

THE EFFECT OF SPINNER EDUCATION ON STUDENTS' FIQH LEARNING OUTCOMES AT THE MADRASAH IBTIDAIYAH LEVEL

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ABSTRACT

Learning media play a strategic role in improving the quality of the learning process and learning outcomes, particularly in Islamic religious education at the Madrasah Ibtidaiyyah level. Limited variation in instructional media can lead to low student engagement and learning outcomes in Fiqih subjects. This study aims to analyze the effectiveness of Spinner Education as a game-based interactive learning medium in improving students' Fiqih learning outcomes. The study employed a quantitative approach using a quasi-experimental design with pre-test and post-test applied to both the experimental and control groups. The research subjects consisted of 54 third-grade students of Madrasah Ibtidaiyyah Al-Ma'arif, divided equally into an experimental group (27 students) and a control group (27 students). Data were collected through learning achievement tests and analyzed using non-parametric statistical tests. The results indicate a significant difference in learning outcomes between students in the experimental group and those in the control group. These findings demonstrate that the use of Spinner Education is effective in improving Fiqih learning outcomes while simultaneously enhancing students' active participation and learning motivation. This study contributes to the enrichment of research on innovative learning media and supports the development of more interactive, contextual, and student-centered Fiqih learning at the Madrasah Ibtidaiyyah level.

Keywords: Spinner Education, Learning Media, Fiqh Learning, Madrasah Ibtidaiyyah, Learning Outcomes

1. INTRODUCTION

Islamic Religious Education, particularly Fiqh instruction, plays a strategic role in shaping students who not only understand Islamic legal principles theoretically but are also able to apply them in their daily lives (Nursella, 2024; Syahbrudin et al., 2023; Zalsabella P et al., 2023). As a discipline that regulates worship, social transactions, and everyday behavior, Fiqh should be taught through approaches that foster religious awareness and develop students' Islamic character (Sakka & Al-kautsar, 2024; Sodikin, 2012). A strong understanding of Fiqh is expected to guide students to live in accordance with Islamic law and to cultivate responsibility toward their religious obligations (Adawiyah et al., 2024; Saumi & Suriani, 2025). Therefore, Fiqh learning should be designed to be engaging, interactive, and capable of enhancing students' interest and comprehension (Ariga et al., 2022).

Monotonous learning environments with limited student involvement can hinder the achievement of these educational goals (Kandia et al., 2023; Rachmawati, 2025; Solichah et al., 2021). Teachers are required to utilize varied and innovative instructional media to deliver Fiqh materials effectively and enjoyably (Surodiana et al., 2023). Appropriate learning media can improve conceptual understanding, increase student participation, and strengthen learning motivation (Darmawan & Sudarma, 2025; Griseldis et al., 2023). Thus, Fiqh instruction should not merely fulfill curricular requirements but also provide meaningful learning experiences for students (Rahim et al., 2023).

In practice, however, Fiqh learning in several elementary schools, including MI Al-Ma'arif Sidolaju, is still dominated by conventional and monotonous teaching media. This condition leads to student boredom, low participation, and relatively weak learning outcomes. Students often experience

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difficulties in understanding the material and show limited enthusiasm during the learning process (Nova Ardiana & Didik Himmawan, 2023; Yunika et al., 2023).

To address these challenges, innovative instructional media are needed to make Fiqh learning more engaging and accessible (Moriska & Hanif, 2024). One promising alternative is the use of Spinner Education media, which has been shown to increase student involvement in the learning process (Ismaya et al., 2024). This media supports a more dynamic, interactive, and enjoyable learning atmosphere, encouraging students to actively engage with Fiqh content (Familia & Wardono, 2023).

Previous studies indicate that interactive learning media positively influence student learning outcomes. Zahro (2024) demonstrated that the Spinning Wheel media effectively improved Fiqh learning outcomes among ninth-grade students at MTs Negeri 1 Jember. Similarly (Zahro, 2024), Khoirunnida (2022) found a significant impact of Spinner media on Islamic Religious Education learning outcomes among ninth-grade students at SMP Negeri 2 Brebes. Nevertheless, research on the application of Spinner Education in Fiqh instruction at the elementary (Madrasah Ibtidaiyah) level, particularly in lower grades, remains limited (KHOIRUNNIDA, 2022).

This study introduces novelty by implementing Spinner Education media in Fiqh learning for third-grade Madrasah Ibtidaiyah students. The media functions not only as a visual aid but also as an active learning tool that integrates educational games with Fiqh content (Hafizin et al., 2024). This approach is expected to offer an innovative alternative for improving Fiqh learning outcomes in a more effective and enjoyable manner (Handayani & Fidrayani, 2024; Marbun et al., 2025).

The objective of this study is to analyze the effect of Spinner Education media on the Fiqh learning outcomes of third-grade students at MI Al-Ma'arif Sidolaju. The findings are expected to contribute to the development of innovative instructional media and to enhance the quality of Fiqh learning in elementary education (Utami et al., 2025).

2. METHOD

This study employed a quantitative approach using a quasi-experimental method to examine the effect of Spinner Education media on students' Fiqh learning outcomes. The research design applied was a Pretest-Posttest Nonequivalent Control Group Design, involving one experimental class and one control class (Jauza & Albina, 2025; Munawwarah et al., 2025).

The population consisted of all third-grade students at MI Al-Ma'arif Sidolaju, Ngawi, East Java, totaling 54 students from two classes. A saturated sampling technique was used, in which all members of the population were included as research participants. Each class consisted of 27 students, assigned as the experimental and control groups.

A quasi-experimental design was selected because random assignment of students to new classes was not feasible due to school regulations. Therefore, existing classes were used without restructuring (Santoso et al., 2022).

The experimental group received instruction using Spinner Education media, while the control group was taught using conventional teaching methods (Siroj et al., 2024). Pretest and posttest were administered to measure students' learning outcomes before and after the treatment.

Group	Pre-test	Treatment	Post-test
Eksperimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Information:

O₁ : Pre-test scores of the experimental group

O₂ : Post-test scores of the experimental group

O₃: Pre-test scores of the control group

O₄: Post-test scores of the control group

X : Fiqh instruction using Spinner Education media

- : Fiqh instruction without Spinner Education media (conventional method)

The experimental design used in this study was a Pretest-Posttest Nonequivalent Control Group Design. The experimental group received Fiqh instruction using Spinner Education media, while the control group was taught using conventional teaching methods. Both groups were given a pre-test before the treatment and a post-test after the treatment to measure learning outcomes.

3. RESULT AND DISCUSSION

Result

This study was conducted at Madrasah Ibtidaiyah Al-Ma'arif Sidolaju, located in Sidolaju, Ngawi, East Java. The research was carried out over a four-month period, from August to November. The participants were third-grade students who were divided into two groups: an experimental group and a control group.

A set of multiple-choice and essay test items was used as research instruments. The pre-test was administered to measure students' initial Fiqh knowledge, while the post-test was used to assess learning outcomes after the implementation of the instructional treatment. The control group received conventional Fiqh instruction using the teaching media normally applied by the teacher, whereas the experimental group was taught using the interactive Spinner Education media.

Test Instrument Reliability

Validity Test

The validity test was conducted to determine whether each test item was appropriate for measuring students' learning outcomes. An item was considered valid if the significance value (Sig.) was less than 0,05 (Sig. <0,05). Conversely, if the significance value was greater than 0,05 (Sig. >0,05), the item was classified as invalid.

The validity of each test item was analyzed using statistical criteria, and the results were used to decide whether each question met the requirements for inclusion in the final test instrument. Only valid items were used in the pre-test and post-test to ensure accurate measurement of students' learning outcomes.

Questions		Results	Remarks
1	Pearson Correlation	.784**	Valid
	Sig. (2-tailed)	0,000	
	N	20	
2	Pearson Correlation	.577**	Valid
	Sig. (2-tailed)	0,008	
	N	20	
3	Pearson Correlation	.652**	Valid
	Sig. (2-tailed)	0,002	
	N	20	
4	Pearson Correlation	-.498*	Valid

	Sig. (2-tailed)	0,025	
	N	20	
5	Pearson Correlation	0,209	Invalid
	Sig. (2-tailed)	0,376	
	N	20	
6	Pearson Correlation	.882**	Valid
	Sig. (2-tailed)	0,000	
	N	20	
7	Pearson Correlation	0,256	Invalid
	Sig. (2-tailed)	0,275	
	N	20	
8	Pearson Correlation	0,178	Invalid
	Sig. (2-tailed)	0,454	
	N	20	
9	Pearson Correlation	.519*	Valid
	Sig. (2-tailed)	0,019	
	N	20	
10	Pearson Correlation	.840**	Valid
	Sig. (2-tailed)	0,000	
	N	20	

Questions		Results	Remarks
11	Pearson Correlation	.517*	Valid
	Sig. (2-tailed)	0,019	
	N	20	
12	Pearson Correlation	.519*	Valid
	Sig. (2-tailed)	0,019	
	N	20	
13	Pearson Correlation	0,434	Invalid
	Sig. (2-tailed)	0,056	
	N	20	
14	Pearson Correlation	-.528*	Valid
	Sig. (2-tailed)	0,017	
	N	20	
15	Pearson Correlation	.657**	Valid
	Sig. (2-tailed)	0,002	
	N	20	

Reliability Test

After removing the invalid test items based on the validity analysis, the reliability of the remaining items was calculated using Cronbach’s Alpha. The reliability results are presented as follows:

Alfa Cronbach	N Item
.743	10

Statistic Reabilitas

Alfa Cronbach	N Item
.615	5

The reliability test produced two Cronbach’s Alpha values, namely 0,743 for the multiple choice items and 0,615 for the essay items. These results indicate that the test instruments have acceptable reliability and are suitable for use in this study. The instruments were therefore used to measure the effect of Spinner Education media on students’ Fiqh learning outcomes at Madrasah Ibtidaiyah Al-Ma’arif Sidolaju.

Pre-Test Data

Descriptive Analysis

Descriptive statistical analysis was conducted on the pre-test scores of both groups, each consisting of 27 students. For the experimental group, the lowest score was 20, the highest score was 50, and the mean score was 30. For the control group, the lowest score was 10, the highest score was 50, and the mean score was 30,74. These results indicate that the initial Fiqh learning abilities of both groups were relatively similar before the treatment was implemented.

Assumption Test (Prerequisite Analysis)

Normality Test

Kelas		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Fiqh	Pretest (Kontrol)	0,197	27	0,009	0,893	27	0,009
	Pretest (Eksperimen)	0,240	27	0,000	0,827	27	0,000

a. Lilliefors Significance Correction

Based on the table above, the significance value of the pre-test for the control group is 0,009, indicating that the data are not normally distributed, since the significance value in the control group is Sig. < 0,05. The significance value of the pre-test for the experimental group is also 0,009, indicating that the data are not normally distributed, as Sig. < 0,05

Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	0,320	1	52	0,574

Based on Median	0,169	1	52	0,682
Based on Median and with adjusted df	0,169	1	51,333	0,682
Based on trimmed mean	0,248	1	52	0,620

Based on the homogeneity test, the significance value was 0,620, which is greater than 0,05 (Sig. > 0,05). Therefore, the pre-test data between the control group and the experimental group are considered homogeneous.

Hypothesis Testing

Mann-Whitney Test

Ranks

Kelas		N	Mean Rank	Sum of Ranks
Learning Outcomes	Pretest (Control)	27	28,04	757,00
	Pretest (Experiment)	27	26,96	728,00
	Total	54		

Test Statistics ^a	
	Hasil Belajar Fiqh
Mann-Whitney U	350,000
Wilcoxon W	728,000
Z	-0,262
Asymp. Sig. (2-tailed)	0,793
a. Grouping Variable: Kelas	

Furthermore, the Mann-Whitney U test showed that the Asymp. Sig. (2-tailed) value was 0,793, which is higher than the significance level of 0,05. This result indicates the rejection of the alternative hypothesis (Ha), which stated that there was a significant difference between the two classes.

Consequently, the null hypothesis (Ho) was accepted, meaning that there was no statistically significant variable. Therefore, the findings of this study suggest that the use of Spinner Education media did not results in a statistically significant difference in students' Fiqh learning outcomes between the two groups.

Post-Test Data

Descriptive Analysis

Statistics		PreTest (Kontrol)	PostTest (Kontrol)	PreTest (Eksperimen)	PostTest (Eksperimen)
N	Valid	27	27	27	27
	Missing	0	0	0	0
Mean		30,74	62,22	30,00	84,44
Median		30,00	60,00	30,00	80,00
Mode		20	60	20	80
Range		40	30	30	10
Minimum		10	40	20	80
Maximum		50	70	50	90
Sum		830	1680	810	2280

Descriptive statistical analysis was conducted for both the experimental and control groups, each consisting of 27 students. For the experimental group, the pre-test scores ranged from 20 to 50, with a mean score of 30. After the implementation of the Spinner Education media, the post-test scores increased, with the lowest score of 80, the highest score of 90, and a mean score of 84,44.

For the control group, the pre-test scores ranged from 10 to 50, with a mean score of 30,74. In the post-test, the scores ranged from 40 to 70, with a mean score of 62,22. These results indicate that both groups showed improvement after the learning process. However, the experimental group achieved higher average post-test scores compared to control group.

Assumption Test (Prerequisite Analysis)

Normality Test

Tests of Normality							
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	pretest (Control)	0,197	27	0,009	0,893	27	0,009
	posttest (Control)	0,243	27	0,000	0,803	27	0,000
	Pretest (Experiment)	0,240	27	0,000	0,827	27	0,000
	posttest (Experiment)	0,366	27	0,000	0,634	27	0,000

a. Lilliefors Significance Correction

The SPSS analysis results indicated that the data were no normally distributed, as the significance value was greater than 0,05 (Sig. < 0,05)

Homogeneity Test

Test of Homogeneity of Variance
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		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	2,327	1	52	0,133
	Based on Median	1,015	1	52	0,318
	Based on Median and with adjusted df	1,015	1	51,238	0,319
	Based on trimmed mean	2,916	1	52	0,094

Based on the homogeneity test, the data were found to be homogeneous, as the significance value was greater than 0,05 (Sig. > 0,05)

Hypothesis Testing

Ranks				
Groups		N	Mean Rank	Sum of Ranks
Learning Outcomes	Control Group	27	14,00	378,00
	Experiment Group	27	41,00	1107,00
	Total	54		

Test Statistics ^a	
	Hasil Belajar
Mann-Whitney U	0,000
Wilcoxon W	378,000
Z	-6,475
Asymp. Sig. (2-tailed)	0,000
a. Grouping Variable: Kelas	

Furthermore, the Mann-Whitney U test showed that the Asymp. Sig. (2-tailed) The value was 0,000, which is lower than the significance level of 0,05. These results indicate that the null hypothesis (Ho), which stated that there was no difference between the two classes, was rejected.

Consequently, the alternative hypothesis (Ha) was accepted, meaning that there was a statistically significant difference between the experimental and control groups based on the class grouping variable. Therefore, the findings of this study demonstrate a significant difference in learning outcomes between the two groups.

Discussion

This study was conducted to examine the effect of using Spinner Education as an instructional medium on the Fiqh learning outcomes of third-grade students at MI Al-Ma'arif Sidolaju, Ngawi, East Java. The research was carried out through several stages, including research planning, implementation, and data analysis. During the planning stage, the researchers formulated the research objectives and hypotheses, designed the experimental procedures, and prepared the data collection instruments in the form of pre-tests and post-tests.

In the implementation stage, students were first given a pre-test to measure their initial learning abilities before the use of Spinner Education media. The experimental group then received Fiqh instruction using Spinner Education, while the control group was taught using conventional methods. After the instructional process, a post-test was administered to measure students' learning outcomes. The collected data were analyzed using appropriate statistical tests to examine the research hypotheses.

The results of the data analysis showed a significant improvement in students' learning outcomes after the implementation of Spinner Education. The mean pre-test score of the experimental group was 30, indicating students' initial level of understanding before the treatment. After the use of Spinner Education, the mean post-test score increased to 84.44, reflecting a substantial improvement in learning outcomes. Furthermore, the Mann-Whitney U test produced a significance value of 0.000, which is lower than the 0.05 significance level. This result confirms that the use of Spinner Education had a significant effect on students' Fiqh learning outcomes.

These findings are consistent with the theoretical perspective presented by Trisiantari and Wulandari, who argue that effective instructional media can facilitate the delivery of educational messages, optimize instructional time, and reduce teachers' workload. Instructional media that incorporate visual elements are also able to attract students' attention and stimulate their curiosity, which can positively influence their learning motivation and achievement.

The results of this study are also in line with previous empirical research. Zahro (2024) reported that the use of Spinning Wheel media significantly improved Fiqh learning outcomes among ninth-grade students in Jember. Similarly, Khoirunnida (2022) found that Spinner-based instructional media had a significant impact on the learning outcomes of ninth-grade students at SMP Negeri 2 Brebes in Islamic Religious Education. These studies support the present findings, indicating that Spinner Education is an effective instructional medium for enhancing students' learning outcomes.

Overall, the findings suggest that the integration of Spinner Education in Fiqh instruction can create a more engaging and interactive learning environment, which leads to improved student understanding and academic performance. Therefore, Spinner Education can be considered a valuable alternative instructional medium for improving the quality of Fiqh learning at the elementary school level.

4. CONCLUSION

This study examined the effect of Spinner Education media on the Fiqh learning outcomes of third-grade students at MI Al-Ma'arif Sidolaju. The results showed a significant improvement in students' post-test scores after the implementation of Spinner Education. Statistical analysis using the Mann-Whitney U test (Sig. = 0,000) confirmed that there was a significant difference between the experimental and control groups. These findings indicate that Spinner Education media effectively enhances students' understanding of Fiqh.

The use of Spinner Education created a more interactive and engaging learning environment, which increased students' motivation and participation. Therefore, Spinner Education can be considered an effective instructional medium for improving Fiqh learning outcomes at the elementary school level. Future studies are recommended to explore its application in other subjects and educational contexts.

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