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IMPLEMENTATION OF INTERACTIVE LEARNING MEDIA THROUGH *SMART MUSLIM SPINNER (SMS)* IN ISLAMIC RELIGIOUS EDUCATION SUBJECT FOR GRADE V STUDENTS OF SD N 1 KUBANG BANJARNEGARA

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ABSTRACT

This study examines the implementation of the Smart Muslim Spinner (SMS), an interactive learning medium, in Islamic Religious Education (IRE) learning for Grade V students at SD N 1 Kubang Banjarnegara. The study addresses the need for engaging learning media to increase student participation and understanding of IRE material. A qualitative descriptive approach with a field research design was employed. Data were collected through observation, in-depth interviews, and documentation involving the IRE teacher and Grade V students. Data were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that the implementation of SMS consisted of three stages: preparation, classroom implementation, and assessment of learning outcomes. The use of SMS created a more interactive and engaging learning environment by involving students in game-based question-and-answer activities. Students demonstrated greater enthusiasm, participation, and focus during lessons, while the play-based learning process facilitated their understanding of the material. Supporting factors included teacher readiness, innovative instructional design, and student motivation. Challenges encountered were increased classroom noise and the need for regular maintenance of the learning medium. The study concludes that the Smart Muslim Spinner is an effective alternative interactive learning medium for Islamic Religious Education at the elementary school level, as it promotes active participation and supports students' comprehension of learning materials.

1. INTRODUCTION

Education occupies a central position in human life as it is the primary instrument for improving the quality of a nation's human resources. Through the educational process, students develop intellectual abilities and skills, are instilled with noble values, and have their attitudes shaped so that they are capable of navigating life well. The ultimate goal of education is to produce

a generation that excels in knowledge, possesses strong character, is morally upright, and has a spiritual soul. From an Islamic perspective, education plays a very strategic role as a medium for shaping human beings who are faithful, knowledgeable, and of noble character (Ramayulis, 2015). Islamic-based education is oriented toward guiding students in mastering knowledge while simultaneously building character and morality grounded in Islamic values.

The subject of Islamic Religious Education (IRE) at the elementary school level plays a crucial role in building the foundations of children's character from an early age. Through IRE learning, students are expected to internalize and practice Islamic values in their daily lives. As stated by (Majid, 2012), the implementation of IRE learning should be able to create an active and joyful learning climate so that students can absorb the material optimally. Therefore, educators are required to continuously innovate in designing and presenting engaging learning experiences to sustain student enthusiasm throughout learning activities.

In reality, IRE learning at the elementary school level still faces a number of considerable challenges. A frequently encountered problem is the limited use of interactive learning media in the teaching and learning process. Most teachers still rely on conventional lecture methods, resulting in a monotonous classroom atmosphere and very limited student participation. Such conditions ultimately make students prone to boredom and loss of focus during lessons. According to (Munadi, 2013), the use of media in learning can support teachers in delivering material more effectively while also fostering student attention and motivation.

The absence of adequate interactive media also contributes to the low appeal of IRE learning among students. A delivery pattern that relies solely on verbal lectures without actively engaging students is one of the root causes. As a result, students grow into passive listeners who lack enthusiasm and are reluctant to express their thoughts. This situation inevitably has a negative impact on students' level of understanding of the taught material. According to (Rusman, 2018), the presence of learning media serves to clarify the message to be conveyed to students and to encourage a more effective and efficient learning process. Thus, the integration of interactive learning media is one of the strategic steps in improving the quality of IRE learning at the elementary school level.

Interactive learning media can be understood as learning tools designed to invite students to participate directly in every learning activity. Their use opens up two-way communication between teacher and students, making the learning atmosphere more vibrant, dynamic, and less boring. In addition, this type of media has also proven capable of stimulating motivation, increasing concentration, and strengthening student engagement during learning. As stated by (Suryani et al., 2019), innovative media has the potential to create a more active and meaningful learning environment, thereby facilitating students in absorbing and understanding the presented material.

One tangible form of interactive learning media relevant for application in the IRE context is the *Smart Muslim Spinner (SMS)*. This medium comes in the form of a spinning wheel that has been modified by incorporating various questions and assignments related to IRE material, covering the domains of aqeedah, worship, and morality. The use of the *Smart Muslim Spinner* provides students with the opportunity to acquire knowledge through enjoyable play activities, making the classroom feel more cheerful and far from boring. On the other hand, this medium also plays a role in encouraging active student involvement and their courage to answer and express opinions in front of their peers.

The use of game-based media such as the *Smart Muslim Spinner* is considered capable of helping students understand learning concepts in an easier and more enjoyable way. Learning activities wrapped in a game-like nuance have been proven to arouse student interest and enthusiasm for actively following lessons. This view is consistent with the statement of (Hamdani, 2011) that the use of learning media can help students understand learning concepts more effectively and enjoyably. Moreover, game-based media can also train student courage, critical thinking skills, and cooperation among students throughout the learning process.

Various previous studies have proven that the *Smart Spinner* medium has a real and positive impact on the learning process. The research results of (Ardiana & Himmawan, 2023) reveal that the use of *Smart Spinner* media has been proven to boost student motivation and learning achievement in IRE subjects. In line with this, the study conducted by (Triyanto & et al., 2020) explains that visual-based learning media significantly contributes to fostering student interest and strengthening their engagement during learning. In addition, the study by (Pratiwi et al., 2025) states that *Smart Spinner* media has proven effective in creating an interactive and enjoyable learning atmosphere for elementary school students.

Furthermore, the study of (Fauziah & et al., 2022) also shows that the application of interaction-based learning media has proven to increase the learning motivation of elementary school students. Meanwhile, the research of (Kusuma & Lestari, 2023) states that game-based learning media can increase student enthusiasm and create a more active learning atmosphere. Meanwhile, the study of (Rahmawati & Nurhayati, 2022) explains that the implementation of educational game media in learning has proven to foster student self-confidence during classroom learning activities.

Based on direct observations conducted at SD N 1 Kubang Banjarnegara, it was found that the IRE teacher at the school has implemented the *Smart Muslim Spinner (SMS)* as part of the teaching and learning activities. The presence of this medium had a real impact on increasing student enthusiasm and active participation in learning. Students showed greater courage in responding to questions and appeared more focused in following the flow of the delivered material. The learning atmosphere that previously felt flat and uninspiring successfully transformed into a more vibrant and enjoyable one.

The use of the *Smart Muslim Spinner* also made a real contribution to teachers in building a more conducive and interactive learning climate. In this regard, the teacher positions themselves as a facilitator who guides and directs students throughout the learning process. Through this medium, students have the opportunity to learn while enjoying play activities, making learning more memorable and less burdensome. This proves that the use of interaction-based learning media has a positive influence on the quality of IRE learning at the elementary school level. Based on the above description, the researcher is motivated to study in depth how the implementation of the interactive learning medium, namely the *Smart Muslim Spinner (SMS)*, in IRE subjects for Grade V students of SD N 1 Kubang Banjarnegara.

2. METHOD

The research design applied in this study was a qualitative approach with a descriptive field research type. Qualitative research seeks to understand a phenomenon comprehensively and in depth through descriptive narratives in natural settings (Moleong, 2011).. The study was conducted

at SD N 1 Kubang Banjarnegara. Participants were selected using a purposive sampling technique because they were directly involved in the implementation of the Smart Muslim Spinner in Islamic Religious Education (IRE) learning. The participants consisted of one IRE teacher and 25 Grade V students who actively participated in the learning activities.

Data were collected through participatory observation, structured interviews, and documentation review. Observation was conducted to obtain a direct understanding of how the Smart Muslim Spinner was implemented during classroom learning activities. Structured interviews with the IRE teacher and selected students were used to explore perceptions, learning experiences, supporting factors, and challenges encountered during the implementation process. Documentation, including photographs of learning activities, lesson plans, and learning materials, was used to support and verify the findings.

The researcher served as the primary instrument (human instrument), supported by observation and interview guidelines developed based on the research objectives. To ensure the trustworthiness of the data, source triangulation and method triangulation were employed. Information obtained from observations was cross-checked with interview and documentation data, while findings from teachers were compared with student responses (Creswell, 2016).

Data analysis followed the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing. During the data reduction stage, interview transcripts, observation notes, and documentation records were reviewed, coded, and classified according to themes such as implementation stages, student responses, supporting factors, and challenges. In the data display stage, the categorized data were organized into descriptive narratives and thematic matrices to facilitate interpretation and comparison across data sources. In the conclusion-drawing stage, patterns and relationships identified from the displayed data were interpreted and verified continuously through triangulation to ensure the consistency and credibility of the findings regarding the implementation of the Smart Muslim Spinner in IRE learning.

3. RESULTS AND DISCUSSION

3.1. Implementation of Smart Muslim Spinner (SMS) Media in IRE Learning for Grade V Students at SD N 1 Kubang Banjarnegara

The research findings indicate that the use of the *Smart Muslim Spinner (SMS)* media proceeded through three sequential stages: planning, classroom implementation, and evaluation of learning achievement. In the planning phase, the teacher prepared the spinner medium along with questions aligned with Grade V IRE topics. The teacher also considered students' level of understanding in adjusting the difficulty level of the material so that learning could be carried out optimally. The medium was made from easily obtainable materials such as cardboard and colored paper, making its use practical in learning activities.

Entering the implementation phase, the teacher first explained the procedures for using the *Smart Muslim Spinner* to all students. Students were then given turns to spin the wheel and answer questions based on the category pointed to by the spinner needle. The learning process proceeded much more actively as students appeared enthusiastic and eager to participate in the game-like

learning activity. Not only that, students also responded to each other's answers, creating constructive interaction throughout the learning process.

The implementation of the *Smart Muslim Spinner* media successfully transformed the classroom atmosphere into one that was more vibrant and spirited. The learning conditions that previously felt flat and boring transformed into more interactive and dynamic ones. As stated by (Arsyad, 2019), the use of appropriate media is capable of raising the level of student attention and engagement during the teaching and learning process. The findings of this study are also consistent with the results of research by (Ardiana & Himmawan, 2023) which states that *Smart Spinner* media can improve student activeness and learning outcomes in IRE learning. The implementation of the *Smart Muslim Spinner* media has a strong foundation in constructivist principles, which view that student understanding is formed through direct involvement in real learning experiences (Trianto, 2011). Students are thus actively engaged through activities of responding to questions, discussing, and expressing ideas in front of the class. This is consistent with the view of (Djamarah & Zain, 2010) that a learning process that positions students as active participants has proven to deepen their understanding of the material studied.

The use of the *Smart Muslim Spinner* media also helped teachers in creating a more enjoyable learning atmosphere. Teachers were able to deliver material in a more varied way so that students did not easily feel bored during the learning process. This indicates that interactive learning media plays an important role in improving the quality of IRE learning at the elementary school level.

3.2. Student Responses to the Implementation of Smart Muslim Spinner (SMS) Media in IRE Subject for Grade V Students at SD N 1 Kubang Banjarnegara

From the observations and interviews conducted, it was found that students showed very positive responses to the use of the *Smart Muslim Spinner* medium in IRE learning activities. Students expressed enjoyment and did not easily become bored while following learning that utilized this medium. The presentation of material in a game format successfully attracted student interest to actively engage in the teaching and learning process.

Student enthusiasm and learning excitement were clearly visible throughout the learning process. Almost all students gave positive responses to the implementation of the *Smart Muslim Spinner* medium, because learning was conducted through an enjoyable play-and-learn approach. This situation encouraged students to be more active in responding to questions and more courageous in expressing opinions in front of the class. These findings indicate that interactive media is capable of creating an enjoyable and non-monotonous learning atmosphere. This is consistent with the view of (Arsyad, 2019) that attractively designed learning media effectively increases student concentration and motivation.

The application of the *Smart Muslim Spinner* also increased students' courage in answering questions in front of the class. Students who previously tended to be passive became more confident when given the opportunity to spin the spinner and answer the resulting questions. In addition, students found it easier to understand the learning material because the learning activities were conducted in an interactive and enjoyable manner.

These findings are consistent with the conclusions of the study by (Rahmawati & Nurhayati, 2022) which found that educational game-based media contributes to increasing student

self-confidence during learning. Similarly, the research of (Fauziah et al., 2022) affirms that the use of interactive learning media is capable of boosting the learning motivation of elementary school students. Thus, the use of the *Smart Muslim Spinner* has proven to contribute positively to increasing student activeness and fostering self-confidence and motivation in following every learning session.

Beyond its impact on motivation, the use of the *Smart Muslim Spinner* media also provided real ease for students in understanding IRE material. The game-like learning nuance made students more concentrated and interested in the material being studied. This proves that the use of interactive media successfully helped students understand learning concepts more easily and effectively.

3.3. Impact of Smart Muslim Spinner (SMS) Media Implementation in IRE Subject for Grade V Students at SD N 1 Kubang Banjarnegara

The implementation of the *Smart Muslim Spinner* media brought very positive impacts on IRE learning in Grade V at SD N 1 Kubang Banjarnegara. This medium was effective in encouraging active student engagement during teaching and learning activities. Students became more initiative in asking, responding to questions, and actively contributing throughout the learning process.

In addition to encouraging activeness, the implementation of the *Smart Muslim Spinner* media also made it easier for students to understand the learning material content. Learning through enjoyable activities made students not feel burdened when deepening IRE material. This is consistent with the view of (Hamdani, 2011) that the use of learning media can help students understand learning concepts more effectively and enjoyably.

The implementation of the *Smart Muslim Spinner* media also had a positive impact on increasing student learning motivation. Students appeared more enthusiastic and spirited in following learning because the learning experience offered was different from the usual classroom routine. These findings are in accordance with the results of research (Pratiwi et al., 2025) which concluded that the use of *Smart Spinner* media successfully increased student learning motivation at the elementary school level.

The implementation of the *Smart Muslim Spinner* media simultaneously strengthened the interaction between educators and students. The teacher's role as a guide who always accompanies students creates a sense of security and comfort in learning. This in turn encourages students to become increasingly active participants during learning. Based on this, the use of the *Smart Muslim Spinner* media has been proven to have a significant and positive influence on the quality of IRE learning. This medium is capable of building a more active, interactive, and enjoyable learning climate, allowing students to more easily understand the taught material.

3.4. Supporting and Inhibiting Factors in the Implementation of Smart Muslim Spinner (SMS) Media in IRE Subject for Grade V Students at SD N 1 Kubang Banjarnegara

In the process of implementing the *Smart Muslim Spinner* medium, a number of supporting and inhibiting factors were found. Supporting elements included teacher creativity in designing and developing the medium, high student enthusiasm in following learning, and simple and easily

obtainable materials for media production. The teacher's role was crucial in building an attractive learning climate, encouraging students to actively participate throughout the learning activities.

The *Smart Muslim Spinner* medium is easy to use and can be adapted to IRE learning material. The play-based method of using the medium helps students more easily understand the learning material. According to (Sadiman, 2014), learning media can help clarify the delivery of material so that students more easily understand the material being studied. These findings indicate that the use of interactive learning media can help teachers create a more effective learning process.

The research of (Kusuma & Lestari, 2023) also states that game-based learning media can increase student motivation and engagement during the learning process. In addition, the study of (Triyanto et al., 2020) found that visual media plays an important role in fostering student interest in learning. Based on all these findings, the use of the *Smart Muslim Spinner* emerges as a real learning innovation that has been proven capable of improving the quality of IRE learning at the elementary school level.

Meanwhile, the obstacles encountered in using the *Smart Muslim Spinner* medium were closely related to the technical aspects of the medium itself and the classroom conditions during learning. Because the *Smart Muslim Spinner* medium is made from simple materials, this medium requires periodic maintenance to continue functioning well. When used repeatedly, some components such as the spinner pointer needle or attached category labels are prone to becoming detached and damaged. (Munisah, 2020) affirms that learning media requires good management and maintenance so that it can continue to be used effectively in learning activities. Another obstacle that arose was increased classroom noise due to high student enthusiasm to try the spinner, resulting in less conducive classroom conditions.

4. CONCLUSION

The implementation of the *Smart Muslim Spinner (SMS)* medium in Islamic Religious Education learning in Grade V at SD N 1 Kubang Banjarnegara helped create a more active and enjoyable learning process. Learning that previously tended to be monotonous changed to be more vibrant because students were directly involved through activities of spinning the spinner, answering questions, and discussing together in class. The use of game-based media made students more interested in following learning so that the learning atmosphere became more interactive and not boring. The application of the *Smart Muslim Spinner* also had an influence on student responses and engagement during learning. Students appeared more enthusiastic, more confident, and more courageous in conveying answers in front of the class. Learning while playing activities helped students more easily understand IRE material because the learning process was conducted through direct experience. The use of interactive media made the relationship between teachers and students closer so that learning proceeded more communicatively and conducively. The effectiveness of using the *Smart Muslim Spinner* cannot be separated from the readiness and creativity of teachers in designing material, as well as the great enthusiasm shown by students during learning activities. Identified constraints included classroom conditions that tended to be noisy and media that required routine maintenance. Nevertheless, the implementation of the *Smart Muslim Spinner* still helped create IRE learning that was more engaging, active, and easily understood by elementary school students.

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