together in groups	4	Very good
Complete the task on time	3	Good
Understanding learning materials	4	Very good

The full achievement of the majority of observation indicators confirmed that the gradual scaffolding in Cycle II proved highly effective. A holistic understanding of the game's rules ensured that the tournament flow was no longer marred by administrative chaos in class. The children's joy in analyzing the questions justified board games as high-caliber intellectual media, rather than merely entertainment.

The empirical link between a teacher activity score of 97.5% and a student completion rate of 83.33% illustrates an absolute causal relationship. A teacher's flexibility in using attractive teaching media plays a key role in determining students' written test scores. No matter how sophisticated the educational instruments used, they will not have a maximum impact without the teacher's reliable instruction.

The extreme point jump from S10 provides clear evidence that changing delivery methods holds spectacular leverage to rescue students who are falling behind. The busyness of supporting group points forces passive students to quickly adapt and absorb the material without bearing the psychological burden of individual learning. The collaborative work environment weaves a shield of empathy that frees children from the negative stigma of academic incompetence.

The culmination of this research's success was re-establishing the genuine connection between cognitive development, attitude management, and motor skills within the school environment. Fifth-grade students at MIS Al Istiqomah (Islamic Junior High School) were able to demonstrate the power of memorizing the Hajj chapters. Instead, they empowered themselves to practice the art of empathetic communication, disciplined adherence to standard rules, and sincere competition through a simple board game.

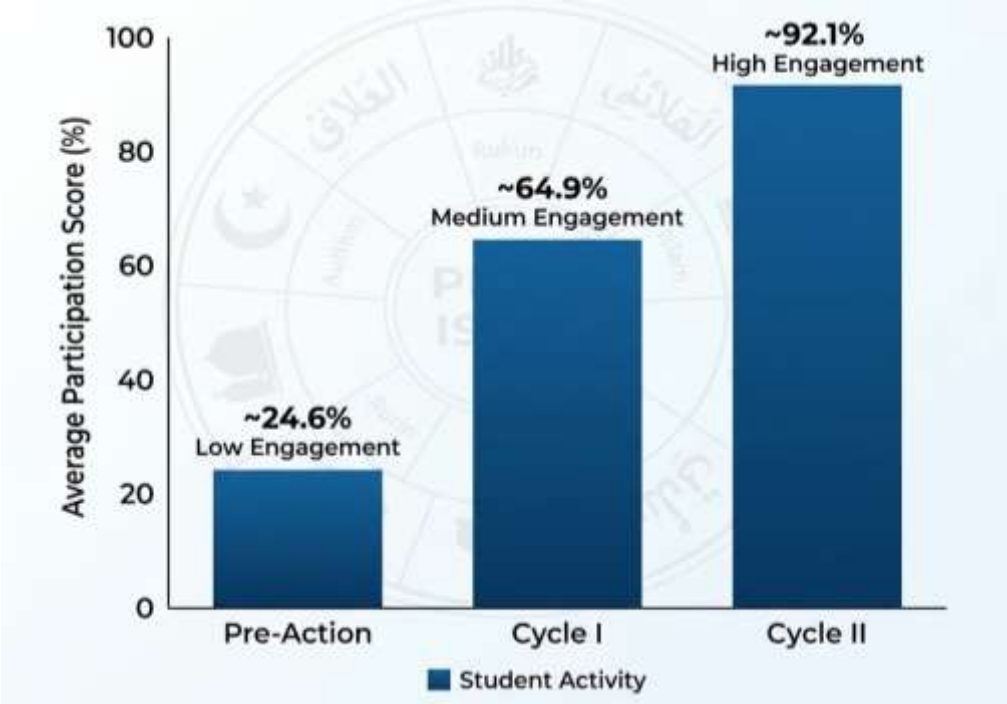


Figure 1. Comparative Analysis of Student Engagement and Trends

Figure 1 presents a comparative analysis of student participation trends in Fiqh. The bar graph shows a significant increase in average participation scores from the pre-action phase to the second cycle. In the pre-action phase, student participation was recorded as low at 24.6%, indicating minimal engagement. However, the intervention in Cycle I successfully increased student participation to a moderate level of 64.9%. The peak occurred in Cycle II, where participation reached an impressively high level of 92.1%. This data demonstrates a steady positive trend, confirming the intervention's success in increasing overall student engagement.

The implementation of board games significantly improved students' Fiqh learning outcomes. The pre-action evaluation recorded a classical completion rate of 37.5% with an average score of 66.21. Cycle I boosted the completion percentage to 62.5%. Cycle II exceeded the success indicator with a completion rate of 83.33% and an average score of 79.54. Teacher instructional activities showed a consistent upward trend throughout the cycle. Pre-action observations recorded teacher activity scores at 40%. Corrective actions in Cycle I raised this score to 70%. Cycle II produced a maximum score of 97.5%, demonstrating the educators' ability to manage the classroom and operate the game media with great precision. Student participation levels reflected a positive trajectory similar to teacher performance. Initial student engagement slumped to an observation score of 25%. Cycle I intervention doubled this engagement rate to 65%. The final observation of Cycle II recorded a score of 92.5%, confirming the high enthusiasm and activeness of students during the Fiqh lesson session.

Previous studies often identified conventional lecture methods as the primary trigger for students' low understanding of Islamic jurisprudence. This action research validates the ineffectiveness of one-way instruction in retaining the attention of elementary-level students. Initial data corroborates previous findings that students are passive without visual or interactive stimuli (Oktavia & Wulandari, 2026). Other academic publications often rely on digital media to boost learning participation. This research takes a different approach by utilizing a physical device, the "5 Pillars of Islam" board game. The physical nature of this medium forces students into real-life, face-to-face social interaction, distinguishing it from the isolating effects that can sometimes arise from using digital devices (Clarysa, 2026). Educational games literature generally emphasizes solely cognitive development. This study broadens that perspective by documenting simultaneous growth in the cognitive, affective, and psychomotor domains. Field evidence supports the theory that holistic learning requires physical participation, elements of healthy competition, and peer collaboration (Iman & Assafari, 2025).

The dramatic jump in learning completion rates signals a fundamental shift in classroom dynamics. Students are transforming from passive listeners to active constructors of knowledge (Jannah & Hariyani, 2026). This metamorphosis underscores the urgency of engaging physical stimuli in elementary religious education. The skyrocketing teacher activity scores signal the success of teachers' adaptation to a facilitator-based teaching model. Educators often struggle to abandon conventional teaching habits. Observational data demonstrates that structured action research guides teachers in systematically mastering innovative classroom management techniques (Aini & Purwaningsih, 2024). The high level of enthusiasm during the game session reflected the students' longing for interactive learning methods. Fiqh lessons often feel rigid and abstract to young children. Board games successfully translate the complexity of sharia law into practical activities that are accessible, fun, and meaningful (Rahayu et al., 2024).

Educational institutions are required to prioritize the provision of interactive teaching aids for all religious subjects. Schools can no longer rely solely on printed textbooks to effectively distribute Islamic jurisprudence materials (Arta et al., 2026). Madrasah management needs to allocate a dedicated budget to develop or purchase similar educational games. Educators are responsible for redesigning their instructional strategies as quickly as possible. Teachers must integrate the concept of playful learning into formal lesson plans. This method update ensures a dynamic classroom ecosystem and prevents chronic boredom among students (Utami et al., 2026). Curriculum developers need to incorporate the concept of gamification into the national syllabus for Islamic jurisprudence (Fiqh). Standard guidelines should explicitly recommend the use of physical or digital games for specific topics, such as the Hajj. This systemic change will standardize the quality of interactive religious education across elementary madrasahs (Fadhillah et al., 2026).

Constructivism theory Ishmat, (2025) explains the reasons behind the success of this group-based intervention. Students construct knowledge through direct experience and social interaction throughout the game. The collaborative nature of the game board activates the Zone of Proximal Development (ZPD), providing space for peers to help each other understand the Hajj material. Skinner's behaviorist principles clarify the mechanisms driving students' increasing motivation to learn. The game board provides instant positive reinforcement through a competitive point-scoring system. This ongoing reward mechanism conditions students to actively participate and formulate accurate answers. The physical design of the game board demands the full engagement of all students' senses. Players must observe the question cards,

listen to teammates' arguments, and move the game pieces. This multisensory engagement eliminates all distractions and locks students' focus fully on the substance of the Fiqh material.

Madrasah principals should initiate gamification training programs for all teaching staff. Intensive workshops will equip teachers with the technical skills to design independent educational games. Continuous professional development ensures the continued use of innovative media in daily teaching routines. Educators should expand the application of board games to other Islamic jurisprudence (Fiqh) topics, such as Zakat or Fasting (Clarysa, 2026). Teachers should modify the complexity of the rules and the weight of the questions to suit the cognitive difficulty level of the class. This expansion will map the flexibility of board games across the entire spectrum of the religious education curriculum. Future academic researchers should conduct longitudinal studies to measure the durability of students' memory retention of Islamic jurisprudence knowledge. Scholars should investigate whether the cognitive enhancements from these board games persist across multiple school years. Such follow-up studies will solidify the empirical foundations of game-based religious education practices (Audina et al., 2026).

CONCLUSION

The use of the "5 Pillars of Rukun Islam" board game media significantly transformed students' passivity into active participation, while simultaneously boosting the percentage of completion of learning Fiqh Hajj material from 37.5% to 83.33% in just two cycles. This research contributes a methodological update that marries the principles of competitive gamification of behaviorist theory with peer group collaboration of constructivism theory specifically in the elementary religious education ecosystem. The very limited focus of observation on one specific institution for a short duration is a major weakness, thus requiring future academics to design large-scale longitudinal experiments to validate the effectiveness of long-term memory retention from the use of this game medium.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-investigation.

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