

IMPLEMENTATION OF LEARNING BY GAMES METHOD TO IMPROVE SELF-HELP SKILLS IN WASHING STUDENTS WITH DISABILITIES

Latifatul Faizah¹, Muhammad Munif²

¹Students, Master of Islamic Religious Education Department, Nurul Jadid University
Paiton Probolinggo, East Java, Indonesia

Email: latifatulfaizah16@gmail.com

²Lecturer of Islamic Religious Education, Faculty of Islamic Studies, Nurul Jadid
University Paiton Probolinggo, East Java, Indonesia

Email: m.munifmpdi@gmail.com

ABSTRAK

Students with intellectual disabilities have intellectual limitations that affect their ability to understand concepts, including self-cultivation skills such as purification (thaharah). Thaharah is an important part student of religious education that needs to be taught to support students' independence in everyday life. However, conventional learning is often less effective in delivering fiqh material to students with intellectual disabilities because of its abstract and difficult to understand nature. Therefore, appropriate, fun, and innovative learning methods are needed. The Learning by Games method was chosen as an approach that can increase student engagement, help them understand the material more concretely, and create a pleasant learning atmosphere. The purpose of this study was to explore the implementation of this method in improving self-cultivation skills in students with intellectual disabilities. The study was conducted with a qualitative approach using a multi-site case study design at SLBN Demung Besuki and SLB Dharma Wanita Situbondo. Data collection techniques included observation, interviews, and documentation, and were analyzed using the Miles and Huberman model (data reduction, data presentation, and verification). The results of the study showed that the Learning by Games method, through various types of games such as video games, puzzles, board games, roles, and footprints, was able to improve understanding and practice of independent purification. This method also has a positive impact on student interaction, attention, and skill development in learning.

Keywords: Implementation of Learning by Games Method, Self-Development Skills Purification

Article history:

Received 05-14-2025

Revised 06-02-2025

Accepted 07-09-2025

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



INTRODUCTION

Children are an important part of Indonesian society. Because children are not only the owners of the present and future of the country, they are also the owners of the State (Baharun & Awwaliyah 2018). No one wants to be a child with special needs or disabilities. The term "children with special needs" explicitly refers to children who have special needs (Amalia & Makhfud 2020). One of the children who have special needs in intelligence is a child with a disability. This special school was held so that children who have obstacles in themselves have special services in protecting themselves from dangerous things (Lora et al. 2019) However, conventional learning approaches are often ineffective in attracting the attention and facilitating the understanding of students with disabilities.

Today's learning concepts continue to evolve in line with technological advances and the changing needs of society. One of the main features of modern learning is the application of digital technology in the teaching and learning process, such as the use of educational software, e-learning platforms, and mobile applications that allow access to learning materials anytime and anywhere. In addition, today's learning emphasizes a student-centered approach, where students play an active role in determining their own learning flow and methods. This approach is often complemented by learning by games that encourage students to work together, think critically, and solve real problems. Personalization is also an important element, where learning materials are tailored to students' individual needs, interests, and abilities. Thus, the concept of learning now focuses on the 21st century, such as creativity, communication, collaboration, and problem solving, to prepare students to face future challenges.

The reality is that until now many teachers in their lessons use the lecture method only, this makes students bored and bored, the results of research conducted by (Annisa & Wakijo 2019) as the results of the researcher's analysis, found that teachers tend to use the lecture and question and answer method. The lack of students' desire to ask the teacher about material that has not been understood, especially students with mental retardation, makes it difficult to understand the material. Meanwhile, according to the results of research (Prastya & Sudarmiatin 2016) states that the learning model is still conventional, the learning process takes place in one direction, namely from teacher to student (teacher center). often face obstacles in learning abstract concepts that require understanding fiqh material, especially thaharah which is less than expected and requires a more concrete and structured way of learning. Therefore, the application of games that are tailored to the needs of students, for example through role-playing, simulation, or visual models that illustrate the stages of purification, is expected to increase understanding of the thaharah procedure. In addition, these games can stimulate learning motivation, strengthen students' fine and gross motor skills, and provide opportunities to practice social skills. (Mrs. Elyana Ayu Suraya 2025)

This phenomenon is the basis that appropriate, varied, innovative learning methods are needed, and see the need for lessons to be able to make the atmosphere fun for students, and make students active during learning so that

learning is easier for students to understand. therefore, to avoid these problems, it can be done by varying learning methods.

The learning method used to increase student activity in the classroom, then an interesting method is needed so that students are more active in the learning process. One of the learning methods that can attract students to be active is the Learning by games method. The Learning by games method is able to become a place in fostering the enthusiasm for learning of students. So that the Learning by games method becomes an effort to have good learning materials and can develop children's imagination(Lora et al. 2019)

The Learning by games method is both a world and a means of learning for children. Providing opportunities for children to play and providing opportunities for them to learn in ways that can be categorized as play. (Hamdani 2022) Learning by games method is a game-based learning strategy that can create a fun and interactive learning atmosphere. Through this method, students can learn thaharah skills in a way that suits their characteristics, namely through direct experience, repetition, and visual and kinesthetic stimulation. Therefore, this study aims to explore the effectiveness of the Learning by games method in improving the self-help skills of students with disabilities in washing.

Implementation of the Learning by games method to improve self-help skills in washing for students with disabilities. Aims to improve the understanding and skills of students with disabilities in carrying out purification rituals in accordance with Islamic teachings. Thaharah is one of the important elements in Islam, which includes purification procedures such as wudhu, istinja' and tayammum. This process is very important, especially for students with disabilities who need a special approach in learning this practical skill.

The Learning by games method, which integrates game activities into the learning process, can provide a fun, interactive and accessible approach for students with special needs. This method incorporates game elements that emphasize the principle of learning through experience, which is very suitable for the characteristics of students with disabilities who often need visual and kinesthetic stimulants to facilitate the learning process. (Ishak, Afifah, & Kamelia 2021)

This provides an opportunity to explore how fun learning methods can assist students in understanding and practicing life skills such as thaharah. This research is also culturally and religiously relevant, as thaharah is an important aspect of Islamic teachings. This topic shows how Islamic values can be taught in an adaptive and friendly way for students with special needs.

Self-help skills are a creativity possessed by students with special needs. Special needs can be guided by the existing program at school. In 2014 number 157, this program has been given an education and cultural regulation on the special education curriculum to reduce problems or obstacles and increase creativity optimally (Disabilities, Slb, & Dharma 2014).

The focus on self-help skills, particularly in washing, supports the development of independence of students with disabilities. This research is also relevant to assist in living daily life with more independence and confidence. By examining the effectiveness of Learning by games, this research can produce new

guidelines for teachers in designing learning that is more interesting, interactive, and in accordance with the needs of students with disabilities.

METHODS

This research uses a qualitative approach of multicriteria case study type. The research locations were SLBN Demung Besuki and SLB Dharma Wanita Situbondo. The sources of this case study research are the principal, teachers and students of SLBN Demung Besuki and SLB Dharma Wanita Situbondo. Data collection techniques include observation, in-depth interviews with teachers, and documentation of learning activities. Beginning with a general view of the interview data and documentation while in the field. Semi-structured interviews were conducted from the principal, two teachers of students with disabilities, and 2 students with disabilities to obtain information and data completeness.

This type of data analysis technique uses miles and huberman. Through this analysis it is hoped that a clear picture of the focus of the research above will be obtained. data analysis techniques in case study research there are structured and specific analysis methods developed by Miles and Huberman, namely: data collection, data reduction, data presentation and conclusion drawing. Data validity testing is carried out through credibility, transferability, dependability, and confirmability tests.

FINDINGS AND DISCUSSION

The results of field research related to the Learning by Games method to improve self-help skills in washing for students with disabilities at SLBN Demung Besuki and SLB Dharma Wanita Situbondo, the discussion consists of planning the Learning by Games method to improve self-help skills of students with disabilities, implementing the Learning by Games method to improve self-help skills of students with disabilities, evaluating the Learning by Games method to improve self-help skills of students with disabilities, and the implications of the Learning by Games method for students with disabilities at SLBN Demung Besuki and SLB Dharma Wanita Situbondo.

Planning of the Learning by Games Method to improve the self-help skills of students with disabilities at SLBN Demung Besuki and SLB Dharma Wanita Situbondo

The results of the researchers' findings through observations, interviews and documentation on the planning of the Learning by Games Method to improve the self-help skills of students with disabilities involve several strategic steps to ensure effective implementation and optimal results. A systematic approach designed to implement the Learning by Games method with the aim of increasing student understanding in theory and practice and the ability to understand self-help skills in washing. This requires guidance and direction so that the Learning by Games method to improve self-help skills can improve well. The first locus, SLBN Demung Besuki, the planning stages include making lesson plans, selecting learning media, developing media, preparing devices and facilities, adjusting to

student characteristics, planning learning implementation and evaluation planning. While locus two, namely SLB Dharma Wanita Situbondo, argues that it is not far from the first locus, namely planning the Learning by Games method to improve self-help skills in washing students with disabilities by making lesson plans. It can be seen that it is very important for the Learning by Games method to improve self-help skills for students with disabilities, the teacher teaches them how to play games that have been provided by the teacher. Such as video games, puzzle games, board games, role-playing games, and footprint games. Video game play, where students are asked to carefully understand the sequence of wudu procedures and then ask questions using quiz, so as to find out the extent of student understanding of the thaharah material taught.

In this context, it has been explained that the importance of the Learning by Games method to improve self-help skills in washing for students with disabilities. It is important to improve students' understanding in theory and practice and the ability to understand self-help skills in washing. SLBN Demung Besuki considers it very important that the Learning by Games method be applied to students with disabilities, so that they can carry out self-help in washing independently. The same thing at SLB Dharma Wanita Situbondo shows that the Learning by Games method is very important to be applied to improve self-help skills in washing for students with disabilities, even if they are required to carry out the procedures for ablution properly and correctly.

Research findings related to learning planning is a very important first step in the educational process, especially for students with special needs such as students with disabilities. Reinforcing the theory put forward by Ishak who said that planning a lesson aims to ensure that learning activities run effectively, efficiently, and in accordance with the characteristics and abilities of students (Ishak et al. 2021) The research findings also corroborate the theory put forward by Hamdani who said that teachers must design activities that are able to increase students' active participation and facilitate understanding of the correct sequence and procedures for ablution. The Learning by Games method is one of the right approaches to be applied in learning for students with disabilities because it involves fun play activities, while containing educational elements (Hamdani 2022)

Implementation of the Learning by Games Method to Improve Self-care Skills in Washing at Demung Besuki SLBN and Dharma Wanita Situbondo SLB

The findings of the researchers related to the implementation of the Learning by Games method to improve self-help skills in washing students with disabilities. In the first locus, namely SLBN Demung Besuki stated that in implementing the Learning by Games method at SLBN Demung Besuki, the games used were two games, namely:

1. Video games, the learning steps are: determining learning objectives, preparing devices such as laptops, and projectors, then the teacher gives an initial explanation of the game to be played, then the teacher

shows how to play the video game, the next step is that students play the game according to the instructions, During play, students learn material directly through visual, audio, and action simulations in the game, After playing, the teacher invites students to discuss or answer questions about what they have learned. The next step is that the teacher assesses the achievement of learning objectives, both from the game results and through simple oral/written assignments. Evaluation can be in the form of behavioral observation, concept understanding, or real practice (e.g. wudu practice).

2. Puzzle game, the learning steps are: students can recognize the sequence of wudu steps correctly, prepare a puzzle that contains pieces of pictures or sequences of wudu steps, then the teacher explains the rules of the puzzle game in a simple way, gives an example of how to arrange puzzles one step first. Then students arrange the puzzle independently with the teacher's assistance to provide direction if students feel confused. Then students will be asked to arrange them in the order of wudu activities. After the puzzle is completed, the teacher gives praise or rewards as a form of motivation, the teacher also reaffirms the content of the material through the pictures on the puzzle (for example explaining each step of wudu). Then the teacher invites students to discuss the contents of the puzzle pictures, asking again the sequence of ablution, or asking students to mention the steps based on the pictures. Finally, the teacher evaluates whether students are able to understand the sequence or content of the material conveyed through the puzzle, the evaluation can be oral, or through repeated games.

Meanwhile, the findings from the second locus, namely SLB Dharma Wanita Situbondo, are related to the implementation of the Learning by Games method to improve self-help skills in washing students with disabilities. The games used are four games, namely:

1. Puzzle game, the steps are: students can recognize the sequence of ablution steps correctly, prepare a puzzle that contains pieces of pictures or sequences of ablution steps, then the teacher explains the rules of the puzzle game simply, gives an example of how to arrange the puzzle one step first. Then students arrange the puzzle independently with the teacher's assistance to provide direction if students feel confused. Then students will be asked to arrange them in the order of wudu activities. After the puzzle is completed, the teacher gives praise or rewards as a form of motivation, the teacher also reaffirms the content of the material through the pictures on the puzzle (for example explaining each step of wudu). Then the teacher invites students to discuss the contents of the puzzle pictures, asking again the sequence of ablution, or asking students to mention the steps based on the pictures. Finally, the teacher evaluates whether the students are able to understand the sequence or content of the material conveyed through the puzzle, the evaluation can be oral, or through repeated games.

2. Board game, the learning steps are: Determine the learning objectives, prepare a game board that contains a grid of wudu steps and questions, prepare tools such as dice, then the teacher explains how to play the board game slowly and gives an example of the first turn. After that students start playing in turn, throwing the dice and moving to the appropriate plot, each plot contains commands or questions about wudu. Students must answer or do the command on each turn. During the game, students learn while thinking and recalling wudu material in a fun way. After the game is over, the teacher has a brief discussion with the students, asking them about what they learned, repeating the questions from the game, or asking the students to retell the stages of wudu. The teacher also gives praise or small gifts to increase the spirit of learning.
3. Role play, the steps are: The teacher determines the learning objectives, namely that students are able to practice ablution correctly, the teacher prepares a place and props such as a water tap, basin, or dipper. The teacher then explains that students will take turns acting out the wudu process as if they were doing it for real. The teacher gives an example first, then appoints one student at a time to try to act out wudu in front of the class. As the students perform their roles, their peers observe and assess whether each step has been done correctly. The teacher gives directions or corrections if there are mistakes, and gives praise for every good effort. After all students have had a turn, the teacher holds a discussion and question and answer session about their role-playing experience. The teacher reiterates the order of ablution and relates it to hands-on practice.
4. The footprint game, learning steps are: The teacher sets the objective for the students to recognize the sequence of movements in wudu through fun physical movements. The teacher prepares footprints from paper or other materials and arranges them on the floor according to the sequence of wudu steps. Then the teacher explains how to play, i.e. students have to follow the footprints in order and each footprint represents one stage of ablution. For example, the first footprint means intention, the second footprint washes the face, and so on. The teacher gives an example first and then invites students to play one by one. While playing, students move actively while mentioning the steps of ablution at each step. The teacher accompanies and gives instructions when needed. After all students have finished, the teacher reflects together, asking about the steps that have been passed and linking them to the concept of *thaharah*.

In this context, it has been explained that the implementation of the Learning by Games method can design the games to be used and provide learning steps so that it is easier for students with disabilities to improve self-help skills in washing. SLBN Demung Besuki considers it very important to implement the Learning by Games method for students with disabilities because it makes it easier for students to improve self-help skills in washing. The same thing with

SLB Dharma Wanita Situbondo shows that the implementation of the Learning by Games method is very important and needed for students with disabilities to improve self-help skills.

Research findings related to the implementation of the Learning by Games method to improve self-help skills are through the selection of games and their steps. One of the games is a puzzle game. Puzzle games in learning are media that use pieces of images that are arranged or solved by students. This strengthens the theory put forward by Purwaningrum and Iftitah that the implementation of the Learning by Games method to improve self-help skills through the selection of games and their steps so that they can understand and remember a lesson concept actively and fun. (Purwaningrum & Iftitah 2023).

Evaluation of Learning by Games Method to Improve Self-Building Skills in Hygiene at SLBN Demung Besuki and SLB Dharma Wanita Situbondo

Based on the results of research conducted by researchers while at the SLBN Demung Besuki and SLB Dharma Wanita Situbondo locations, it shows that SLBN Demung Besuki has an opinion not far from the second locus, namely SLB Dharma Wanita Situbondo, namely, the evaluation carried out by the teacher through various ways, namely observation evaluation, oral evaluation, practical evaluation and written evaluation or simple assignments.

1. In practice, observation evaluation is carried out while students are playing video games and puzzle games, the teacher directly observes how they follow instructions and perform the steps of ablution according to the provisions and tartib of ablution. The evaluation is carried out thoroughly and continuously.
2. Oral evaluation in practice is carried out after the game is over, then invites students to discuss and ask about the material that has been learned.
3. Practical evaluation, where students are asked to practice wudu directly in front of the teacher. In this way, the teacher can see their ability to perform the steps of ablution properly and correctly.
4. The last is written evaluation or simple assignments, where the teacher gives assignments in the form of rearranging pictures of ablution steps or answering simple multiple choice questions. This is to test their memory and understanding in writing. So that with the evaluation that has been applied to tunagrahita students will be better in the future.

Evaluation of the application of the Learning by Games method has an important role in ensuring the success and effectiveness of the learning process of self-help skills, especially in the practice of ablution for students with disabilities. Through the evaluation process, educators can assess the extent to which this method helps students in understanding and practicing the steps of ablution independently and identify the strengths and weaknesses of the game approach used. This evaluation allows teachers to make necessary adjustments, both in game design and mentoring strategies, to improve the quality of learning. In addition, the evaluation provides insight into students' level of engagement and

how the game method affects their motivation and understanding in the context of self-help activities.

The research findings related to learning evaluation corroborate the theory proposed by Zumiaty, Jaelani and Oktafiani who said that evaluation results can help teachers make evidence-based decisions to design more targeted activities, as well as encourage the development of sustainable and adaptive learning to the individual needs of students. Thus, the evaluation process in the implementation of Learning by Games supports the continuous and comprehensive improvement of the effectiveness of wudu learning. (Zumiaty, Jaelani, & Oktafiani 2025)

Implications of Learning by Games for Tunagrahita Students at Demung Besuki State Elementary School and Dharma Wanita Situbondo Special School

Based on the results of research conducted by researchers while at the SLBN Demung Besuki and SLB Dharma Wanita Situbondo locations, it shows that the first locus, namely SLBN Demung Besuki, the implications at SLBN Demung Besuki show a significant positive impact on improving the self-help skills of students with disabilities, motivation, and the ability of students to understand and practice the procedure of ablution independently and coherently.

While the second locus is SLB Dharma Wanita Situbondo, the implications in SLB Dharma Wanita Situbondo have a significant positive impact on improving the self-help skills of students with disabilities. In SLB Dharma Wanita Situbondo, four types of games are used, namely puzzle games, board games, role-playing games, and footprint games. These games can have an impact that not only supports understanding of the material, but also strengthens students' social interactions, motor skills, and cognitive abilities.

The results of the above findings on the implications of the Learning by Games method for students with disabilities can improve self-help skills in washing independently, can mention the procedures for ablution properly and correctly, reinforcing the theory put forward by Rahmawati which states that the benefits of Learning by Games are that students are able to mention and arrange the stages of washing through games, students are able to practice ablution without full guidance from the teacher, students become more active and motivated in learning ablution through games, students are able to practice ablution correctly through games, and finally games increase students' enthusiasm for learning and make learning more fun (Rahmawati, Kasdi, & Riyanto 2020)

CONCLUSION

The results of the study with the title of the implementation of the Learning by Games learning method to improve self-help skills in washing at SLBN Demung besuki resulted in the following conclusions: Planning for the Learning by games method to improve self-help skills in washing for students with disabilities at SLBN Demung Besuki and SLB Dharma Wanita Situbondo.

- a. Planning at SLBN Demung Besuki includes: Making lesson plans, selecting learning media, developing media, preparing devices and

facilities, adjusting to student characteristics, planning the implementation of learning.

- b. The implementation of the Learning by games method to improve self-help skills in washing students with disabilities at SLBN Demung Besuki and SLB Dharma Wanita Situbondo includes: 1. SLBN Demung Besuki the games used are puzzle games, and video games. 2. SLB Dharma Wanita Situbondo the games used are puzzle games, board games, role-playing games, and footprint games All games implemented use the steps or syntax of the game.
- c. Evaluation of the Learning by games method to improve self-help skills in washing for students with disabilities at SLBN Demung Besuki and SLB Dharma Wanita Situbondo uses observation evaluation, oral evaluation, practical evaluation, and written evaluation or simple assignments.
- d. The implications of Learning by games for students with disabilities in SLBN Demung Besuki and SLB Dharma Wanita Situbondo are that students are able to mention and arrange the stages of washing through games, students are able to wash without guidance from the teacher, students become more active and motivated.

REFERENCES

- Amalia, Novie Putri, and Makhfud. 2020. "Potret Pembelajaran Pendidikan Islam Pada Anak Tunagrahita Di Sekolah Luar Biasa Bhakti Pemuda Kota Kediri." *Indonesian Journal of Islamic Education Studies (IJIES)* 2(2):193–202. doi: 10.33367/ijies.v2i2.1011.
- Annisa, Lutfi, and Wakijo Wakijo. 2019. "Pengaruh Model Pembelajaran Kooperatif Tipe Make a Match Berbasis Masalah Terhadap Hasil Belajar Ips Peserta Didik Kelas Viii Smp Negeri 1 Trimurjo." *PROMOSI (Jurnal Pendidikan Ekonomi)* 7(1):77–83. doi: 10.24127/pro.v7i1.2043.
- Baharun, Hasan, and Robiatul Awwaliyah. 2018. "BERKEBUTUHAN KHUSUS DALAM PERSPEKTIF." 5:57–71.
- Disabilities, Intelectual, A. T. Slb, and Wiyata Dharma. 2014. "Peningkatan Keterampilan Bina Diri Menggosok Gigi Melalui Metode Latihan (Drill) Pada Anak Tunagrahita Kategori Sedang Kelas Iii Sdlb Di Slb Wiyata Dharma 3 Ngaglik The Improvement Of Tooth Brushing Self-Care Skill Through Drill." 201–13.
- Hamdani. 2022. "Hamdani, Strategi Belajar Mengajar, (Bandung : Pustaka Setia 2011), Hlm 155 9." 9–26.
- Ishak, Abdurrahman Pauji, Rosa Nur Afifah, and Salsabila Qonita Kamelia. 2021. "Strategi Belajar Sambil Bermain Sebagai Metode Pembelajaran Terhadap Anak Pada Masa Pandemi Di Desa Leuwigoong." *Procedings UIN SUNAN GUNUNG DJATI Bandung* 1(87):138–45.
- Lora, Afrita, Yarmis Hasan, Universitas Negeri Padang, and Universitas Negeri Padang. 2019. "TUNAGRAHITA RINGAN KELAS III DI SLBN 1 KUBUNG." 998–1004.
- Prastya, Udin Cahya Ari, and &. Sumarmi Sudarmiatin. 2016. "Tersedia Secara

- Online EISSN: 2502-471X Pengaruh Model Pembelajaran Kooperatif Make A Match Berbantuan Slide Share Terhadap Hasil Belajar Kognitif Ips Dan Keterampilan Sosial.” *Jurnal Pendidikan* 1(8):1555–60.
- Purwaningrum, Septiana, and Siti Nunik Khoirul Iftitah. 2023. “Penggunaan Media Advanced Puzzle Dalam Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Pembelajaran PAI Di Sekolah Menengah Pertama.” *Allimna: Jurnal Pendidikan Profesi Guru* 2(01):01–22. doi: 10.30762/allimna.v2i01.955.
- Rahmawati, Roosy, Aminuddin Kasdi, and Yatim Riyanto. 2020. “Pengaruh Model Arias Terhadap Motivasi Belajar Dan Kemampuan Memecahkan Masalah Dalam Pembelajaran Ips Kelas V Sekolah Dasar.” *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian* 6(1):1–10. doi: 10.26740/jrpd.v6n1.p1-10.
- Zumiaty, Putri, Abdul Qadir Jaelani, and Rabiatus Oktafiani. 2025. “Penerapan Model Pembelajaran (Game Based Learning).” 6(2):2–6.