

Research Article

PAI Learning Model Based on Games Based Learning as an Interesting Learning Media for Students

Muhammad Aufa Muis¹, Mardiana², Nurusyakira Putri³, Abdul Basir⁴, Fitri Barokah⁵

STAIN Bengkalis, Indonesia

Corresponding Author: muhammadaufamuis252@gmail.com

Abstract

This research aims to describe and explore the PAI Learning Model Based on Games Based Learning as an interesting learning media for students. This learning design is expected to increase teachers understanding of interesting learning concepts, mastery of moral values and active involvement of students in applying religious teachings and enjoyable learning in everyday life. Educational games based learning media is used as the main framework in designing and implementing learning that is specifically designed with the aim of educating and teaching certain concepts. This type of learning media utilizes games elements to create an interactive learning experience. Qualitative research methods are used to collect data through interview observation and documentation analysis using library research methods in processing the data and information needed. The conclusions of this research provide a clear understanding an providing for further development in increasing creativity in the learning process.

Keywords: games based learning, desain, learning media, pai

INTRODUCTION

The increasingly rolling development of technology is more likely to pursue practical, efficient and effective values in supporting human activities. A thing is said to be practical if it is concise in its use, while efficient is pleased with the time used so that work can be completed without wasting time, energy, or cost. Effective value



will be obtained if something brings a result. Technological advances require us to be able to adapt to these technological changes and developments (Ibrahim et al., 2021). In the field of education, information technology is used as a learning medium to support a more effective learning activity process, because many applications are created to facilitate the learning process (Dwi et al., 2021).

Games education is a very fun activity and is a way or tool of education that is educational (Ismail, 2006). (Wolf, 2000) states that an educational game is a game that has the aim of delivering learning material with elements of scoring, time, and feedback in it with material learning content.

Effective learning is defined as an effort made by teachers, be it subject teachers, especially to provide facilities for student participants to be active and understand the learning resources provided by teachers. Which later with these efforts can direct students to achieve learning goals that are effective, fun, and efficient in their implementation (Ismaniati, 2013).

Educational technology is defined as an effort made to solve problems in the teaching and learning process or education through technology that can be utilized and developed. The components contained in it are design, strategy, techniques and methods, skills, and learning support environment. So that involving students can learn cognitively, effectively, constructively, authentically, cooperatively, and able to learn critical thinking (Andri, 2017)

Various different backgrounds of students and their respective learning styles demand for educators to think more creatively so that the material presented can be accepted. BAVA in America conducted a comparative study between the learning process using multimedia technology and not using, the results showed that if an educator in the learning process only uses verbal symbols (pure lectures) the material absorbed by students is only 13% and will not last long, while if the educator is in the learning process using multimedia it can reach 64% to 84% and the material absorbed lasting.4 This shows that the use of appropriate and interesting learning methods and media will help students understand a science or subject. That way the teaching and learning process in the classroom is not a so-so method and can even make students

bored and eventually have difficulty in understanding the subject. (Maimunah, 2016). Even according to Arsyad that the learning process that uses learning media can cause the awakening of interest or the awakening of students' desire in learning and can arouse student motivation and can stimulate learning excitement. In accordance with the purpose of the existence of various methods used by educators is so that students are interested in the learning process arises and will not feel bored following the lesson.

Thus, an idea should arise from the teacher to create learning media inspired by the game. We can call the media based on educational games. Educational games-based learning media is a media, tool, or activity that is fun, educational and has benefits in developing the personality of students. In the media to be developed, it contains animation, color, and writing that is beautiful and interesting for students. So that by using these media, student motivation in learning will increase, and students can actively participate in the learning process, and with this media it is hoped that students will more easily understand the learning material being studied.

To realize this, there needs to be interesting learning media, which (Augustine, 2016: 5) explains that interesting learning media is one of the tools to create more varied learning, where by utilizing education-based games now it will be very easier for teachers to convey information or teaching materials to students, and also by utilizing these media can lead to good relationships or communication between teachers and students in the learning poses carried out.

Therefore, it is very important to have interesting learning media, in the sense that the media must be interactive and communicative so that students can understand the material well, the occurrence of 4 intense communications between teachers and students in a learning that is realized by educational games-based media, and students are expected to play while learning. Here the teacher not only plays a role in delivering the material, but the teacher also acts as a facilitator who can facilitate the learning he does so that students understand what is learned. In addition, departing from the current phenomenon, there are many children who like to play games, both on their cellphones and laptops. With this interesting

phenomenon, it's good to do a new breakthrough that raises games or games in the form of a learning medium. Even better if students' passion for this game can be brought to the environment or learning realm for students. With ideas like this, it is expected to provide benefits and increase student activeness and involvement in participating in learning.

The role of a teacher in guiding and transferring teaching materials or knowledge he has, is very influential on the success of students. But with the development of the times that are felt now, teachers must be able to develop and provide new experiences in providing teaching materials or knowledge to students, teachers will no longer explain teaching materials with only one method continuously. And this will also have an impact on students, they will feel more excited and feel a new atmosphere when learning together. Improvements or updates can be made to the current learning process, to make it more effective and better for the future. Among them are updates to improve the methods and learning media used by teachers.

The purpose of this study is to develop PAI learning design based on educational games as an attractive learning medium for students. The learning media that will be developed in this study is Games Based Learning on the subject of Islamic Religious Education.

METHOD

The method used in this study is the literature research method, which involves a series of activities related to collecting data from literature sources (Mahmud, 2011: 31). M. Nazir explained that literature study is a data collection technique that involves reviewing journals, books, records, and reports that are relevant to the problem to be researched (Nazir, 2003: 27). This process involves several stages, such as collecting material to be researched, reading literature materials, making notes, and processing data through records, so that the collected data can be analyzed to formulate conclusions to be compiled (Zed, 2008: 3). In this study, data collection techniques were carried out through literature studies by accessing various

information from various sources such as books, journals, magazines, and other related information.

RESULT AND DISCUSSION

A. Learning and Learning.

Learning is a human process to achieve various kinds of competencies. Learning begins from the moment humans are born into the world, until the end of life. Human ability to learn is an important characteristic that distinguishes humans from other living things. Learning is a complex thing. The complexity of learning is viewed from two subjects, namely from students and also from teachers. The two things are inseparable. If these two things are separated, then the results obtained from the student's point of view, learning is an event that is experienced as a process. Students experience a mental process in the face of learning. From the teacher's point of view, in a learning process can be seen indirectly. In a learning process which is an internal process students cannot observe, but can be understood by a teacher.

Learning can be interpreted as a process of change in oneself, both in attitude, behavior, skills, confidence, understanding and more. Therefore learning is not memorizing or remembering. One solution to the problem is the discovery of innovation in the information technology-based teaching model. (Deni Darmawan 2014: 50) Students not only interact with the teacher as one of the learning resources, but may interact with the overall learning resources used to achieve the desired learning goals.

Learning focuses on "how to learn students", not just on "what students learn". Learning is a teaching and learning activity in terms of student activities in the form of student learning experiences, namely student activities that the teacher plans to experience during teaching and learning activities. It can be concluded several characteristics of learning, which are as follows:

- a. Learning is characterized by changes in behavior. This means that the results of learning can only be observed from behavior, from not knowing to knowing, from unskilled to skilled. Without observing the behavior of learning outcomes,

we cannot know whether there are learning outcomes.

- b. Changes in behavior are relatively permanent. This means that the behavioral changes that occur due to learning for a certain time will remain or remain unchanged. But such changes in behavior will not be provoked for life.
- c. Changes in behavior do not have to be immediately observable while the learning process is underway, such behavior changes are potential.
- d. That experience or practice can be reinforcing. Something that reinforces it will provide encouragement or encouragement to change behavior.

B. Islamic Religious Education.

Islamic Religious Education is an effort in the form of guidance and care for students so that later after completing their education they can understand and practice the teachings of Islam and make it a way of life. Islamic religious education is education through the teachings of Islam, which is in the form of guidance and care for students so that later after completion of education they can understand, internalize, and practice the teachings of Islam that they have believed in thoroughly, and make the teachings of Islam as a view of life for the safety and welfare of life in the world and in the hereafter.

From the above view, it can be concluded that Islamic religious education is a conscious effort in the form of coaching, nurturing, providing knowledge, and skills in terms of Islamic teachings carried out by individuals or more to students, so that they fear Allah and can carry out or practice all Islamic teachings properly and maximally, so that Islam is made a view of life.

According to Muhammad Alim, the purpose of Islamic religious education is to help foster Muslim students who believe, knowledge, and do charity in accordance with Islamic teachings. This is based on the essence of national development is the development of Indonesian people as a whole, which is further elaborated in Law No. 2 of 1989. In article 2 it is explained that national education is to form Indonesian people as a whole, namely people who believe and are devoted to God Almighty, virtuous, intelligent and skilled, physically and spiritually healthy,

have a sense of community and national responsibility (Alim, 2011, p. 7). Meanwhile, according to Ramayulis, there are four aspects of the objectives of Islamic education, which are as follows: (Ramayulis, 2002)

- Physical Purpose (ahdaf al-jismiah).

The purpose of education must be related to the task of man as the caliph of God on this earth who must have good physical abilities in addition to strong spiritual strength. The Apostle said which means "a strong believer, better than a weak believer". Strong there is physical strong. So the purpose of Islamic education is to form Muslim people who are physically healthy and have high skills.

- Spiritual Purpose (Ahdaf al-Ruhhiyah).

Spiritual goals are directed towards the formation of noble morals, which western education experts categorize as the purpose of religious education, which most Islamic thinkers disapprove of the term because it would give the impression of a non-religious educational goal in Islam. Islamic education aims to guide man in such a way that he always remains in relationship with Him.

- Tujuan Akal (Ahdaf al-Aqliyah).

This goal rests on the development of intelligence (intelligence) that resides in the brain. So as to be able to understand and analyze every phenomenon created by God. Then with the five senses humans are educated to observe using their intellect, which will make additional treasures of knowledge developed into sciences. The process of intellectualization of Islamic education towards its educational targets is different from the same process carried out by non-Islamic education. The hallmark of Islamic education is always internalizing and transforming Islamic values such as faith, morals, and ubudiah and muamalah into the human person.

- Social Goals (ahdaf al-ijtimaiah).

This social goal is the formation of a complete personality. Where the identity of the individual is reflected as a human being who lives in a plural society (plural). This goal is important because people born as God's caliphs on earth should have a primary and balanced personality. Therefore, it is impossible for man to distance

himself from society.

C. Learning Media.

Learning media is a communication aid between a person or group to convey information interestingly. Communication can be done in a variety of interesting ways and can attract attention.

a. Understanding Learning Media.

According to Yudhi Munadi (2013: 2) the use of media or tools in the learning process is very helpful for learning process activities both inside and outside the classroom, especially in an effort to improve student achievement. The increase in student achievement is influenced by the use of learning media. Therefore, the use of learning media is needed in the teaching and learning process.

According to (Sukiman 2012: 29) learning media is everything that can be used to channel messages from sender to receiver so as to stimulate the thoughts, feelings, attention, and interest and willingness of students so that the learning process will occur effectively. The use of good learning media can encourage a better learning process.

b. Type of Learning Media.

(Heinich and Molenda 2002) there are six basic types of learning media, which are as follows:

1) Text.

It is a basic element in conveying information that has various types and forms of writing that are useful in providing attractiveness in delivering information.

2) Media audio.

Helps convey information more effectively and helps increase the attractiveness of an offering. Audio types include background sounds, music, or voice recordings, and more.

3) Visual media. Media that can provide visual stimuli such as images / photos, sketches, diagrams, charts, graphs, cartoons, posters, bulletin boards, and others.

4) Motion projection media.

This includes motion movies, wristbands, TV programs, video cassettes (CDs, VCDs, or DVDs).

5) Benda-benda tiruan/miniatur.

A three-dimensional object that students can touch and touch. This media is made to overcome the limitations of both objects and situations so that the learning process continues to run well.

6) Human.

This includes teachers, students, or experts / experts in certain fields / materials. Learning media is a tool in the learning process to deliver material from the sender of the message (teacher) to the recipient of the message (students) so that students can gain knowledge, skills and attitudes.

The choice of the type of learning media is based on the needs and goals to be achieved. (Hanuji Vishnu 2015:592).

c. Learning Media Functions.

The use of learning media has several functions in the teaching and learning process. According to Arief S. Sadiman (2011: 17) in general educational media has several benefits, namely as follows:

- 1) Clarify the presentation of the message so that it is not too verbalistic (in the form of written or spoken words only).
- 2) Overcoming the limitations of space, time, and sensory power.
- 3) Overcoming the passive nature of children.
- 4) Gives the same stimulus, equalizes experiences, and gives rise to the same perception to students.

According to Yudhi Munadi (2013: 36) the function of learning media is more focused on two things, namely function analysis based on the media and based on the user. Based on the media, learning media serves as a learning resource, semantic function, and manipulative function. While in the function based on its users, learning media functions as a psychological function and socio-cultural function. In general, the most important function of learning media is as a learning resource.

The functions described above are common characteristics of learning media used in the learning process. Based on the functions described above, learning media has an important role and function in the process of teaching and learning activities. The most important function of learning media is as the main source of students in learning. Apart from being a source of student learning, learning media can also function as an attraction for students so that teaching and learning goals will be met.

D. Games Based Learning (GBL)

According to Schell, Jesse (2008: 37) game is a problem-solving activity carried out with a game rule. A game has its own rules. In the game, there are several problems or obstacles that must be solved by players. Players are limited to certain rules that have been made by the game designer to solve or bypass existing problems.

Game-Based Learning According to Torrente, game-based learning is the use of games with serious purposes (ie educational purposes), as a tool that supports the learning process significantly (Pratiwi & Musfiroh, 2014). There are several benefits of using games in learning, including the following (De Freitas, 2006):

- a. Motivate and involve all students in learning.
- b. Train students' abilities such as literacy skills and numeracy skills.
- c. As a therapeutic medium to overcome cognitive difficulties.
- d. Playing a specific role or profession before practice in real life.
- e. Empowering learners as producers of multimedia or game-based content.

In recent years, many studies have revealed that game-based learning is very effective when really applied in learning. Game-based learning has an important role in influencing student motivation, and is able to make students feel happy, more excited, challenged, and establish cooperation between friends. Other studies also say, game-based learning, especially card games can increase attention, motivation, and curiosity (Azizah Mashami, Andayani, & Sofia, 2014)

E. Characteristics of Games Based Learning

According to Rebecca, the features of game-based learning are as follows:

- a. GBL uses competitive practice to ability students 'fight' each other or challenge themselves to motivate them to learn better.
- b. Games often have fantasy elements that involve players in learning activities through story lines.
- c. To create a real game education, instructors need to make sure that learning the material is essential for scoring and winning.

E. The Importance of Game-Based Learning

Play is an important rule in the learning environment because it enhances the memorable learning experience, heightens the mood of students in carrying out learning effectively and also calls for students' attention and encourages repetition of material as a result of pleasant events,

In terms of learning, there are several things that teachers need to pay attention to including student memory. Some resets most students only remember 5-10% of what they read. Then only remember 20% of what they heard. And it increases to 30% of what they see visually from what they listen to. It becomes 50% if they see someone practicing it directly while explaining. It can drastically reach 80% if they do it themselves, even if it's just a simulation.

Games are something interesting and fun With learning packaged in games, students will feel comfortable, interested and fun so that students' memory of the material presented is also quite high.

F. Games Based Learning in PAI Learning.

Education-based games in Islamic religious education learning can involve various activities that support the understanding of Islamic religious concepts. For example as follows:

1. Islamic Quiz Contest.

A quiz is a series of questions or exercises used to measure the skills,

knowledge, intelligence, abilities or talents possessed by individuals or groups. Quizzes are one component that usually appears in interactive learning media. According to Munir (2012: 61), practice and exercises in a media are generally used for the learning process of skill training and students are expected to be able to master these skills. Islamic Knowledge Quiz is a game that hones knowledge about Islamic religious education. Islamic Knowledge Quiz is a very interesting game to play and is also educational so that it can increase user knowledge.

Application Examples: Questions about the history of the Prophet Muhammad's da'wah journey, the concept of tawhid, or exemplary stories in the Qur'an.

2. Interactive Board Games.

Interactive board games in the context of Islamic religious education learning are tools used to present learning materials in a more engaging and participatory way. An interactive game board is a specially designed board with specific plots, routes, or zones that contain Islamic questions, tasks, or challenges. Students move through the board by rolling dice or using pawns to answer questions or complete assignments related to Islamic religious learning materials.

- Game Board Elements.

- 1) Challenge Tiles: Each tile has an Islamic question or task that the player must answer or complete.
- 2) Route: The route on the board can represent the journey of a prophet or an important event in Islamic history.
- 3) Special Zones: Some zones on the board may provide additional bonuses or barriers related to Islamic values.

- Purpose of Board Game :

- 1) Increase Comprehension: Motivate students to understand Islamic religious concepts in an interactive way.
- 2) Student Engagement: Encourages active participation and student involvement in learning.
- 3) Fun Education: Delivering Islamic learning materials in a fun and entertaining

way.

- Example of Application :

For example, in a plot there is a question about the story of the prophet or the laws in Islam. Students who land on the tile must answer the question correctly to be able to continue the game. With interactive board games, Islamic religious learning can become more dynamic and interesting, integrating elements of games into the educational process to achieve effective learning goals.

3. Search for verse memorization.

Verse memorization search is an activity in Islamic religious learning that invites students to search, memorize, and understand verses of the Qur'an.

- Verse Assignment: The teacher assigns students to search for and memorize a particular verse from the Qur'an. The verses chosen are usually related to the theme of learning or Islamic values.

- Search Through the Qur'an: Students use Qur'anic mushaf or electronic reference sources to find and recite assigned verses.

- Memorization and Comprehension: Students try to memorize the verse as well as understand its meaning. This process can involve reading translations, discussions, or explanations from the teacher.

- Small Presentation or Exam: After the search and memorization is complete, students may be asked to present or be tested small regarding the verse they have memorized.

- Purpose of Searching for Memorization of Verses:

- 1) Improve Qur'an Memorization: Fosters students' love for memorizing and understanding Qur'anic verses.
- 2) Introduction to Islamic Values: Through the selected verse, students can understand the Islamic values and teachings contained in the verse.
- 3) Active Engagement: Encourage active student involvement in reading and understanding the Qur'an, not only as an obligation, but also as an effort to

deepen religious understanding.

- Example of Application :

For example, teachers can assign students to look for and memorize verses that talk about compassion, justice, or sincerity. After that, students can share their understanding of the verse in the context of everyday life. Memorization search of the verse is an effective method to build students' relationship with the Qur'an and integrate Islamic values into their daily lives.

4. Islamic Theatrical Theatre.

Islamic theatrical theater is a performing arts activity that adapts Islamic stories or stories as scripts or scenarios to be presented in the form of plays or dramas. Here's the explanation:

- Screenplay: Teachers or students choose or write plays, which are based on Islamic stories, such as stories of prophets, stories of companions, or Islamic moral values.

- Division of Roles: Students are divided into roles in the story. They will portray these characters according to the script that has been set.

- Rehearsals and Directing: Exercises are performed to understand each other's roles and hone acting skills. A director can guide them to understand the context of the story and express the characters well.

- Stage and Audience: After preparation, Islamic theatrics are performed in front of an audience, which can be classmates, parents, or the school community.

- Objectives of Islamic Theatrical Theater:

- 1) Understanding Islamic Concepts: Understanding Islamic religious concepts through dramatic narratives that attract attention.
- 2) Formation of Character: Encourage the character development of students through the interpretation and animation of the roles they play.

3) Creativity and Expression: Provide space for students to express their creativity in conveying Islamic values through performing arts.

• Example of Application :

For example, students may present a play about Prophet Job's patience in the face of trials or a story about justice from the life of Caliph Omar bin Khattab. This performance not only provides entertainment, but also becomes an effective means to understand Islamic religious values. Islamic theatrical theater can be an interesting and effective alternative in Islamic religious learning, considering the influence of dramatization can make the learning experience more lively and memorable for students.

CONCLUSION

The conclusions we can draw are as follows:

1. Learning is a human process to achieve various kinds of competencies. Learning begins from the moment humans are born into the world, until the end of life. Human ability to learn is an important characteristic that distinguishes humans from other living things. Learning is a complex thing.
2. Islamic religious education is education through the teachings of Islam, which is in the form of guidance and care for students so that later after completion of education they can understand, internalize, and practice the teachings of Islam that they have believed in thoroughly, and make the teachings of Islam as a view of life for the safety and welfare of life in the world and in the hereafter.
3. The most important function of learning media is as the main source of students in learning. Apart from being a source of student learning, learning media can also function as an attraction for students so that teaching and learning goals will be met.
4. Game-based learning is a learning model that applies and influences educational, fun, and game components in the learning process so as to create a comfortable, fun, and active learning atmosphere. Games are something interesting and fun.

With learning packaged in games, students will feel comfortable, interested and fun so that students' memory of the material presented is also quite high.

5. Education-based games in Islamic religious education learning can involve various activities that support the understanding of Islamic religious concepts, namely Islamic quiz matches, interactive board games, verse memorization searches, and Islamic theatrical theater.
6. Steve suggests there are 14 ways to imply play in learning.
7. Each learning model has different characteristics, thus the learning model also has its own advantages and disadvantages.

Bibliography

1. Dwi, Z., Damopolii, P., & Destiny, R. (2021). Design of Audio-Visual Based Learning Media on Looping Material for Basic Algorithms and Programming Courses, Gorontalo State University. [1] Z. Dwi, P. Damopolii, and R. Destiny, "Design of Audio-Visual Based Learning Media on Looping Material for Basic Algorithms and Programming Courses, Gorontalo State University," Vol. 1, No. 2, 2021., 1(2), 1–11.
2. Ibrahim, F. F., Koniyo, M. H., & Suhada, S. (2021). Development of interactive multimedia-based learning media on network system administration subjects. Inverted: Journal of Information Technology Education, 1(1), 1–11. <https://doi.org/10.37905/inverted.viii.9299>
3. Ismaniati, C. (2013). Use of Information and Communication Technology in Improving Learning Quality. 15. [http://staff.uny.ac.id/sites/default/files/penelitian/Dr. Christina Ismaniati, M.Pd./Use of Information and Communication Technology in improving the quality of pembelajaran.pdf](http://staff.uny.ac.id/sites/default/files/penelitian/Dr._Christina_Ismaniati,_M.Pd./Use_of_Information_and_Communication_Technology_in_improving_the_quality_of_pembelajaran.pdf)
4. Maimunah, M. (2016). Method of Using Learning Media. Al-Afkar : Journal of Islam & Civilization, 5(1). <https://doi.org/10.28944/afkar.v5i1.107>
5. Ismail, Andang. 2006. Education Games: Being Smart and Cheerful with Educational Games. Yogyakarta: Media Pillar.

6. Wolf, M. J. (2000). *Genre and The Video Game The Medium of The Video Game*. Texas: University of Texas Press.
7. Andri, Rogantina Meri. (2017). *The Role and Function of Technology in Improving Learning Quality*. *Scientific Journal of Research Science*. Volume 3, Number 1, 2017.
8. Mukhlison Deddy Setyawan & Sri Widoretno. "The Effectiveness of Educational Games as Children's Learning Media", (2021), 290. *Opportunities and challenges of digital learning in the industrial era 4.0 towards the era of 5.0*, Blitar.
9. Zed, Mestika. 2008. *Literature Research Methods*. Jakarta: Yayasan Obor Indonesia.
10. Mahmud. 2011. *Educational Research Methods*. Bandung: Pustaka Setia.
11. Nazir, M. 2003. *Research Methods*. Jakarta: Ghalia Indonesia.
12. Russel, J.D Heinich, R, (2002). *Instructional media and technologies for learning (7th Edition)*. New Jersey: Prentice Hall.
13. Munir. 2012. *Multimedia Concepts and Applications in Education*. Bandung: Alfabeta.
14. Azizah Mashami, R., Andayani, Y., & Sofia, B. F. D. (2014). *Development of Colloidal Card Media to Improve Student Learning Outcomes*, 13(4),
15. Pratiwi, A. S., & Musfiroh, T. (2014). *Development of Educational Digital Game Media for Learning to Write Travel Reports for Junior High School Students*.
16. De Freitas, S. (2006). *Learning in Immersive worlds A review of game-based learning Prepared for the JISC e-Learning Programme*. *JISC ELearning Innovation*, 3,3(October 14), 73. <https://doi.org/10.1111/j.1467-8535.2009.01024.x>
17. Hanuji, W. 2015. *Development of flash-based learning media on the subjects of machine electricity and energy conversion at SMK Muhammadiyah Prambanan*. [Thesis]. Yogyakarta: Faculty of Engineering, Yogyakarta State University.
18. Arief S Sadiman et al. 2011. *Educational Media*. Jakarta: Rajawali Press.
19. Ramayulis. (2002). *Science of Islamic Education*. Jakarta: Kalam Mulia.