

Innovative Use of Spinner Media as an Interactive Tool in Teaching Fiqh

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Abstract

This study investigates the application of spinner-based learning media in fiqh instruction within Islamic education. The initiative arises from the need for innovative media that can increase student engagement and improve comprehension of materials often perceived as difficult. Spinner media, with its interactive and adaptable design, is considered a tool capable of attracting attention and fostering active learning. A qualitative case study approach was employed, utilizing observations, interviews, and documentation as data collection techniques. The data were analyzed through stages of reduction, presentation, and conclusion drawing to ensure validity and reliability. The findings reveal that the integration of spinner-based learning media significantly enhanced student participation, enthusiasm, and learning outcomes. Prior to its implementation, fiqh lessons were characterized by monotonous activities and low levels of concentration. However, the use of spinner media transformed the learning atmosphere into a more engaging and effective process, minimizing challenges while maximizing student involvement. These results suggest that spinner-based media serves not only as an instructional aid but also as a motivational tool that supports meaningful and enjoyable learning in Islamic education.

Keywords: *Spinner-Based Learning, Interactive Media, Islamic Education, Fiqh Instruction*

Abstrak

Penelitian ini mengkaji penerapan media pembelajaran berbasis spinner dalam pembelajaran fiqh pada pendidikan agama Islam. Inisiatif ini muncul dari kebutuhan akan media inovatif yang mampu meningkatkan keterlibatan siswa serta memperdalam pemahaman terhadap materi yang sering dianggap sulit. Media spinner, dengan desainnya yang interaktif dan fleksibel, dipandang sebagai sarana yang dapat menarik perhatian sekaligus mendorong terciptanya pembelajaran aktif. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahapan reduksi, penyajian, serta penarikan kesimpulan untuk menjamin keabsahan dan keterpercayaan data. Hasil penelitian menunjukkan bahwa integrasi media pembelajaran berbasis spinner secara signifikan meningkatkan partisipasi, antusiasme, dan hasil belajar siswa. Sebelum penerapannya, pembelajaran fiqh cenderung monoton dan kurang menarik perhatian siswa. Namun, penggunaan media spinner mampu mengubah suasana belajar menjadi lebih interaktif dan efektif, sekaligus meminimalkan kendala serta memaksimalkan keterlibatan siswa. Temuan ini menegaskan bahwa media spinner tidak hanya berfungsi sebagai alat bantu pengajaran, tetapi juga sebagai instrumen motivasi yang mendukung terciptanya pembelajaran yang bermakna dan menyenangkan dalam pendidikan agama Islam.

Kata kunci: Pembelajaran Berbasis Spinner, Media Interaktif, Pendidikan Islam, Pembelajaran Fiqh

A. Introduction

Technological developments in today's world have changed and had a significant impact on various aspects of life, one of which is the world of Islamic education. At SMK Asy-Syarifiy Pandanwangi, as an Islamic religious education institution, the school has begun to adapt to technological advancements in the teaching and learning process, which has traditionally been conventional, and is now transforming toward a more modern and interactive approach by leveraging technology as an effort to enhance the quality of education and nurture the potential of students.

According to Abi Hamid, Mustofa, the development of media is a service that combines technology and communication, as well as the need for something innovative, because media plays a very significant role. One of these roles is in the field of education, specifically in the learning process. Learning now begins to utilize a combination of various learning media, successfully transforming the conventional process into something different, which undoubtedly requires internet connectivity.¹

Educational media is anything that is used to convey messages and can directly stimulate students' minds, feelings, attention, and willingness to achieve, thereby enhancing the learning process and enabling the daily learning objectives to be achieved.² According to Mukarromah & Andriana, teachers play an important role in using learning media, but of course this does not rule out the possibility that there are also teachers/educators who are unable to use learning media for teaching.³

However, it cannot be denied that in the current learning process, not only teachers must be active, but students also play an active role in their learning. Therefore, a teacher must have teaching and learning skills. Among these skills is the ability to master learning methods. Learning methods play a very important role in the teaching and learning process. The skills that students are expected to acquire will be determined by the relevance of using a method that is appropriate to the objectives.⁴

This is where teachers come in. Teachers must have the ability to utilize technology as a learning tool and develop learning tools as a means of providing information in the teaching and

¹ Abi Hamid, M., Ramadhani, R., Masrul, M., Juliana, J., Safitri, M., Munsarif, M., ... & Simarmata, J. (2020). *Media pembelajaran*. Yayasan kita menulis.

² Ibrahim, F., Hendrawan, B., & Sunanah, S. (2023). Pengembangan Media Pembelajaran PACAS Untuk Meningkatkan Hasil Belajar Siswa. *JLEB: Journal of Law, Education and Business*, 1(2), 102–108

³ Mukarromah, A., & Andriana, M. (2022). Peranan Guru dalam Mengembangkan Media Pembelajaran. *JSER: Journal of Science and Education Research*, 1(1), 43–50.

⁴ Ardiana, Nova, and Didik Himmawan. "Pengembangan Media Pembelajaran Pendidikan Agama Islam Berbasis Media Smart Spinner di SDN 1 Kedokanbunder." *Quality: Journal Of Education, Arabic And Islamic Studies* 1.1 (2023): 8-14.

learning process.⁵ The development of spinner-based learning media in fiqh subjects is based on the fact that most Islamic Education teachers still tend to use images found in books or paintings. Spinners or spinning wheels are one of the learning tools that can attract students' attention. With a circular shape that can be spun and many colorful elements inside, spinners can be customized according to learning needs. Its benefits include transforming students' activities in responding, improving their interest in reading, and directly involving them in the learning process. Using spinners as a teaching tool can also enhance students' motivation and encourage more active interaction during the learning process.⁶

Social media plays a role in education, and the learning process appears to have unique characteristics, namely that students are not limited to learning only at school, but can learn anywhere and anytime when they feel comfortable with the learning process.⁷ According to Lusiana and Maryanti, learning media such as WhatsApp Groups are considered quite effective for delivering material in online learning, especially during the COVID-19 pandemic, which has also impacted the world of education, forcing learning to be conducted online.⁸ According to Isti'ana, A, education is not the same as learning, because learning only focuses on developing human intellectual abilities. Meanwhile, education seeks to develop all aspects of human personality and abilities, including cognitive, affective, and psychomotor aspects. Education has a broader meaning than learning, but learning is a powerful tool in implementing education.⁹

To overcome this problem, efforts are needed to improve students' critical thinking skills. One solution is to develop innovative and interesting spinner media for students and encourage them to think critically. Based on the above description, the researcher is interested in conducting research related to the use of spinner-based learning media in fiqh lessons, so the researcher can study this method at SMK Asy-Asyarifiy Pandanwangi.

Previous studies have generally emphasized the application of specific media as a means of delivering learning methods. While such approaches have contributed to enhancing classroom activities, they often place limited focus on strengthening students' comprehension and developing their broader learning abilities. In contrast, this study seeks to address those aspects by highlighting the role of learning media not only as instructional tools but also as facilitators of deeper

⁵ Ediyani, M. et al. (2020) 'Study on Development of Learning Media', Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences, 3(2), pp. 1336–1342.

⁶ Trisiantari, Ni Ketut Desia & Wulandari, Pande Made Dwi Suci (2024). Media Pembelajaran Spinner, Ponorogo: Uwais Inspirasi Indonesia.

⁷ Sharma, A. et al. (2021) 'Education Reform: Role of Social Media in Education', 2021 International Conference on Computational Performance Evaluation, Compe 2021, (December 2013), pp. 657–661.

⁸ Lusiana, B. and Maryanti, R. (2020) 'The Effectiveness Of Learning Media Used During Online Learning', Media Pendidikan, Gizi, dan Kuliner, 9(2), pp. 81–92.

⁹ Isti'ana, A. (2024). Integrasi Teknologi dalam Pembelajaran Pendidikan Islam. *Indonesian Research Journal on Education*, 4(1), 302–310.

understanding and skill development. The use of interactive media is therefore considered essential in supporting teachers to design engaging learning experiences, enabling students to become active, creative, and intelligent learners with strong religious values. In line with this perspective, the present research explores the integration of spinner-based media in fiqh instruction as an effort to improve both learning outcomes and student engagement.

B. Research Method

This study uses qualitative research methods. In qualitative research, the researcher is the primary instrument. The object of this study is a natural setting. In qualitative research, the researcher himself is the instrument. Sugianto also adds that qualitative research is also suitable for use in exploratory research that focuses on a deeper understanding of dynamic and changing social situations.¹⁰ The type of research used is qualitative research, which observes the phenomenon of fiqh learning in its surrounding environment. The researcher explains that qualitative research is used to collect field data by observing the implementation of active participatory methods in the subject or fiqh lessons.

The research subjects are fiqh teachers at SMK Asy-Syarifiy Pandanwangi. Data collection in this study was conducted using several techniques, namely observation, interviews, and documentation. In this study, the researcher conducted direct observation at the research site, namely SMK Asy-Syarifiy Pandanwangi, located at Jl. Pondok Pesantren Asy-Syarifiy 67371, Kali Bayam, Pandanwangi, Kec. Tempeh, Kabupaten Lumajang, Jawa Timur 67371. The reason for this is that the educational institution is run by the Asy-Syarifiy Pandanwangi Islamic Boarding School Foundation, where the majority of students are male and female students who also live there. Data collection was carried out through interviews with fiqh teachers in class XI at SMK Asy-Syarifiy Pandanwangi. The data included in this study are qualitative data on developing spinner media in learning. This data shows that the use of media in learning receives a positive response from students, where most students feel very interested in learning through the spinner media. This spinner media was chosen because it can facilitate students in the learning process, both through teacher-student interaction.

There are two types of data sources used in this study, namely primary and secondary data sources. The primary data sources in this study are the principal, fiqh teachers, and student representatives. Meanwhile, secondary data sources include profiles, teacher data, activity programs, and other documents. If a researcher does not understand data collection techniques, the data obtained will not meet the standards for data collection.

¹⁰ Sugiyono. 2020. *Metode Penelitian Kualitatif*. Bandung: Alfabeta.

C. Results and Discussion

Students at SMK Asy-Asyarifiy, located in Pandanwangi Village, Tempeh District, Lumajang Regency, make use of the available technology to support their learning activities. However, student achievement in the learning process is not solely determined by technological facilities. It is also shaped by various internal and external factors, such as individual learning abilities, preferred learning styles, motivation, attitudes, emotions, and psychological conditions. High levels of motivation, for example, allow students to engage in learning more effectively. Such motivation may arise intrinsically from the students themselves, or extrinsically from the support of family and the surrounding community.

In addition to students' efforts, teachers also play a crucial role by utilizing internet-based resources as part of the instructional process. This approach is particularly significant in subjects such as fiqh, where the integration of technology and appropriate learning strategies can enhance student comprehension and overall learning outcomes. Learning media, in this context, serves as both a tool and a motivational instrument that facilitates the delivery of instructional content. It can be defined as any medium that supports the teaching and learning process by transmitting messages in the form of knowledge, skills, and attitudes. More specifically, multimedia applications function not only to convey information but also to stimulate students' emotions, capture their attention, and foster willingness to participate, thereby ensuring that the learning process takes place in a purposeful and engaging manner.

1. The use of spinner-based learning media in fiqh lessons.

The learning conducted by researchers in the use of spinner-based learning media in fiqh lessons is one of the important factors in improving learning. Due to technological advances in the field of education, efficiency and effectiveness in learning are required. To achieve optimal efficiency and effectiveness, one of the efforts that must be made is to reduce or possibly eliminate the use of lecture-style teaching methods by utilizing learning media. Spinner learning media is a learning aid in the form of a wheel (similar to the "spinning wheel" game) used to improve student interaction and participation in the teaching and learning process. This media works by spinning it like a spinner wheel that has several topics, questions, or tasks, and then students are required to respond based on the results of the spin.

Spinner learning is an interactive game media used to deliver material in an enjoyable way and motivate students to be more enthusiastic about learning. The spinner is typically made of a circular object divided into several sections, each containing material, questions, or other learning content. This learning tool bridges the gap between teachers and students, demonstrating that learning involves both physical and intellectual activities, and utilizes all five senses, which play a significant role in the learning process. As prepared by the fiqh

teacher at SMK Asy-syarifiy Pandanwangi, this technology is recognized as highly beneficial and simplifies the process of conveying material that was previously considered difficult to understand when presented solely through verbal or conventional methods. As a result, students lacked enthusiasm in classroom learning.

The use of learning media can simplify the process of conveying material in the learning process. In this learning process, a teacher can facilitate the use of learning media. In learning processes that incorporate games, the interaction between students becomes more effective, and their enthusiasm for further learning increases. The use of learning media that is both appropriate and enjoyable needs to be developed so that teachers can convey material effectively and ensure it is understood by students, thereby achieving the desired learning objectives. Therefore, fiqh teachers can deliver material more clearly and structurally. Fiqh teachers also usually prepare PowerPoint material before the lesson begins and display the material on a screen using a projector.

As we know, when applications are used in learning, it is not just a matter of transferring knowledge from teachers to students, but also how teachers are able to facilitate students to acquire knowledge, attitudes, personality, and independence. The steps for conducting the spinning wheel media activity include:

- 1) First, the teacher shows the media that students will use in the lesson.
- 2) The teacher explains to students how to use the spinning wheel.
- 3) The teacher calls on one student to conduct the first experiment using the spinning wheel media.
- 4) The teacher invites other students to observe how to use the spinning wheel media.
- 5) The teacher asks one student to spin the wheel held by the teacher, then observe where the arrow stops.

Then, after the wheel stopped spinning, the teacher asked for the learning process, so that it had a very strong effect on using the spinner as a learning medium.

- 1) As a result, teachers at SMK Asy-Syarifiy Pandanwangi began to integrate several digital media and tools into the learning process for students to choose which image was appropriate according to the description on the wheel.
- 2) Then, the students were asked to explain which images they had chosen and why they believed those images were appropriate based on the descriptions they had received.
- 3) After completing the activity, the teacher acknowledged the students' efforts by clapping together and presenting them with small gifts.

This study was also conducted to demonstrate that the spinner learning method has proven effective in enhancing students' interest and motivation in learning, ultimately

making this medium highly effective when used for distance learning. The use of spinner learning media is a tool to assist fiqh teachers at SMK Asy-Syarifiy Pandanwangi in the direct learning process. Students not only listen and pay attention to the teacher but also actively participate in. To enhance their understanding of *fiqh* learning materials that are conceptual and applied in nature.

The results of the study conducted at SMK Asy-Syarifiy Pandanwangi indicate that the implementation of spinner-based learning media in fiqh lessons has been applied gradually and has had a sufficiently positive impact on learning. The use of spinner-based media in fiqh lessons has proven to increase students' enthusiasm and attention during the learning process. Students are more interested in following the lessons because the material is presented visually, interactively, and not monotonously like lecture methods.

2. The impact of using spinner-based learning media in fiqh lessons.

The use of spinner-based learning media in fiqh lessons at SMK Asy-Syarifiy Pandanwangi has had a positive impact on both teachers and students. This impact is the result of integrating digital tools such as spinner media into the learning process, making fiqh lessons more interesting, interactive, and contextual. The positive impact for students is that they can utilize spinner media or other tools that enhance their learning motivation, preventing boredom due to the varied nature of the learning media. In addition to understanding fiqh lessons, students also learn to use technology in the modern era.

The negative impact for students of using online applications as learning media is:

- 1) Incomplete delivery of learning materials if delayed by unstable network connections.
- 2) Not all students have smartphones. Given the varying economic circumstances of individuals, not everyone has a smartphone capable of accessing the internet, so this online learning application is not a solution to such issues.
- 3) Students may struggle to understand the learning material prepared by the teacher. This could be due to the teacher not teaching the material clearly or not fully mastering the subject matter.
- 4) Students are not enthusiastic about using online applications because the application models prepared by teachers do not attract students' attention.
- 5) Students are not focused on learning. When students use mobile phones as learning tools, there will be many advertisements or notifications from other applications that can distract students from the learning process. These notifications can come from applications on their mobile phones, such as online games, YouTube, TikTok, and others.

The positive impact for teachers is that they can use all digital media such as PowerPoint, spinners, slides, videos, and online quizzes to deliver fiqh learning materials in a more interesting and easy-to-understand manner. Teachers also find it easier to search for fiqh learning references through social media. The negative impact for teachers is that they are required to master digital tools such as PowerPoint, spinners, and other devices so that students can respond to what is being presented by the teacher. This encourages them to become more creative and develop professionally.

- 1) Teachers must be clearer and more systematic in delivering learning materials so that they are easy to understand. They can also include images, videos, audio, and concrete examples that can be found in students' daily lives. The goal is for students to be able to apply and utilize this knowledge in their daily lives with their friends, family, and local community.
- 2) Teachers must design interactive and creative applications using images that can attract students' attention and interest in learning. Incorporating simple games into the learning process is also necessary to create a fun atmosphere and prevent students from getting bored.

The impact of using spinner-based learning media in fiqh lessons has been positive for both teachers and students. It has changed what was once difficult in developing students' interest in learning. The influence of spinner-based learning media on fiqh lessons at SMK Asy-syarifiy Pandanwangi has had a significant impact in improving learning towards a more advanced, effective, and engaging direction.

A spinner is a technological learning aid that displays a spinning wheel containing students' names or questions. This tool is typically accessed through websites such as random name selectors or spinning wheels, which are projected onto a screen in the classroom. The benefits of spinners in fiqh learning include increasing students' awareness, promoting fairness in participation, and creating a pleasant learning environment for students. The use of spinners is usually done at the end of the learning session as part of assessment or daily class quizzes. The teacher will spin the spinner to determine who will answer the question presented by the teacher, which will be answered by the students.

3. Integrating Spinner-Based Media in Fiqh Learning

Social media-based Islamic education learning media has not escaped the attention of Zazin and Zaim, who state that social media is a relevant medium for Islamic education in educating Generation Z. The use of social media as a learning medium in supervising students is the right step to take. Several studies describe how social media can make learning

activities more interesting.¹¹

According to Suci, Muslim, and Chaeruman, social media can also support learning. Because social media is popular among students, it offers advantages for social media users in sharing learning resources, communicating, collaborating, and discussing. Therefore, collaborative learning outside the classroom can be realized.¹² This is agreed upon by Ansari and Khan, who state that online social media for collaborative learning has a significant influence on reciprocal interactions with peers, teachers, and online knowledge, thereby improving students' academic performance.¹³

In learning, learning tools or media are clearly necessary, because these tools or media play a very important and influential role in achieving the desired educational goals:

- 1) Using learning media in the teaching and learning process, among other things, learning media can clarify the delivery of messages so that communication is not too difficult.
- 2) Educational media can overcome limitations of space, time, and sensory perception, for example: Large objects can be replaced by models, images, film frames, films, or models.
- 3) By using educational media appropriately and diversely, it can address students' reserved attitudes toward learning. Thus, if learning utilizes the environment as a tool/learning medium in the teaching and learning process, students will have a good understanding of the material obtained, so that by paying attention to the teaching tools/media, learning objectives will likely be achieved effectively and efficiently. Changes in learning by making the environment a fun learning medium will support students in lessons that are not boring and even make students learn more effectively.

According to Fadilah et al, the functions of learning media are as follows:

- 1) To increase students' inherent desire to learn by transforming what was previously a boring experience into something more interesting and entertaining through the use of various forms of digital media.
- 2) To ensure that students do not forget what they have learned by reviewing previously discussed topics.

¹¹ Zazin, N. and Zaim, M. (2019) 'Media Pembelajaran Agama Islam Berbasis Media Sosial Pada Generasi-Z', *Jurnal UIN Antasari*, Vol 1, No. 1

¹² Suci, W., Muslim, S. and Chaeruman, U. A. (2022) 'Use of Social Media for Collaborative Learning in Online Learning: A Literature Review', *Al-Ishlah: Jurnal Pendidikan*, 14(3), pp. 3075–3086.

¹³ Ansari, J. A. N. and Khan, N. A. (2020) 'Exploring the role of social media in collaborative learning the new domain of learning [Explorando el papel de las redes sociales en el aprendizaje colaborativo el nuevo dominio del aprendizaje]', *Smart Learning Environments*, 7(1), pp. 1–16.

- 3) To stimulate learning, which in turn encourages students to think critically and with a healthy curiosity.
- 4) To encourage student participation in class.
- 5) To measure students' understanding levels, teachers use questions to provide feedback.
- 6) To provide appropriate exercises or assessments.¹⁴

However, it is also known that social media is used as a means of entertainment for students. In addition, using social media as a learning medium has also been proven to improve the quality and creativity of teachers in teaching.¹⁵ To implement learning media effectively, it is necessary to have the right learning media or process that is appropriate to the conditions and needs of students. One such process is the use of spinner-based learning media in fiqh lessons at SMK Asy-Syarifiy Pandanwangi. Learning media offer numerous benefits for both teachers and students, particularly in terms of planning to achieve learning objectives. Through learning media, both teachers and students benefit from the ease of conveying and receiving messages via the learning media.

According to Susanti, the benefits of learning media as a teaching and learning tool are:

- 1) Making the learning process more engaging for students, thereby increasing their motivation to learn.
- 2) Making learning materials more meaningful so that they are easier for students to understand and helping students achieve learning objectives.
- 3) Using various teaching methods so that students do not easily become bored and teachers remain energetic.
- 4) Motivating students to be more active in the learning process because they are not only listening but can also participate in activities such as demonstrating, observing, practicing, and so on.¹⁶

Therefore, when fiqh teachers do not use the teaching methods or media that have been implemented in teaching, it will cause students to have difficulty understanding the material because previously they only sat, remained silent, and listened to the teacher explain the material.¹⁷ Fiqh is one of the subjects in Islamic religious education that aims to prepare

¹⁴ Fadilah, A., Nurzakayah, K. R., Kanya, N. A., Hidayat, S. P., & Setiawan, U. (2023). Pengertian Media, Tujuan, Fungsi, Manfaat dan Urgensi Media Pembelajaran. *Journal of Student Research (JSR)*, 1(2), 1–17.

¹⁵ Riko, Anggraini Puji Lestari, F. and Dewi Lestari, I. (2020) 'Penggunaan Media Sosial Sebagai Media Pembelajaran Di Sekolah Menengah Pertama', *Journal of Character Education Society*, 3(2), pp. 258–266.

¹⁶ Susanti, Aria Indah. (2021). *Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi (TIK)*. Jawa Tengah: PT. Nasya Expanding Management.

¹⁷ Nurfadhillah, S. (2021). *MEDIA PEMBELAJARAN* Pengertian Media Pembelajaran, Landasan, Fungsi,

students to know, understand, appreciate, and practice Islamic law, and then apply it to their daily lives through guidance, teaching, practice, and experience. This is because Fiqh is a subject whose content is directly related to these aspects. In general, Fiqh is a field of Islamic religious education that discusses laws and regulates the relationship between humans and their Creator, humans and other humans, as well as humans and their surroundings.¹⁸

The findings of this study reaffirm the essential role of innovative learning media in enhancing both student engagement and comprehension in fiqh education. Social media and other technological tools demonstrate significant potential in supporting collaborative and interactive learning, while spinner-based media provides a concrete example of how creative approaches can transform classroom dynamics. By utilizing such media, teachers are better equipped to overcome the limitations of conventional teaching methods, thereby fostering active participation, critical thinking, and meaningful learning experiences. Ultimately, the integration of relevant and student-centered media in Islamic education not only improves academic outcomes but also contributes to the development of learners who are intellectually capable, socially collaborative, and grounded in strong religious values.

D. Conclusion

Students at SMK Asy-Asyarifiy in Pandanwangi Village, Tempeh District, Lumajang Regency, are engaged in the learning process using existing technology. The success of students in learning is not solely influenced by technology but is also affected by several factors, including: learning ability, learning style, learning motivation, attitude, emotions, and psychological condition. Students can learn comfortably if they have strong motivation, and this motivation can arise not only from themselves but also from a supportive family and community environment. The learning conducted by the researcher in utilizing spinner-based learning media in the subject of fiqh is an important aspect in enhancing learning. Given the advancements in educational technology, efficiency and effectiveness in learning are essential. To achieve the best level of efficiency and effectiveness, one of the steps that must be implemented is to reduce or possibly eliminate the use of lecture-style lesson delivery systems by utilizing learning media.

Spinner learning media is a learning aid in the form of a wheel. Teachers can design its application in an interactive and creative manner using images that can capture students'

Manfaat, Jenis-Jenis Media Pembelajaran, dan Cara Penggunaan Kedudukan Media Pembelajaran. CV Jejak (Jejak Publisher).

¹⁸ Hawa, S. (2023). Pengembangan sumber belajar berbasis karakter peserta didik (ikhtiar optimalisasi proses pembelajaran pendidikan agama islam (PAI)). *JURNAL AZKIA: Jurnal Aktualisasi Pendidikan Islam*, 19(2), 83–91.

attention and interest in learning. Incorporating simple games into the learning process is also necessary to maintain a pleasant atmosphere and prevent students from becoming bored. The impact of using spinner learning media on the subject of fiqh is positive for both teachers and students.

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