

DEVELOPMENT OF KOKAMI LEARNING MEDIA TO IMPROVE STUDENTS' ABILITY TO THINK CREATIVELY AND INNOVATIVELY IN PAI LEARNING CLASS VII SMP NEGERI 6 SINGOSARI, MALANG REGENCY

Muhammad Miftahul Maulana¹, Agus Maimun², Sudirman Nahrawi³

Maulana Malik Ibrahim State Islamic University Malang, Indonesia

miftahulmaulana20@gmail.com; maimun@pai.uin-malang.ac.id

Abstract

This research addresses the limited development of interactive learning media aimed at enhancing students' creative and innovative thinking skills in Islamic Religious Education (PAI), despite its proven impact on motivation and learning outcomes. The study focuses on the development, validation, attractiveness, and effectiveness of Kokami learning media for Grade VII students at SMP Negeri 6 Singosari, Malang Regency. Utilizing a Research and Development (R&D) approach based on the Borg and Gall model as modified by Sugiyono, the research involved small (n=10) and medium (n=30) student groups. Data collection instruments included expert validation sheets, student response questionnaires, pretests, posttests, and interviews. Analysis employed descriptive statistics, the Likert and Guttman scales, and N-gain calculations. The development process followed nine steps, resulting in a validated media tool, with expert ratings exceeding 90% for both content and design. The media was rated highly attractive, receiving a 97.51% positive response from students. In terms of effectiveness, student learning outcomes improved from an average pretest score of 67.5 to a posttest score of 79.1, with an N-gain of 0.357, indicating moderate effectiveness. The study concludes that the Kokami media development process, particularly its six key stages plays a significant role in promoting creative and innovative thinking in PAI learning. The findings contribute theoretically to game-based learning media design and offer practical recommendations for educators to integrate interactive tools into

religious education. Future research is encouraged to expand the sample size and further investigate the media's impact on student interest and achievement across diverse contexts.

Keywords: Kokami Learning Media; Creative and Innovative Thinking; Islamic Religious Education; Learning Media Development; Interactive Learning

INTRODUCTION

According to Tilaar, learning is an activity designed to direct the learning process effectively so that it can cause positive changes in students (Hrp et al. 2022). This process involves two-way interaction between teachers and students in an educational manner to achieve learning outcomes. Learning components such as curriculum, objectives, educators, learners, materials, media, learning resources, methods, and evaluations must support each other (Djamaluddin & Wardana, 2019).

These components must be optimized to produce quality learning. In particular, Law of the Republic of Indonesia No. 20 of 2003 states that the three main components of learning are learning resources, educators, and students. The three are interrelated, and the absence of one of them can hinder the learning process. Of the three components, educators play an important role because they affect the atmosphere and success of learning. Teachers as facilitators must be able to provide materials and help students gain learning experiences that support life skills (Harton, 2013).

Law No. 14 of 2005 concerning Teachers and Lecturers states that teachers must have academic qualifications, competencies, educator certificates, as well as physical and spiritual health. These competencies include pedagogic, personality, social, and professional. Teachers must also provide learning media that suits the needs of students (Ananda, 2018).

As facilitators, teachers need to develop learning media that are relevant to the times to create a fun learning atmosphere and increase student participation. However, learning media is often overlooked due to time constraints, cost, or lack of access to the right media. Many teachers still rely on text-based media, which makes learning less engaging. According to an article Squirrelly (2023), highlighting that although teachers

should be the solution to students' learning problems, there are still competency constraints and conventional mindsets, such as difficulties in compiling lesson plans and choosing the right methods and media. Hidayat and Abdillah (2019) It also revealed that monotonous learning, such as lectures, causes teachers to become the only source of information, although now there are many other sources such as the internet. Teachers need to adapt to technological developments, as well as have adequate creativity and skills.

Kristanto (2016) emphasizing the importance of teachers' understanding of various types of learning media, including non-electronic ones, to suit the characteristics of students. Choosing the right media can facilitate the learning process. Media also functions as an effective learning resource in delivering material, increasing interest, and focusing students' attention (Khalilullah, 2014).

Islamic Religious Education (PAI) is a lifelong learning process that takes place in formal, informal, and non-formal environments (Aris, 2022). As a compulsory subject at all levels of education, PAI is regulated in Law No. 20 of 2003 as an important part after citizenship and language education (Soebahar, 2013). PAI learning itself includes science, character and moral formation, and skill development based on Islamic values. The Qur'an emphasizes the importance of Islamic education that is in accordance with religious teachings and able to keep up with the times (Hidayati, 2023). PAI material covers aspects of faith, sharia, and morals, which regulate human relationships with God, others, and the environment.

The success of PAI learning is highly dependent on the methods and media used. However, there are still many teachers who use conventional approaches, causing monotonous learning and decreased interest in learning. Research at SMAN 3 Sidoarjo shows low interest and value of students due to inappropriate teaching methods (Ilham and Eka, 2024). Therefore, alternative methods are needed that are more effective in helping students' understanding.

Similar problems also occurred at SMP Negeri 6 Singosari, especially in grade VII in PAI subjects. Based on the initial interviews with PAI teachers and ddik participants and initial observations, the following problems were found: 1. Students had difficulty understanding materials such as fiqh, Islamic history, and the Qur'an Hadith; 2. There are still some students who have not reached the Minimum Completeness Criteria (KKM); 3. The teacher's learning system is still less varied and still dominant using the lecture method,

making students less focused and feeling bored; 4. The media used is still conventional with assignment sheets, student package books, and teaching tools such as markers and whiteboards.

Based on these problems, SMP Negeri 6 Singosari through the learning system still needs to be improved by implementing an interactive learning style that includes cognitive, practical, and procedural aspects to make it more interesting and effective. The main obstacle is the limited use of media and learning methods, which has an impact on low interest and learning outcomes. Therefore, the development of learning media is very important to support the effectiveness of the learning process.

One potential medium is Mysterious Boxes and Cards (KOKAMI), a language-based game developed by Abdul Kadir in 2003, consisting of boxes, enveloped message cards, and scoreboards. This media has been proven to significantly increase student engagement and motivation (Alwi et al., 2015). Kokami creates a fun and interactive learning atmosphere, perfect for PAI learning that demands critical thinking and motor skills. PAI itself aims to form students to become *Ulul Albab* who are able to think and research the gift of Allah, as mentioned in the verse of *Qauliyah* (Djollong et al., 2023). Through the critical approach and motor skills needed in PAI, Kokami can be the solution to achieve the main goal of PAI: instilling noble morals and bringing students closer to Allah for the happiness of this world and the hereafter (Djollong et al., 2023).

The use of conventional methods by teachers is still an obstacle, so Kokami media, which is designed with three main components including, boxes, envelopes, and PAI-themed question cards is the right alternative. This learning model also encourages group work and discussion, so that students actively convey their opinions and experiences (Isjoni, 2010). Kokami media provides the function as conveyed by Kemp & Dayton, which is to motivate students to develop creative and innovative thinking skills through real activities (Hasan et al., 2021).

The increase in thinking power due to the use of Kokami media is strengthened by research Paisah et al. (2013). at SMP Negeri 25 Purworejo, which shows that the implementation of Kokami significantly improves the critical thinking skills of grade VII students. These results confirm that Kokami encourages gradual improvement of learning outcomes and critical thinking skills. In addition, it is also in Research Isnaini et al. (2018) at SMP Negeri 19 Mataram also corroborated the findings, showing Kokami's positive

impact on critical thinking skills and learning motivation through hypothesis tests that showed significant differences before and after the use of this media.

The findings above show the consistency of Kokami media which is an innovative and effective learning medium in encouraging students' critical and creative thinking skills in various subjects, including Islamic Religious Education. This confirms the great potential of Kokami to continue to be developed as a learning strategy that is able to improve the quality of learning as a whole. In addition, Kokami's use of media is supported by Edgar Dale's theory of cone experience, which is that he divides media from direct to symbolic experience through visual and verbal media. Edgar Dale's theory can be seen in the following illustration:

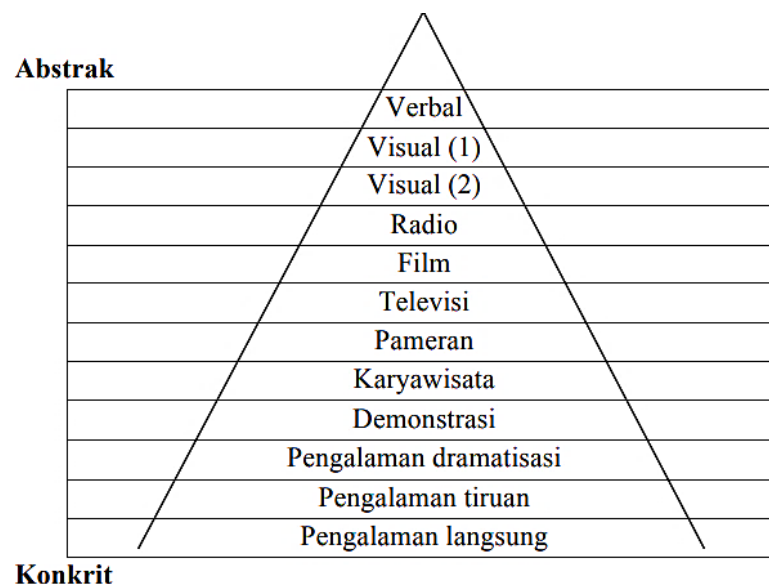


Figure 1. Cones of Experience according to Edgar Dale 1969

Source: Cahyadi, 2019

The cone image above has shown that Kokami Media is a concrete medium that is in line with Edgar Dale's theory of the cone of experience, which states that the more concrete the learning experience a learner gets, the better his comprehension and memory. Direct experience like practice is more effective than just reading because it involves multiple senses simultaneously.

Based on the phenomenon of problems that occur at SMP Negeri 6 Singosari more specifically in grade VII students in PAI learning, Kokami learning media is one of the

solutions through the development of media to suit PAI learning and the needs and characteristics of students, so the researcher needs to raise this research with 4 objectives, namely to describe how the development procedure is, further analyze the validity, attractiveness, and effectiveness of the use of Kokami media in PAI learning. Through the results of this study, it is hoped to enrich the readers' literature regarding the use of interactive learning media such as Kokami media in improving the quality of the learning process and student learning motivation. In addition, the results of the research can also be used as a reference to develop other learning media that are relevant and in accordance with the needs of students and curriculum demands, especially in the context of religious learning that requires a creative and contextual approach.

METHODS

The type of research used by researchers is Research and Development (R&D). According to Borg & Gall, Research and Development is defined as a process or steps to develop an auxiliary product or improve an existing product (Setyosari, 2015). The development model in this study is using the Borg and Gall development model. The implementation of this research is on March 10, 2025– May 30, 2025 at SMP Negeri 6 Singosari, Malang Regency, East Java.

The choice of this model by Borg & Gall is because the procedures applied are more comprehensive and systematic which are focused on research and development so that it is very suitable when the research objectives lead to product development, in addition each procedure leads the researcher to go through many complex stages such as field tests and evaluations so as to greatly minimize the shortcomings or obstacles of the product from the time of use to the final revision. The reason for this researcher is in line with what Agustina conveyed where this model has guidelines in the form of detailed steps that must be followed so that the products produced are of high quality (Augustine, 2020).

The Borg and Gall model has ten stages which were later modified by Sugiono who also mentions 10 stages which include: 1. Potential and problems; 2. Information collection; 3. Product design; 4. Design validation; 5. Design improvement; 6. Product trials; 7. Product revision; 8. Trial use; 9. Product revision; and 10. Mass production (Rangkuti, 2016). Based on the purpose of the research, namely to describe the process and

analyze the results of the development of Kokami media, as well as to see how effective PAI learning using Kokami media is developed to improve students' ability to think creatively and innovatively. then the determination of the development research process using the Borg and Gall model can be seen through the following figure:

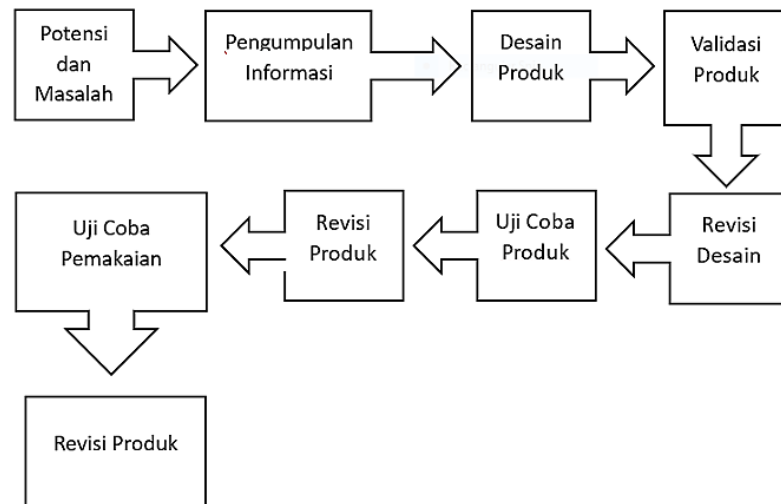


Figure 2. Research and Development Stage of the Borg and Gall Model

Source: Rangkuti, 2016

The product test consists of two, namely the expert test (Expert Validation) and the trial. As for the subject of expert validation, it consists of mater experts and media experts, while the subject of the trial is grade VII students at SMP 6 Negeri Singosari, Malang Regency. The product trial subjects were divided into two groups, namely: small group trial subjects of 10 randomly selected students and medium group subjects with a total of 30.

Data type The type of data obtained by researchers in development research is divided into two types of data: quantitative and qualitative data. As for the quantitative data through numbers obtained from validation sheets validated by material experts and media experts, in addition to that there were also student responses through a questionnaire about the attractiveness of the media from the results of product trials in grade VII of SMP 6 Negeri Singosari, Malang Regency. Quantitative data is also used to determine the learning effectiveness of students through pre-tests and post-tests that produce scores or scores that are also statistically analyzed to see changes or improvements in learning outcomes before and after certain treatments.

As for the qualitative data obtained from suggestions or responses from validators as well as responses from teachers and students about the Kokami media products that were developed. In addition, in the use of media in the trial, documentation is needed in the development process to the results. So through qualitative data, it can be obtained from the results of interviews, and documentation.

Based on the type of data submitted, there are instruments in data collection in this study in the form of a number of validation questionnaires for experts and student respondents, as well as interview sheets for experts, teachers, and students. In addition, for learning effectiveness instruments in the form of pretest and posttest question sheets in the type of multiple choice. Furthermore, for the data analysis carried out in this study, quantitative inferential statistical analysis is used to test the validity of Kokami's media products, analyze their attractiveness and compare test results before and after the trial so that there are three analyses in this study, namely:

1. Validity Analysis

The validity of the product was measured using a Likert scale of 1–4 on the validation sheet of subject matter and media experts. The validity score is calculated by the formula of the percentage of the empirical score to the maximum score. The validity category is divided into very valid, quite valid, less valid, and invalid, with a minimum of 70.01% for the product to be declared sufficiently valid and suitable for use.

2. Attraction analysis

The attractiveness analysis was measured from the students' responses through a practicality questionnaire with the Guttman scale (answer yes=1, no=0). The percentage of practicality is calculated and categorized as very attractive, attractive, less attractive, or not attractive. The product is considered practical if it gets a score of $\geq 50\%$.

3. Effectiveness Analysis

The effectiveness of the media was analyzed from the results of the pretest and posttest using the N-gain value to see the improvement in student learning outcomes. The N-gain category shows the rate of increase from low to high. A positive N-gain value indicates an increase in learning outcomes after media use. Furthermore, it is

included in the medium category if the increase in learning outcomes is between 30% to less than 70%.

RESULT

1. Kokami Media Development Procedures in PAI Learning Class VII SMP Negeri 6 Singosari

a. Potential and problems

This step is the first carried out in this study, namely determining the potential and problems by interviewing class teachers on December 6, 2024, followed by initial observation and interviews with students which will be held on December 8, 2025 at SMP Negeri 6 Singosari.

b. Data collection

Data collection in the development of Kokami media is in the form of needs analysis, analysis of teaching materials and learning objectives.

1) Needs analysis

The initial stage of learning media development began with a needs analysis through observation and interviews at SMP Negeri 6 Singosari. The results show that the media used is still conventional and the teaching methods are limited which has an impact on reducing students' interest and understanding of learning. Furthermore, the researcher conducted a literature review from various sources to find a suitable product concept. Based on the study, the researcher developed a learning medium called Kokami, which combines text, symbols, images, and other elements to improve students' cognitive, affective, and psychomotor abilities, as well as motivate them to be more active in the learning process.

2) Analysis of the material and learning objectives

The books as a reference in the analysis of materials and learning objectives are in the book PAI and Ethics Students for Junior High School Class VII and the PAI and Ethics Teacher Guide book for Junior High School Class VII. Based on the results of the researcher's findings, it is shown in the form of a table:

Table 1. Details of Rukhsah Learning Materials and Objectives

| Material | Subject matter | Learning objectives |
|---|---|--|
| Rukhsah: Ease From Allah In Worshipping Him | <ol style="list-style-type: none"> 1. The meaning of rukhsah in worship. 2. Rukhsah in prayer, fasting, zakat, and hajj. 3. Wisdom of Rukhsah. | <ol style="list-style-type: none"> 1. Through inquiry learning, students can explain the meaning of rukhsah in worship. 2. Through market place learning, students can identify various rukhsah in prayer, fasting, zakat, and hajj. 3. Through product-based learning, students can make charts or tables about rukhsah in prayer, fasting, zakat, and hajj. |

Source: Suryadi & Sumiyati, 2021

c. Product design

Design is the stage after analysis with the aim of studying the problem. This stage is the stage of designing Kokami media products in PAI class VII learning about rukhsah in worship. The stages are as follows:

1) Determining the teaching materials

This stage is determined by the teaching material on rukhsah material in worship. The material is contained in semester 2 which is discussed in 1 chapter with the title of the chapter being "Rukhsah: Ease from Allah in Worshipping Him". There are three main materials in this chapter, namely 1. The meaning of rukhsah in worship; 2. Rukhsah in prayer, fasting, zakat, and hajj; and 3. Wisdom of Rukhsah. Furthermore, the material is developed and divided into three weekly sessions:

- a) First Week: Discussing the concept of rukhsah (relief) in worship, including its definition, evidence, causes, types, and benefits, especially in prayer. Learning is carried out through Kokami media-based games so that students can understand and apply rukhsah.
- b) Second Week: Describe rukhsah in the implementation of fasting and zakat, including situations that allow for leniency as well as forms of substitute for fasting and leniency in the payment of zakat.

c) Third Week: Introducing the Hajj, virtues, and various rukhsah that apply, such as the replacement of Hajj and its variations, with the Kokami method of discussion and media games

2) Designing Kokami game procedures

At this stage, it is determined how to use Kokami media as rules and procedures for Kokami games designed by researchers with competitive games. Here are the steps:

- a) Divide groups and determine group leaders.
- b) Each group is represented by the group leader to take an envelope containing 2 cards: card 1 card contains material and card 2 contains questions.
- c) Each group was given time to understand the material and questions (answers and materials should not be copied).
- d) All the cards were put back in the envelope and shuffled into the Kokami Box.
- e) Each group leader takes back the envelope that has been randomly selected (make sure it is not the envelope itself that is taken).
- f) Each group is given time to understand the material and questions in the other group's cards.
- g) Each group is given time to ask the questions in the other group's cards and the group that has the card is obliged to answer.
- h) If the question can be answered, it will get points.
- i) If the answer is insufficient, then other groups can add to get additional points.
- j) If all the group questions have been passed, it will be continued in the scramble round to get maximum points, where the questions are directly given by the teacher.
- k) The highest score will be the class champion.

Kokami's media is structured systematically and clearly, allowing students to actively solve problems through communication and cooperation in the form of competitive games. To support its use, a "Kokami Handbook" was also prepared as a guide for teachers and students. This book contains information about the definition, history, purpose, and how to use Kokami media. The design of the book is designed to be attractive and comfortable to read, with a font size setting of 10,

sub-topics 12.8 and topics 18.8. There are a number of instruction book designs as follows:

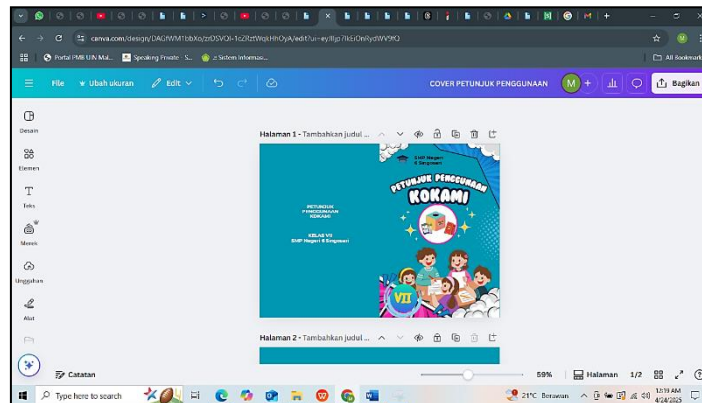


Figure 3. Instruction Book Cover Design

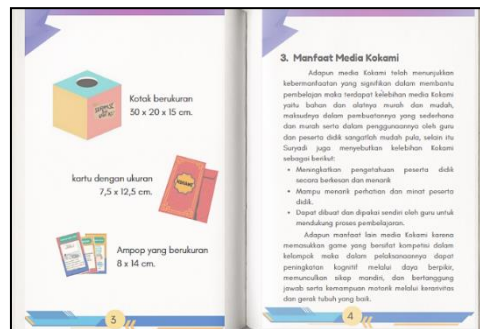


Figure 4. Example of Instruction Book Content Design

3) Create a teaching module

The Teaching Module is a complete learning tool made as a guide in the teaching and learning process. This module was prepared after going through the analysis stage of teaching materials in order to become a framework that supports the development of learning using kokami media. The content of the module includes learning objectives, main materials, activity steps, methods, assessments, as well as learning media and resources.

4) Developing teaching materials

This stage is made of teaching materials through development through deepening of the material according to the needs of PAI learning as well as making relevant images to clarify the information conveyed in the teaching materials. The development of teaching materials begins with collecting material from various sources to deepen the content, then making relevant image designs to clarify the message

according to the learning objectives. The teaching material consists of several main parts, namely: (1) Cover with the title and identity of the researcher; (2) Preface; (3) Table of contents for easy navigation of the material; (4) Concept maps that describe the relationships between materials; (5) The introduction includes competency standards, descriptions of teaching materials, estimated time, prerequisites, instructions for use, final goals, and initial mastery checks; (6) Learning is divided into several meetings with components such as objectives, pictures and insights, material descriptions, summaries, and group quizzes; (7) Evaluation in the form of a posttest and answer key is provided to measure mastery of the material; (8) The bibliography includes references as a form of scientific accountability.

5) Create a question and material package sheet

Question packets and materials play an important role as the basis for the preparation of Kokami media, because they determine the contents of cards and envelopes in the media. This sheet is prepared in advance to suit the design of the modules and teaching materials. In particular, this sheet serves as a guide in determining materials and questions, becomes learning material for students, and is used during the learning process to Kokami game sessions. To be effective, the preparation of this sheet must be precise and in language in accordance with the teaching materials. The preparation process includes: determining material indicators per meeting, distributing questions and materials for three meetings, preparing description questions that encourage creative thinking, providing question and material codes, and presentation in the form of tables.

6) Designing media

This stage is carried out the design of all Kokami media components which include: cards, envelopes, and boxes. In addition, there is a manual that is designed so that there are 4 components that are designed using Canva, all designs use a combination of four colors, namely red, green, blue, and orange. Here's the presentation:

a) Kokami Cards

This stage is carried out the design of all components of kokami media which includes 3 components, namely: cards, envelopes, and boxes. All of the components of Kokami are designed using Canva precisely based on interesting ideas and designs that

are comfortable to use. The color concept used is a combination of four colors of red, green, blue, and orange. Here's the presentation:

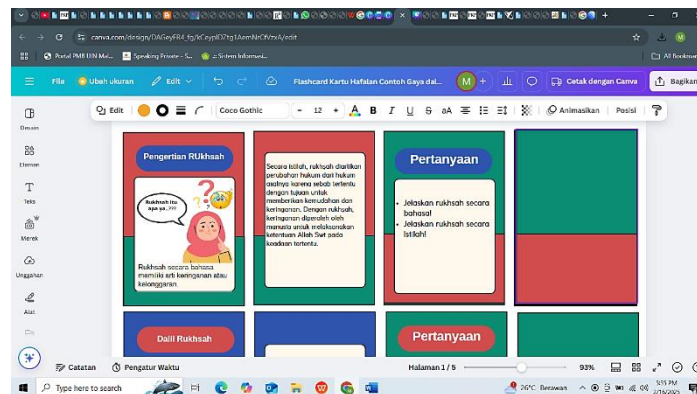


Figure 5. Design a card using Canva

The Kokami card maker, after going through Canva, is known to have two sides with a font of 10 and a title of 13. It is then printed on AP 260 paper, cut to size (12 x 8.4 cm), and then pasted on hard board cardboard (13 x 9.5 cm) to form a double-sided card. The cards are arranged in pairs based on the material and questions.

b) Envelope kokami

This Kokami envelope is also made with canva and determines the size, color, and shape that are interesting, the way to make Kokami envelopes after being designed is printed on AP 260 paper, then cut, folded, and glued with double tape. The envelope is adjusted to the number of learning groups. This method is further shown in the form of a canva design and an example of Kokami envelope design results through the following image:

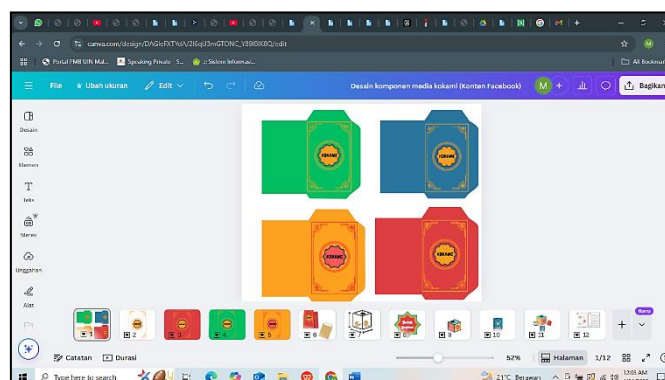


Figure 6. Kokami Envelope Design Using Canva

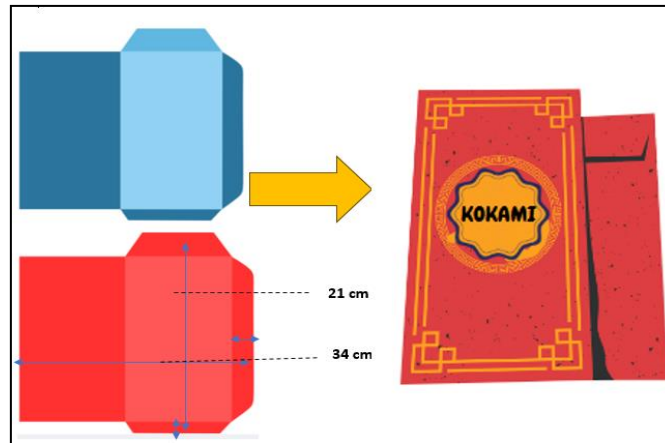


Figure 7. Examples of Kokami Envelope Design Results

c) Kokami Box

The Kokami box is an important component as a container for inserting envelopes so that the design must be careful to obtain its function. Kokami boxes are made of large cardboard (Aqua bottle boxes), lined with colorful paper, and affixed with the label "Kokami Box". The box is designed to be functional, easy to use, and can store all the envelopes. Here's an example of an image based on Canva's design:

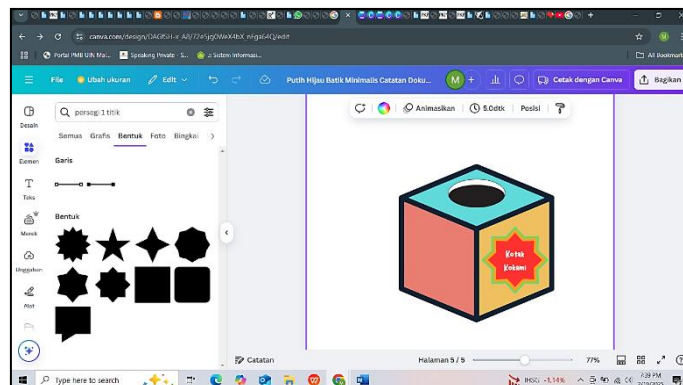


Figure 8. Kokami Box Design Using Canva

d. Product validation

1) Subject matter expert validation

The product that has been designed and made so that it can be physically felt, seen, and has a real form, namely Kokami, was then validated by a material expert, namely Mr. Dr. H. Sudirman Nahrawi, M.Ag, a lecturer in the Islamic Education Study Program at Maulana Malik Ibrahim State Islamic University Malang, on April 17, 2025. Validation from this subject matter expert includes three aspects, namely the material aspect, the learning aspect,

and the language aspect. The results of the validation of Kokami for the learning of Islamic Religious Education in the Fiqh chapter, especially about rukhsah for grade VII students are as follows:

Table 2. Material Expert Validation Results

| Yes | Aspects and indicators | Present (%) |
|----------|--|--------------|
| 1 | Material Aspects | |
| | Kokami Material Contents | 93,7% |
| | Completeness and correctness of the concept | 95,8% |
| | Conformity with Student Characteristics | 93,7% |
| 2 | Learning Aspects | |
| | Compatibility with Learning Models/Strategies | 100% |
| | Support for Student Learning Activities | 88,8% |
| | Involvement of Cognitive, Affective, and Psychomotor Aspects | 100% |
| 3 | Language Aspects | |
| | Writing Accuracy | 100% |
| | Sentence Accuracy | 88,8% |
| | Sum | 760,8% |
| | Friendly | 95,1% |
| | Category | Highly Valid |

Based on table 2 above, the validation of Kokami's media with an average of 95.1% shows that the media is very valid so that it can be used without the need for revision. Input from material experts through the results of the interview, namely: Presentation of material (teaching materials) which includes: Improving the font of writing in teaching materials and adding sub-themes about rukhsah hajj in learning 3.

2) Media expert validation

Quantitative data was obtained from the results of a validation questionnaire conducted by media experts as the basis for assessing the feasibility of Kokami media. The questionnaire consisted of 13 statements compiled based on media feasibility indicators. This media validation was carried out on April 29, 2025 by Mrs. Dr. Hj. Samsul Susilawati, a lecturer from the Department of the Master of Islamic Religious Education, State University of Malang. The results of validation from media experts can be seen in the following table 3:

Table 3. Material Expert Validation Results

| Yes | Aspects and indicators | Present (%) |
|-----|---|--------------|
| 1 | Aspect of Display (Visual/Graphic Design) | |
| | Design style | 90% |
| | Layout | 88,8% |
| 2 | Aspects of media suitability with PAI material and characteristics of students | |
| | Compatibility with learning material design | 88,8% |
| | Conformity with the characteristics of the learner | 100% |
| 3 | Aspects of Determining media materials | |
| | Strength of media materials | 93,7% |
| | Media Material Use Conditions | 100% |
| 4 | Language Aspects | |
| | Writing Accuracy | 100% |
| | Sentence Accuracy | 88,8% |
| 5 | Aspects of media usage indicators | |
| | Appearance and layout | 88,8% |
| | Instruction book materials | 88,8% |
| | Contents of the instruction manual | 88,8% |
| | Sum | 1.016,6% |
| | Friendly | 92,4% |
| | Category | Highly Valid |

Based on the presentation of the data from the validation results of media experts in table 3, the results obtained with an average of 92.4 show that the media is very valid so that it can be used without revision. The input from media experts through the results of the interviews is first, the display component: the cover of the teaching material shows the identity of the researcher, product images (cards) and teaching materials in accordance with the identity and character of the religious junior high school; Second, the language component: add a glossary list to each lesson 1, 2, and 3.

e. Product revisions

The validation results from the material experts showed a score of 95.1%, with two inputs, namely first, adding one subchapter about rukhsah in the hajj; and second, improving the font in the content of the material both in the writing of verses and the content of the material consistently. Meanwhile, the validation from media experts obtained a score of 92.4%, with 4 inputs, namely first, the cover of the teaching material was made in accordance with the writing provisions in the development research; second,

all images presented in the teaching materials to be adjusted to the characteristics and identity of the junior high school; third, adding a glossary to all teaching materials in each learning week (learning 1, 2, and 3); fourth, Change the cartoon characters and colors on the Kokami card image according to the identity of the junior high school. The results of the revision of the two experts can be shown in the presentation of tables 4 and 5 below.

Table 5 Revised Results Based on Material Expert Input

| Revision Form | Before | After |
|---|---|--|
| <p>Add a sub theme name to meeting 3</p> | <p>Uraian Materi</p> <p>Rukhsah Dalam Ibadah Haji</p> <p>Ibadah haji ialah ibadah yang masuk ke dalam rukun Islam kelima. Ibadah haji adalah kewajiban untuk dilaksanakan bagi siapa saja umat muslim yang mampu untuk melaksanakannya secara fisik, mental, dan finansial.</p> <p>Definisi haji secara bahasa adalah berniat untuk setiap hal yang dimutlakkan. Adapun berdasarkan istilah haji merupakan pekerjaan khusus yang dilakukan pada suatu waktu tertentu untuk mencapai tujuan yang tertentu pula... Berbagi keutamaan melaksanakan haji diantaranya sebagaimana dalam sabda Nabi SAW:</p> <p>"Barang siapa yang meminum haji karena Allah, tidak berkah kotor dan tidak berkah faskh, maka ia kembali (dari haji) seperti saat ia dilahirkan oleh ibunya." (HR. Bukhari dan Muslim)</p> <p>Selanjutnya dalam dalil hadits lain dinyatakan:</p> <p>"Tamu Allah itu ada tiga, orang-orang yang berhaji, orang-orang yang berumrah, dan orang yang berperang sabil" (HR. Al-Hakim)</p> <p>Berdasarkan ayat di atas bahwa Islam telah memberikan kebaikan bagi mereka mengerjakan haji sebab Ibadah haji terkesan berat untuk dilaksanakan. Namun di dalamnya, ditemukan keringanan dan Islam pun juga telah memberikan rukhsah bagi hambanya untuk ibadah haji.</p> <p><i>Belajar adalah kunci kesuksesan</i> Modul PAI SMP</p> | <p>Uraian Materi</p> <p>A. Pengertian Ibadah Haji</p> <p>Ibadah haji ialah ibadah yang masuk ke dalam rukun Islam kelima. Ibadah haji adalah suatu kewajiban untuk dilaksanakan bagi siapa saja umat muslim yang mampu untuk melaksanakannya baik secara mental, dan finansial. Definisi haji secara bahasa adalah berniat untuk setiap hal yang dimutlakkan. Adapun berdasarkan istilah haji merupakan pekerjaan khusus yang dilakukan pada suatu waktu tertentu untuk mencapai tujuan yang tertentu pula... Berbagi keutamaan melaksanakan haji diantaranya sebagaimana dalam sabda Nabi SAW:</p> <p>"Barang siapa yang meminum haji karena Allah, tidak berkah kotor dan tidak berkah faskh, maka ia kembali (dari haji) seperti saat ia dilahirkan oleh ibunya." (HR. Bukhari dan Muslim)</p> <p>Selanjutnya dalam dalil hadits lain dinyatakan:</p> <p>"Tamu Allah itu ada tiga, orang-orang yang berhaji, orang-orang yang berumrah, dan orang-orang berperang sabil" (HR. Al-Hakim)</p> <p>Berdasarkan ayat di atas bahwa Islam telah memberikan kebaikan yang diantaranya diharapkan dua-duanya yang pernah dilakukan mereka yang telah meminum Ibadah haji sebab Ibadah haji terkesan berat untuk dilaksanakan, namun tentu dengan lillah mereka tentu tidak akan sia-sia.</p> <p>B. Rukhsah Dalam Ibadah Haji</p> <p>Berbagai pelaksanaan ibadah haji yang sebenarnya ditemukan pada keringanan dan Islam pun telah memberikan rukhsah bagi hambanya untuk memah Ibadah haji. Selubung dengan pelaksanaan I</p> <p><i>Belajar adalah kunci kesuksesan</i> Modul PAI SMP</p> |
| <p>Changing the font of the Qur'an verses</p> | <p>E. Rukhsah dalam ibadah shalat</p> <p>Islam mewajibkan shalat walaupun dalam keadaan apapun, namun ketika hambanya dalam kesulitan seperti sakit atau dalam perjalanan jauh, maka terdapat beberapa aturan yg memper mudalnya, contoh kondisi sakit seperti diperbolehkan shalat dengan keadaan duduk atau berbaring.</p> <p>Adapun contoh pada posisi melakukan perjalanan jauh di jalan Allah (perjalanan yang baik seperti bekerja dan menuntut ilmu) maka shalat dapat diringkas atau digabung pada satu waktu. Kemudahan tersebut salah satunya diisyaratkan dalam Al-Qur'an:</p> <p>وَأَذِّنْ لِلْعَذَابِ مَنْ يَخْشَى اللَّهَ مِنْ عِبَادِهِ يُنْزِلْ فِي سَمَاءٍ مِّنْ لَّدُنْهُ سُبُوحًا مُّسْتَوِيًّا يُسَبِّحُ بِحَمْدِ اللَّهِ كُلَّ يَوْمٍ مَّرَّةً</p> <p>"Dan apabila kamu berpergian di muka bumi, maka tidaklah mengapa kamu mengangkas sembahyang (mu) jika kamu takut diserang oleh orang-orang kafir." (Q.S. an-Nisâ/4: 101).</p> <p>Ayat di atas menjelaskan tentang keringanan dalam ibadah shalat bagi orang-orang sedang dalam perjalanan (musafir) karena sebab takut akan membahayakan diri, namun secara umum memang ulama memberikan keringanan bagi orang yang berpergian ke jalan Allah SWT.</p> <p><i>Belajar adalah kunci kesuksesan</i> Modul PAI SMP</p> | <p>E. Rukhsah dalam ibadah shalat</p> <p>Islam mewajibkan shalat walaupun dalam keadaan apapun, namun ketika hambanya dalam kesulitan seperti sakit atau dalam perjalanan jauh, maka terdapat beberapa aturan yg memper mudalnya, contoh kondisi sakit seperti diperbolehkan shalat dengan keadaan duduk atau berbaring.</p> <p>Adapun contoh pada posisi melakukan perjalanan jauh di jalan Allah (perjalanan yang baik seperti bekerja dan menuntut ilmu) maka shalat dapat diringkas atau digabung pada satu waktu. Kemudahan tersebut salah satunya diisyaratkan dalam Al-Qur'an:</p> <p>وَأَذِّنْ لِلْعَذَابِ مَنْ يَخْشَى اللَّهَ مِنْ عِبَادِهِ يُنْزِلْ فِي سَمَاءٍ مِّنْ لَّدُنْهُ سُبُوحًا مُّسْتَوِيًّا يُسَبِّحُ بِحَمْدِ اللَّهِ كُلَّ يَوْمٍ مَّرَّةً</p> <p>"Dan apabila kamu berpergian di muka bumi, maka tidaklah mengapa kamu mengangkas sembahyang (mu) jika kamu takut diserang oleh orang-orang kafir." (Q.S. an-Nisâ/4: 101).</p> <p>Ayat di atas menjelaskan tentang keringanan dalam ibadah shalat bagi orang-orang sedang dalam perjalanan (musafir) karena sebab takut akan membahayakan diri, namun secara umum memang ulama memberikan keringanan bagi orang yang berpergian ke jalan Allah SWT.</p> <p><i>Belajar adalah kunci kesuksesan</i> Modul PAI SMP</p> |

Table 5 Revised Results Based on Media Expert Input


| Revision Form | Before | After | | | | | | | | | | | | | | | | | | |
|--|--|---------|------------|---------|---|--------------------------------|--|---|---|--|---|----|------------|---------|---|--------------------------------|--|---|---|--|
| <p>Improving the cover of teaching materials</p> | | | | | | | | | | | | | | | | | | | | |
| | <p>Teaching materials display the identity of the junior high school</p> | | | | | | | | | | | | | | | | | | | |
| | <table border="1" data-bbox="478 1713 798 1758"> <thead> <tr> <th>No</th> <th>Pertanyaan</th> <th>Jawaban</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Konsep yang bisa rusak shalat?</td> <td></td> </tr> <tr> <td>2</td> <td>Apakah shalat yang perfeks diadahi dalam menegakkan gender?</td> <td></td> </tr> </tbody> </table> | No | Pertanyaan | Jawaban | 1 | Konsep yang bisa rusak shalat? | | 2 | Apakah shalat yang perfeks diadahi dalam menegakkan gender? | | <table border="1" data-bbox="957 1713 1276 1758"> <thead> <tr> <th>No</th> <th>Pertanyaan</th> <th>Jawaban</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Konsep yang bisa rusak shalat?</td> <td></td> </tr> <tr> <td>2</td> <td>Apakah shalat yang perfeks diadahi dalam menegakkan gender?</td> <td></td> </tr> </tbody> </table> | No | Pertanyaan | Jawaban | 1 | Konsep yang bisa rusak shalat? | | 2 | Apakah shalat yang perfeks diadahi dalam menegakkan gender? | |
| No | Pertanyaan | Jawaban | | | | | | | | | | | | | | | | | | |
| 1 | Konsep yang bisa rusak shalat? | | | | | | | | | | | | | | | | | | | |
| 2 | Apakah shalat yang perfeks diadahi dalam menegakkan gender? | | | | | | | | | | | | | | | | | | | |
| No | Pertanyaan | Jawaban | | | | | | | | | | | | | | | | | | |
| 1 | Konsep yang bisa rusak shalat? | | | | | | | | | | | | | | | | | | | |
| 2 | Apakah shalat yang perfeks diadahi dalam menegakkan gender? | | | | | | | | | | | | | | | | | | | |

Revision Form

Before

After

A. Pengertian Rukhsah



Rukhsah secara bahasa memiliki arti keringanan atau kelonggaran. Secara istilah, rukhsah diberikan pembuat hukum dari hukum aslinya karena suatu terdapat dengan tujuan untuk memberikan kemudahan dan keringanan. Dengan rukhsah, keringanan diberikan oleh manusia untuk melaksanakan ketentuan Allah Swt pada keadaan tertentu.

Gambar 6. Berpikir dengan istilah rukhsah


Pengertian rukhsah di atas berkaitan dengan melaksanakannya yang ditetapkan dengan dalil yang menghendaki hukum wajib, seperti berpuasa pada hari musafir (orang yang melakukan perjalanan), atau yang bertepatan dengan dalil yang menghendaki hukum nafl (sunnah) seperti meninggalkan shalat jamaah karena hujan dan lainnya.

B. Dalil diperbolehkannya Rukhsah

Terdapat ayat Al-Qur'an dan hadis yang menjelaskan tentang rukhsah sehingga secara hukum menjadi al-Idharah (dibebaskan) karena keharusan atau kerepotan. Hal ini sesuai dalam potongan ayat Al-Qur'an sebagai berikut:

لَا يَجْزِيكَ اللَّهُ إِلَّا مَا كُنْتَ عَلَيْهِ يَوْمَ دُخِيتَ ۗ وَكَانَ اللَّهُ عَلِيمًا

"Allah tidak membolehkan seseorang melakukan amalan dengan keangkuhannya. Dia memulau (pukuli) dari (bahagikan) yang diperbolehkan dan dia memulau (pukuli) dari (bahagikan) yang diperbolehkan." (QS. al-Fajr: 2-3)



Gambar 7. Mari menelaah ayat

Belajar adalah kunci kesuksesan Modul PAI SMP 11

Ayat tersebut menjelaskan bahwa Allah SWT memberi ujian kepada manusia sesuai kemampuannya, maka Allah membolehkan hukum kelonggaran dan tidak memberatkan hambanya. Kalaupun yang diberikan seseorang akan kembali sebagai pahala untuk dirinya hingga juga hukuman yang diberikan juga akan kembali sebagai dosa atau siksa untuk dirinya sendiri. Oleh karena itu Islam memberikan keringanan dan kemudahan sebagai anugerah yang besar untuk hambanya.

C. Sebab-sebab rukhsah

Untuk menjawab pertanyaan gambar disamping, mari kita pikirkan bahwa terdapat 3 alasan seseorang diperbolehkan rukhsah yaitu:


1. Orang yang sedang dalam perjalanan (musafir) diberikan keringanan sesuai dengan jarak dan kondisi yang dihadapinya.
2. Rukhsah bagi orang jika tidak mampu menjalankannya seperti puasa di bulan Ramadhan dikarenakan musafir atau sakit.
3. Rukhsah bertujuan pada untuk menghilangkan kesulitan dan menghendaki keringanan sampai memudahkan jalannya sunnahnya. Manusia dapat memilih amalan berdasarkan "kifayah" (kemampuan sendiri) atau rukhsah (keringanan).

Gambar 8. Mengetahui sebab-sebab Rukhsah


D. Macam-macam Rukhsah

Rukhsah terbagi dua macam, yaitu:

1. Rukhsah yang Mengandung Istislah (Dibebaskan), misalnya seseorang bisa memilih pelaksanaan "kifayah" atau rukhsah dapat dipilih oleh seseorang. Apabila rukhsah yang dipilih, itu lebih baik. Contohnya, musafir tidak berpuasa pada bulan Ramadhan.



Gambar 9. Orang sedang Mualla



Rukhsah secara bahasa memiliki arti keringanan atau kelonggaran. Secara istilah, rukhsah diberikan pembuat hukum dari hukum aslinya karena suatu terdapat dengan tujuan untuk memberikan kemudahan dan keringanan. Dengan rukhsah, keringanan diberikan oleh manusia untuk melaksanakan ketentuan Allah Swt pada keadaan tertentu.

Gambar 6. Cara bertanya tentang rukhsah

Pengertian rukhsah di atas berkaitan dengan melaksanakannya yang ditetapkan dengan dalil yang menghendaki hukum wajib, seperti berpuasa pada hari musafir (orang yang melakukan perjalanan), atau yang bertepatan dengan dalil yang menghendaki hukum nafl (sunnah) seperti meninggalkan shalat jamaah karena hujan dan lainnya.

B. Dalil diperbolehkannya Rukhsah

Terdapat ayat Al-Qur'an dan hadis yang menjelaskan tentang rukhsah sehingga secara hukum menjadi al-Idharah (dibebaskan) karena keharusan atau kerepotan. Hal ini sesuai dalam potongan ayat Al-Qur'an sebagai berikut:

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"Allah tidak membolehkan seseorang melakukan amalan sesuai dengan kemampuannya. Dia memulau (pukuli) dari (bahagikan) yang diperbolehkan dan dia memulau (pukuli) dari (bahagikan) yang diperbolehkan." (QS. al-Fajr: 2-3)

Ayat tersebut menjelaskan bahwa Allah SWT memberi ujian kepada manusia sesuai kemampuannya, maka Allah membolehkan hukum kelonggaran dan tidak memberatkan hambanya. Kalaupun yang diberikan seseorang akan kembali sebagai pahala untuk dirinya hingga juga hukuman yang diberikan juga akan kembali sebagai dosa atau siksa untuk dirinya sendiri. Oleh karena itu Islam memberikan keringanan dan kemudahan sebagai anugerah yang besar untuk hambanya.

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2. Rukhsah bagi orang jika tidak mampu menjalankannya seperti puasa di bulan Ramadhan dikarenakan musafir atau sakit.
3. Rukhsah bertujuan pada untuk menghilangkan kesulitan dan menghendaki keringanan sampai memudahkan jalannya sunnahnya. Manusia dapat memilih amalan berdasarkan "kifayah" (kemampuan sendiri) atau rukhsah (keringanan).

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| F. Hikmah Rukhsah | 13 |
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| Uraian Materi | 22 |
| A. Rukhsah Dalam Ibadah Puasa | 22 |
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| Glossary | 26 |
| Kuis Kelompok | 26 |
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Adding a glossary

Revision Form

Before

After

Before

1. Pengertian Rukhsah: Keringanan hukum syariat karena kondisi tertentu agar memudahkan pelaksanaan ibadah. Contoh: berpuasa pada hari musafir.

2. Dalil Rukhsah: Q.S. Al-Baqarah: 286 – Allah tidak membebani di luar kemampuan. Rukhsah merupakan bentuk rahmat dan kemudahan dari Allah SWT.

3. Sebab Rukhsah: a. Musafir (perjalanan jauh); b. Sakit/tidak mampu berpuasa; c. Menghadapi keadaan

4. Macam-macam Rukhsah meliputi: a. Ihtikaf (Kebijakan) boleh pilih rukhsah atau hukum asal (contoh: tidak puasa saat safar); b. Mengagungkan Azimah (hukum berubah (contoh: makan bergula saat darurat).

5. Hikmah Rukhsah: a. Mempersudahi ibadah; b. Syariat Islam tidak kaku; c. Menumbuhkan cinta agama dan iktikaf; d. Mendorong saling menghargai

6. Rukhsah dalam Shalat meliputi: a. Qasur: Meringkas shalat saat safar; b. Jama': Menggabung 2 waktu shalat; dan c. kondisi sakit: Shalat boleh duduk atau berbaring

7. Dalil Shalat Rukhsah Q.S. an-Nisa': 101 dan Hadits Anas ra. tentang Nabi menajmak shalat ketika dalam perjalanan

A-Z GLOSSARY

| Isilah | Pengertian |
|---------|---|
| Rukhsah | Keringanan dalam hukum syariat yang diberikan kepada umat Islam karena adanya kesulitan atau keadaan darurat. |
| Musafir | Orang yang melakukan perjalanan jauh dan memenuhi syarat tertentu dalam syariat Islam. |

After

1. Pengertian Rukhsah: Keringanan hukum syariat karena kondisi tertentu agar memudahkan pelaksanaan ibadah. Contoh: berpuasa pada hari musafir.

2. Dalil Rukhsah: Q.S. Al-Baqarah: 286 – Allah tidak membebani di luar kemampuan. Rukhsah merupakan bentuk rahmat dan kemudahan dari Allah SWT.

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A-Z GLOSSARY

| Isilah | Pengertian |
|---------|---|
| Rukhsah | Keringanan dalam hukum syariat yang diberikan kepada umat Islam karena adanya kesulitan atau keadaan darurat. |
| Musafir | Orang yang melakukan perjalanan jauh dan memenuhi syarat tertentu dalam syariat Islam. |

A-Z GLOSSARY

| | |
|-------------|--|
| Dalil | Bukti atau dasar hukum dalam Islam, seperti ayat Al-Qur'an atau hadits Nabi SAW. |
| Al-Ihtikaf | Hukum ketidakhawatannya suatu perbuatan dalam syariat Islam. |
| Hukum Wajib | Ketentuan dalam Islam yang harus dilakukan, dan jika ditinggalkan akan berdosa. |

Before

Pengertian Rukhsah
Rukhsah secara bahasa memiliki arti keringanan atau kelegaan.

Sebab-sebab rukhsah
Orang yang sedang dalam perjalanan (safar) dibenarkan keringanan sesuai dengan jenis dan kondisi yang diterangkan.

Rukhsah dalam shalat
Islam mewajibkan shalat. Walaupun dalam keadaan apapun, namun ketika hambatan dalam kesulitan seperti sakit atau dalam perjalanan jauh.

Dalil Rukhsah
"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya." (Q.S. al-Baqarah/2: 286)

Macam-macam rukhsah
Rukhsah yang mengandung istilah (Kebijakan).
maksudnya seseorang bisa memilih pelaksanaan "sangat" atau rukhsah dapat dipilih karena lebih baik. Contohnya, musafir tidak berpuasa pada bulan Ramadhan.

Hikmah Rukhsah
Pembuatan bahwa syariat Islam tidak kaku dan tidak pula ekstrem.

After

Pengertian RUKhsah
Rukhsah secara bahasa memiliki arti keringanan atau kelegaan.

Dalil RUKhsah
"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya." (Q.S. al-Baqarah/2: 286)

Sebab-sebab rukhsah
Orang yang sedang dalam perjalanan (safar) dibenarkan keringanan sesuai dengan jenis dan kondisi yang diterangkan.

Rukhsah yang Mengagungkan Hukum Allah
Maksudnya suatu hukum yang wajib harus dapat menjadi huda karena rukhsah dalam kondisi tertentu. Contohnya, memakan barang pada saat keadaan terpaksa karena lebih baik memakannya dan bisa membuat kita menggaji jika tidak memakannya, contoh seperti buah nenas.

Rukhsah dalam shalat
Islam mewajibkan shalat. Walaupun dalam keadaan apapun, namun ketika hambatan dalam kesulitan seperti sakit atau dalam perjalanan jauh.

Hikmah Rukhsah
Pembuatan hukum syariat Islam tidak kaku dan tidak pula ekstrem.

Change the cartoon characters and colors on the kokami card image

f. Product test results

The first trial or small trial will be held on May 14, 2025 at SMP 6 Negeri Singosari Kabaten Malang. This product trial activity was presented by presenting 10 students. In the trial in this small group, of course, Kokami media was used which has been completely revised. This trial activity is related to the teaching material about rukhsah in learning material 1 in accordance with the modules and teaching materials that have been planned.

The results of the trial in small groups were shown through the results of media attractiveness through the student response questionnaire as follows:

Table 6. Results of Small Group Responses to Kokami Media

| Yes | Statement | Responses | | Percentage | |
|----------|--|------------------|-----|------------|-----|
| | | Yes | Not | Yes | Not |
| 1 | I feel that Kokami's media is neat and pleasing to the eye. | 10 | - | 100 | - |
| 2 | I like the colors of Kokami media and it doesn't make my eyes hurt | 10 | - | 100 | - |
| 3 | The pictures in the media helped me understand the content of the material. | 10 | - | 100 | - |
| 4 | I can understand all the words used in this media. | 10 | - | 100 | - |
| 5 | There are no words that are difficult or confusing. | 10 | - | 100 | - |
| 6 | The words used made me enthusiastic about learning. | 10 | - | 100 | - |
| 7 | The sentences in this media are easy to understand. | 10 | - | 100 | - |
| 8 | The content of this media is in accordance with the lessons I learned in class. | 10 | - | 100 | - |
| 9 | This media makes me want to participate in learning and not be silent in class | 10 | - | 100 | - |
| 10 | Learning with this medium makes me happy and excited | 10 | - | 100 | - |
| 11 | This medium helped me understand the lesson better | 10 | - | 100 | - |
| 12 | The manual made it possible for me to understand how to use this medium. | 10 | - | 100 | - |
| 13 | The steps for using Kokami media are clear and sequential in the instruction manual | 10 | - | 100 | - |
| 14 | If I'm confused, there's an explanation in the manual so that I understand what Kokami media is. | 10 | - | 100 | - |
| 15 | The instructions provided are easy to understand and can be used on their own. | 10 | - | 100 | - |
| 16 | I like the color of the instruction book and it is comfortable to use both alone and with group friends. | 10 | - | 100 | - |
| Sum | | 160 | | 1600% | |
| Average | | 10 | | 100% | |
| Category | | Very Interesting | | | |

g. Product revisions

Revision after the first phase of trials on a small scale. At this stage there are no revisions or improvements. The content and suggestions on the questionnaire sheet have conveyed a positive response and high interest in Kokami media, more than the average questionnaire content shows 100% results. Therefore, Kokami media is very ready to test its use in medium groups.

h. Trial use

The medium-scale trial for the use of Kokami media was carried out on May 14, 2025- May 15, 2025 in grade VII by taking 1 class of SMP Negeri 6 Singosari Regency- Malang with a total of 30 students who have been coordinated. The trial use was carried out with students who had also conducted small-scale trials before, so that 30 students were members. The trial use was carried out directly on students in product introduction and field trials with 3 meetings, namely on May 14, 22, and 29, 2025. The results of the use trial activities were shown through the results of student respondents in media attractiveness in the form of questionnaires as follows:

Table 6. Results of the Moderate Group's Response to Kokami Media

| Yes | Statement | Responses | | Percentage | |
|----------|--|-----------|-----|------------------|------|
| | | Yes | Not | Yes | Not |
| 1 | I feel that Kokami's media is neat and pleasing to the eye. | 29 | 1 | 96,7 | 3,3 |
| 2 | I like the colors of Kokami media and it doesn't make my eyes hurt | 30 | - | 100 | - |
| 3 | The pictures in the media helped me understand the content of the material. | 29 | 1 | 96,7 | 3,3 |
| 4 | I can understand all the words used in this media. | 29 | 1 | 96,7 | 3,3 |
| 5 | There are no words that are difficult or confusing. | 29 | 1 | 96,7 | 3,3 |
| 6 | The words used made me enthusiastic about learning. | 29 | 1 | 96,7 | 3,3 |
| 7 | The sentences in this media are easy to understand. | 27 | 3 | 90 | 10 |
| 8 | The content of this media is in accordance with the lessons I learned in class. | 30 | - | 100 | - |
| 9 | This media makes me want to participate in learning and not be silent in class | 29 | 1 | 96,7 | 3,3 |
| 10 | Learning with this medium makes me happy and excited | 28 | 2 | 93,3 | 6,7 |
| 11 | This medium helped me understand the lesson better | 29 | 1 | 96,7 | 3,3 |
| 12 | The manual made it possible for me to understand how to use this medium. | 30 | - | 100 | - |
| 13 | The steps for using Kokami media are clear and sequential in the instruction manual | 30 | - | 100 | - |
| 14 | If I'm confused, there's an explanation in the manual so that I understand what Kokami media is. | 30 | - | 100 | - |
| 15 | The instructions provided are easy to understand and can be used on their own. | 30 | - | 100 | - |
| 16 | I like the color of the instruction book and it is comfortable to use both alone and with group friends. | 30 | - | 100 | - |
| Sum | | 468 | 12 | 1.560,2 | 39,8 |
| Average | | | | 97,51 | |
| Category | | | | Very Interesting | |

i. Final product revision

The final revision, where the evaluation obtained at the large-scale trial stage with 30 students in the use of Kokami media showed maximum results, namely with an average percentage of 97.51%, so that it has shown that this media does not need additional revisions, because the media is considered feasible and effective to use. This reflects that Kokami's learning media has met the eligibility criteria in terms of content, appearance, and attractiveness, so that it can be directly used in the learning process without further changes.

2. The Effectiveness of Kokami Media in Improving Students' Creative and Innovative Thinking Skills

The development product was tested to participants in class VII-A SMP Negeri 6 Singosari, Malang Regency. The class is a usage test class that is given the treatment, namely holding a pre-test before using Kokami media in PAI learning and the implementation of post-tests after using Kokami media in PAI learning. The researcher took class VII-A which amounted to 30 students. The data obtained pre-test and post-test scores are shown in the table as follows:

Table 7. Pre-test and Post-Test Score Results in Class VII-A Rukhsah Material

| Yes | Name | Pretest Scores | information | | Post test scores | Information | |
|-----|------------------------------|----------------|-------------|----|------------------|-------------|----|
| | | | T | TT | | T | TT |
| 1 | Abhista Athallah Muktiwidodo | 70 | | √ | 70 | | √ |
| 2 | Achmad Zauhair I'zaz Hafidz | 75 | √ | | 90 | √ | |
| 3 | Afiqah Nurdiani Susilo | 70 | | √ | 85 | √ | |
| 4 | Ahmad Hafizi Saputra | 55 | | √ | 75 | √ | |
| 5 | Alfin Dwi Syahputra | 75 | √ | | 85 | √ | |
| 6 | Alya Amanda Putri | 85 | √ | | 90 | √ | |
| 7 | Andre Pradana | 75 | √ | | 75 | √ | |
| 8 | Arsyah Rizki Syadanis | 85 | √ | | 80 | √ | |
| 9 | Arza Amalina Andini | 65 | | √ | 85 | √ | |
| 10 | Audrey Zaskia Salsabila | 65 | | √ | 65 | | √ |
| 11 | Azzafira Masyilasari | 90 | √ | | 90 | √ | |
| 12 | Nice Maulana | 70 | | | 95 | √ | |
| 13 | Beauty Rizky Amanda | 50 | | | 80 | √ | |
| 14 | Clara Princess Ramadhani | 65 | | √ | 75 | √ | |
| 15 | Dimas Solar Putra | 85 | √ | | 75 | √ | |
| 16 | Düsseldorf | 55 | | √ | 85 | √ | |

| | | | | | | | |
|----|---|-------|-------|-------|------|-------|-------|
| 17 | Hazel Kenjo Hashirama | 50 | | √ | 60 | √ | √ |
| 18 | Kesya Aula Azzahra | 70 | | √ | 85 | √ | |
| 19 | Muhammad Promised | 55 | | √ | 55 | | √ |
| 20 | Muhammad Rizki Aditya | 90 | √ | | 90 | √ | |
| 21 | Muhammad Ali Usman | 50 | | √ | 75 | √ | |
| 22 | Muhammad Athalah Alfarizi Putra | 70 | | √ | 75 | √ | |
| 23 | Muhammad Farhan Maulana | 45 | | √ | 75 | √ | |
| 24 | Mutiya Ayu Kartikasari | 65 | | √ | 85 | √ | |
| 25 | Nakhisa Alphada Sella Raisya | 75 | √ | | 70 | | √ |
| 26 | Qhaisara Aisyah Arrahmah | 80 | √ | | 90 | √ | |
| 27 | Queen Zidney is the daughter of Inspiration | 70 | | √ | 75 | √ | |
| 28 | Sindy Aurora | 70 | | √ | 80 | √ | |
| 29 | Yoga Primary Dwi Saputra | 45 | | √ | 85 | √ | |
| 30 | Zulfan Asyaf Fahri | 55 | | √ | 75 | √ | |
| | Sum | 2.025 | 10 | 20 | 2375 | 25 | 5 |
| | Average score | 67,5 | | | 79,1 | | |
| | Completion Percentage | | 33,3% | 66,5% | | 83,3% | 16,7% |

The results of the learning media trial on 30 students showed a significant increase in learning scores. The average pretest score before using the media was 67.5 with a completion percentage of 33.3%, while the average posttest score after using the media increased to 79.1 with a completion percentage of 83.3%. This shows that the learning media used is effective in improving students' understanding and learning outcomes. Although there were some participants whose scores did not show improvement, the majority made quite good progress after using the media. As for determining the increase in the effectiveness of Kokami media through analysis of pretest and posttest results using N-gain values to see the improvement in student learning outcomes and see the N-gain category which shows the level of improvement from low to high. Therefore, it is calculated using the following formula:

$$N-gain = \frac{\text{skor Posttest} - \text{skor Pretest}}{\text{skor ideal} - \text{skor pretest}}$$

Known:

- Pretest = 67.5
- Posttest = 79.1
- Maximum score = 100

So:

$$\langle g \rangle = \frac{79,1 - 67,5}{100 - 67,5} = \frac{11,6}{32,5} = 0,357$$

Based on the calculation using the formula above, the result was 0.357 from the calculation of the results of the average pretest and posttest scores with a maximum score of 100 from the number of 30 students which was then seen in the category of the practicality interval of Kokami media through table 8 as follows:

Table 8. Categories of Kokami Media Practicality Interval

| N-gain value | Interpretation |
|-----------------------|-----------------------|
| $-1.00 \leq g < 0.00$ | There is a decline |
| $g = 0.00$ | There is no decline |
| $0.0 < g < 0.30$ | Low |
| $0.30 \leq g < 0.70$ | Keep |
| $0.70 \leq g < 1.00$ | Tall |

Kokami development media that has been tested on students in class VII-A of SMP Negeri 6 Singosari with a total of 30 students showed positive results. The N-gain value of 0.357 indicates an increase in media effectiveness in the medium category. This indicates that Kokami media contributes significantly to improving students' understanding of PAI material, especially in the fiqh chapter on rukhsah.

DISCUSSION

1. Steps to Create Kokami Media in Improving Creative and Innovative Thinking Skills

Islamic Religious Education (PAI) not only conveys religious knowledge, but also shapes the character and ability to think critically, creatively, and innovatively. However, in the field, traditional methods are still dominant and there is a lack of media that supports the activation of students' thinking power. In literacy studies, Tiarti (2004), defines literacy as reading and writing skills through a read-write system, but it is still general. But Saryono (2019) emphasizing literacy as the ability to think critically and creatively born from the habit of reading and writing. This view is affirmed- Stuart and Stuart (2024) that literacy must be accompanied by a thought process so that individuals can be critical and creative; Writing is not just copying, but a mental process to reformulate understanding.

Strengthening literacy in PAI needs media that encourages students to read, analyze, and express ideas creatively. One solution is Kokami media, which is an attractive, interactive, and reflective media based on Islamic visuals and narratives. This media is expected to be able to increase students' interest in learning and creative and innovative thinking skills. Here are the steps to create Kokami media:

a. Analysis of PAI grade VII learning materials and objectives

At this initial stage, the material and chapter, namely "Rukhsah", are determined which are included in the fiqh material for the 2nd semester for junior high school grade VII. The development of material in 3 meetings includes; a. Definition, Evidences, Causes, Variety, and Wisdom of Ruksah, as well as rukshah in prayer; b. rukhsah in fasting and zakat; c. rukhsah in Hajj. The learning objectives are designed so that Kokami media is in harmony with the curriculum. In this regard, Soekartawi (in Soebahar, 2013) argues that learning objectives are a central element in the teaching-learning process. Therefore, all learning components such as teaching materials, delivery methods, organizing learning activities, and forms of evaluation, must be directed to support the achievement of these goals.

b. Designing Kokami game procedures

Kokami is designed as a competitive educational game that encourages cooperation, discussion, and critical thinking through the stages of play. An instruction manual is prepared for ease of use. The procedure for using Kokami media as a learning game is using tools in the form of Kokami media that deliver an interactive process. Incorporating the game in becomes very meaningful, this is supported by Khadijah and Armanila (2017), states that play supports the emotional, social, cognitive, and moral development of children. Burner (Khadijah and Armanila 2017) emphasizing that play plays an important role in honing children's creativity and adaptation and the most important thing is not the end result, but the meaning of the activity. Play also helps children solve real problems and shape behavior through internalized experiences, as well as develop flexibility, imagination, and intellectual function.

The functioning of the game is further proven by Research Hasanah (2023) through the Systematic Literature Review shows that games increase children's creativity, creativity, and quality of life. Darwin (2024) It also found that interactive game-based learning was able to improve critical thinking, with success influenced by the type of game,

the role of the teacher, and the learning environment. Teacher training as well as collaboration with game developers are recommended for optimal curriculum integration, These results support the design of Kokami's media, which is created based on competitive games to encourage active participation, communication, and student cooperation in the context of creative and meaningful learning.

c. Create a teaching module

The teaching modules are structured based on Learning Outcomes (CP) and contain objectives, materials, activity steps, media, and assessments, which form the basis of Kokami's design. The teaching module development procedure is very important, the results of the research Nengsih et al. (2024) stated that the teaching module in the Independent Curriculum is a systematic guide that is tailored to the needs of students and aims to form a Pancasila Student Profile. The Independent Curriculum in its implementation that teachers have a key role in compiling teaching modules. However, there are still many educators who do not fully understand how to properly compile and develop these modules. The concept of Freedom of Learning initiated by the Ministry of Education and Culture emphasizes that learning should take place in a fun way and encourage innovative thinking from teachers, so that it can form a positive response from students to the learning process they are undergoing (Ika Farhana, 2022).

d. Developing teaching materials

Teaching materials as one of the learning tools are very important to create efficient and interactive learning. Belawati (2003) stated that teaching materials help teachers manage time and convey material in an interesting way, not only through lectures. In the theme "Rukhsah" PAI, teaching materials are developed systematically based on teaching modules, including concept maps, instructions for use, materials, and evaluation. Visualizations and activities are added to make the learning experience more meaningful. This development is in accordance with the Dick & Carey model, which emphasizes the integration of objectives, materials, methods, media, and evaluation to address learning problems (Muthmainnah et al., 2023).

This theory is in line with the results of the study Fauzi et al. (2023) The Dick and Carey Learning Model in PAI shows that this model is systematically designed with integrated components such as objectives, materials, methods, media, and evaluation to create effective learning. This approach emphasizes the cognitive and behavioral aspects of

learners so that they respond well to stimuli. This model is suitable for PAI because its detailed steps help the mastery of knowledge, attitudes, and skills, as well as support the balance of body, intellect, and soul (tawazun) (Octaviana et al., 2022).

e. Create a question and material package sheet

Question and material package sheets play an important role in designing Kokami's media-based learning. This sheet determines the topics, discussion materials, and content of the Kokami card, and serves as a guide for the preparation of learning materials, questions, and references. The preparation must be systematic, paying attention to the indicators of the material, the number and form of questions that stimulate creative thinking, and a structured table format. As the main supporting tool in Kokami's media, the importance of this sheet is in line with the opinion Latip (2021) which emphasizes two important analyses in learning planning which include; first, Learning Environment Analysis, to determine the needs and conditions for learning implementation; and second, Task Analysis, to detail the tasks and procedures that students must master to achieve competence. The two analyses show that the question sheets and materials are part of a comprehensive learning design from needs analysis, strategy formulation, to evaluation so that they function not only as technical tools, but as important components in an effective, efficient, and innovative learning system.

f. Designing media

Kokami's media design is at the heart of the development of learning aids that are attractive, functional, and fit for educational purposes. This medium consists of three main components, namely; cards, envelopes, and boxes, then designed through Canva with bright colors (red, green, blue, orange) to attract attention. The cards contain materials and questions so that they are paired with each other. Therefore this Design supports interactive and fun learning. In line with this, Pagarra et al. (2022) states the success of the media is determined by the practicality, convenience, and comfort of the teacher when using it and the technical feasibility in delivering clear, balanced visuals, and logical messages.

Based on the development process, Kokami includes six stages: material analysis, game design, creation of questions and materials, preparation of teaching modules, development of teaching materials, and media design. All steps prioritize practicality, aesthetics, and function in order to develop students' creativity and thinking. The use of

Kokami media basically adopts the technique of careful intelligent competition, as an effective group competition strategy. Hutagao et al. (2024) explained that smart and careful includes several stages, namely: (1) Determination of material according to the level of students, (2) Grouping of questions (calculation, non-counting, scrambling), (3) Challenge questions to stimulate thinking, (4) Utilization of scramble questions to increase enthusiasm, (5) Trial questions before use, (6) Planning of events with clear rules such as participants consisting of groups of 3 people.

The six stages above have similarities in the procedure for using Kokami media, especially in the implementation of group competition-based questions, challenge questions, scramble sessions, and scoring systems. Both emphasize active learning, participant interaction, material understanding, and improving critical and creative thinking skills. By adopting the principle of smart and meticulous, Kokami becomes a contextual and fun learning medium, and effectively improves student participation and learning outcomes.

The use of Kokami based on a careful smart competition is supported by various studies, such as in the study Mukramin et al. (2025), stated that this program is effective in improving academic skills, critical thinking, and forming positive characters such as sportsmanship and cooperation. Other previous research is Badaruddin et al. (2024) It was also found that these activities increased the participation of teachers and students, reflecting a high competitive and intellectual spirit. Meanwhile, Ramadhani et al. (2024) shows that the implementation of this competition fosters enthusiasm, confidence, and the ability to think quickly and precisely.

Kokami learning media is an effective innovative strategy to improve students' creative and innovative thinking skills. Developed through six systematic steps and adopting the principles of a meticulous smart competition (challenge questions, scramble sessions, and scoring systems), Kokami is not only visually appealing, but also supports active, competitive, and meaningful learning. This approach creates space for learners to develop original ideas, think quickly, and solve problems in the context of PAI learning in a fun and structured manner.

2. The Validity of Kokami Media as a PAI Learning Media

Kokami's media validation is carried out after the media is designed and produced in real form, which is then assessed by material experts and media experts. The results of

the validation of the material experts showed a score of 760.8 out of 800 (95.1%), which indicates that the media is very valid without the need for major revisions. Meanwhile, the validation of media experts includes 11 indicators, ranging from visual appearance, graphic design, content suitability, language, to instructions for use. The results showed a score of 1,016.6 out of 1,100 (92.4%), which means that the media is very suitable for use in PAI learning. Suggestions from media experts include adjusting the picture of cards and teaching materials with the school's identity and changing the cover of teaching materials to match the development format.

The validation from the two experts showed very good results, so that Kokami media was declared suitable for use as an effective and innovative learning medium to improve students' creative and innovative thinking skills in PAI class VII learning. This qualification is also reinforced by Fitri et al. (2024) who developed project-based Kokami media for thematic learning in elementary school using the ADDIE model, with validation results showing that the media is very feasible to implement.

Next Faturrahman et al. (2021) also stated that Kokami media is very feasible to be used in elementary thematic learning based on expert validation. Similar support is shown by Gammara and Subroto (2019) in the subject of Economics, and Gammara and Subroto (2019) found the results of Kokami learning media developed for the Economics subject was declared very feasible to use after going through a validation test by media experts and material experts, which showed results in the highest eligibility category. The results of Kokami's media feasibility are also shown in the study Nasiyah et al. (2023) with the results of validation of material experts and media experts in Economics learning class XI of Nurussaleh High School. The material validation obtained a score of 29.5 and the media validation 9.625, both in the "very feasible" category so that the media is ready to be tested.

3. The Attractiveness of Kokami Media for Students in PAI Learning

Kokami learning media was tested through two stages, namely small groups (10 students) and medium groups (30 students) in PAI class VII learning. The following are the results of data processing and analysis of students' responses to Kokami media in both stages of testing, namely the small group stage with a questionnaire showing a maximum score (160) with an interest rate of 100%. Meanwhile, the follow-up group test is being carried out on 30 students during three meetings. The results of the questionnaire showed a score of 1,560.2 out of 1,600 (97.51%). The students' responses

again showed that Kokami's media was interesting, easy to use, motivating, and relevant to PAI material.

Both tests proved to be very interesting in improving creative and innovative thinking skills in PAI learning. The attractiveness of this media is also shown in the research Ciswiyati et al. (2018) regarding Kokami Batik Grobogan as a learning medium for art appreciation in grade VII students of SMPN 1 Godong showed positive results. As many as 90% of the responses showed a score of ≥ 3.00 , which shows that Kokami media is well received by the majority of students. Further research Nurhalisa and Jahrah (2023) also showed excellent validation results and positive responses when using Kokami with the theme of environmental conservation. These two studies support that Kokami media is effectively applied at the junior high school level, including in PAI learning.

4. The Effectiveness of Kokami Media on PAI Learning

The effectiveness of Kokami media in PAI learning was proven through tests on 30 students in class VII-A SMPN 6 Singosari. The pre-test results showed an average score of 67.5 and increased to 79.1 in the post-test. The N-Gain value of 0.357 belongs to the medium category (Hake), which indicates that Kokami is quite effective in improving students' understanding. This media also creates an active and interactive learning atmosphere. The results of the test and data analysis showed that Kokami media played a role in increasing the effectiveness of PAI learning in grade VII. The improvement in learning outcomes reflected through post-test scores is proof that the game- and competition-based learning approach offered by Kokami is able to significantly increase student engagement and understanding.

The effectiveness of Kokami media in learning has been proven by several previous studies that have proven through previous research in the scope of Islamic Religious Education as research by Nurmadilah (2024) where the application of mysterious card box learning media (Kokami) can increase students' interest in learning in grade VII B in SKI subjects. In addition, research by Azlina through the results of her research, namely the use of joyfull learning strategies assisted by KOKAMI media, is effective on the learning outcomes of Al-Qur'an Hadith students of class X MAS Abadiyah Pati Through the experimental design with pre-test and post-test, a significance value of $0.005 < 0.05$ was

obtained which showed a significant influence. These results reinforce the finding that Kokami media is effectively used in PAI learning.

The effectiveness of Kokami is also seen in general subjects Indriyani et al. (2017) in his research which examined the effectiveness of the Teams Games Tournament model with the help of Kokami media on social studies learning outcomes in economic activity materials, which through the T-Test test found a significant difference in social studies learning outcomes between classes using Kokami and conventional methods (significance 0.001). In addition, research by Rohmatin et al. (2022) where the use of the Problem Based Learning model assisted by Kokami media was proven to have a significant influence on the mathematics learning outcomes of grade VII students with test results, namely using the Problem Based Learning model, obtained significant post-test results ($0.017 < 0.05$).

The consistency of effectiveness is also seen at different grade levels and levels, which is then proven through previous research, namely research Prastikawati et al. (2020) showed that grade VIII students who used the STAD and Kokami models in physics lessons obtained a significant improvement ($t_{14.4} > 1.67$). Meanwhile, Nurwidyaningrum et al. (2023) proving that the use of this media in the PBL model PTK in grade IV of SDN Bogorejo was able to increase learning completeness from 42% to 92%. The results of the research are also shown at the high school level through research Aminah et al. (2023) showed that the use of Mysterious Card Box (Kokami) media in the guided inquiry learning model had a significant effect on the learning outcomes of class XI MIPA students on reaction rate material. Through the Mann-Whitney test, $Z_{cal} = 4.03 > Z_{tabel} = 1.64$ at a significance level of 0.05, so that H_1 is accepted.

CONCLUSION

Based on the results of the implementation of kokami media development research to improve the ability of students to think creatively and innovatively in PAI learning grade VII SMP Negeri 6 Singosari Malang Regency, conclusions were drawn based on the results of analysis and discussion as follows:

1. The steps of creating Kokami Media are carried out through six systematic stages, namely: (1) analysis of PAI learning materials and objectives, (2) design of group-based educational game procedures, (3) preparation of teaching modules, (4) development of

teaching materials, (5) making question packages and materials, and (6) design of physical media (cards, envelopes, boxes). Each step is designed to support active, fun, and reflective learning. Kokami media facilitates students to not only understand the material conceptually, but also to be able to develop new ideas through creative and innovative thinking. By adopting the principles of competition in smart competitions, it stimulates active participation, collaboration, and problem-solving quickly and precisely.

2. Kokami Media has a very high level of validity, with the validation scores of material experts and media experts each above 90%. This shows that this media is suitable for use in PAI learning because it meets the standards of content, appearance, and learning objectives that are relevant to the characteristics of students.
3. Kokami media proved to be very attractive to students, as shown by the high level of interest in small and medium group trials. Interactive design and educational game approach are able to increase students' interest and active participation, which has a positive impact on their creative and innovative thinking skills.
4. The increase in student learning outcomes shows the effectiveness of Kokami media, characterized by an increase in post-test scores and N-gain values in the medium category. However, these results still leave room for further development through combination with other learning methods and sample expansion to obtain more optimal results and broader generalizations.

The implementation of this research is recognized to have several limitations, such as the sample is only from one class so the results cannot be generalized. Moreover, This research is also not in an effectiveness test in aspects of the learning process, such as interest, activeness, focus, and involvement of students when using media. Therefore, the next study recommends expanding the sample, combining other methods, and directly observing the interests and participation of students so that the effectiveness of Kokami media can be assessed more comprehensively.

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