

CHAPTER I

INTRODUCTION

A. Background of Study

The concept of morality in the Concise Oxford Dictionary is defined as "concerned with the principles of right and wrong behavior and the goodness or badness of human character.". Historical lessons from past civilizations teach that a nation's downfall begins with the moral decay of its people (Sukiyat, 2020).

According to Daryanto and Darmiatun (2013), one strategy for character building is school-based character education to foster caring attitudes, responsibility, and firm stances on choices.. Character can be defined as an individual's way of thinking or behaving to live and collaborate effectively in small or large scopes, with good character enabling accountability for decisions (Amini, 2017) .

As cited in the IJEA Journal on the *Kemendikbud* website (2025), character education supports character formation while preparing youth to face challenges and make appropriate decisions. Moral such as honesty, discipline, and responsibility remains an essential aspect that cannot be overlooked in Grade X ethics material.

Honesty and responsibility are examples of values contained in the moral element in the subject of Islamic Religious Education. Islamic religious education is the hope to direct children in forming better attitudes and personalities. This is because character education must be based on basic human character which is sourced from universal (absolute) moral values that originate from the religion of revelation (jai, 2020). Based on the results of an interview with the teacher of Islamic Religious Education at *SMA Negeri 61 Jakarta*, Mr. Chairullah M Usman, S.Pd. stated that character education in schools is still not optimal, cheating is still found in exams and lack of awareness of responsibility in doing assignments, this carelessness occurs because students can still freely enter and exit the web without the knowledge of the supervisory teacher.

The results of the initial questionnaire support the results of the interviews that have been conducted. Based on the results of the initial questionnaire, 66.7% said they strongly agreed that the implementation of the values of honesty and responsibility in schools had not run smoothly, 63% said they strongly agreed that the teaching and learning process in reflecting the moral values of honesty and responsibility had not gone well, the methods and media used had also not been applied to a maximum of 70.4% stated that they strongly agreed with the statement. Current Islamic

Religious Education media limited to PowerPoint slides and printed handouts, lacking interactivity for affective engagement. Based on the results of the interviews and supported by the results of the initial questionnaire, it can be concluded that the right media is needed to overcome the problem.

To decrease this, the school implements the morning greeting system (*senyum, salam dan sapa*) with the hope that this approach will be able to establish good relationships between all elements of the school and create a comfortable school environment that makes students open to the problems experienced, the reward system is also applied to exemplary students at school with the aim of fostering a competitive spirit in implementing discipline including the values of honesty and responsibility. In the school environment, *tadarus* activities and morning cults are also one of the ways to build awareness through the spirituality of students so that moral values can develop through the internal soul of the student, especially awareness of the importance of the values of honesty and responsibility, but the fact is that the systems and activities carried out are still less effective, cheating, misuse of gadgets and lack of sense of responsibility are still found. So a new approach is needed to fill this void.

Deep learning globally is defined as a pedagogical approach emphasizing deep conceptual understanding, higher-order thinking, and knowledge transfer through authentic problem-solving (Fullan & Langworthy, 2014). International research identifies six competencies: character, citizenship, collaboration, communication, creativity, and critical thinking, contrasting surface learning's memorization focus (NPDL framework). Studies show deep learning increases student engagement 82.5% and fosters intrinsic motivation via technology integration and reflective practices (Apriliyana, 2025).

In Indonesian context, Kurikulum Merdeka operationalizes deep learning through Profil Pelajar Pancasila in PAI Grade X, integrating Quranic honesty and responsibility values with SOLO Taxonomy (relational-abstract) and Bloom's higher-order domains. PAI curriculum prioritizes reflective-character education via real-world applications, addressing surface learning gaps in traditional methods (Kemendikbud, 2023).

However, this approach is still not optimal due to various factors. Although efforts to incorporate character and moral education in the curriculum exist, the primary focus remains on academic achievement, so moral education often does not receive adequate portions. Islamic education contained in the subject of

Islamic Religious Education has an important role in shaping a person's character and personality (Prabowo, 2020).

With these problems, the right strategy is needed to solve the problem of moral decadence, especially the value of honesty and responsibility. According to the *ruangguru* website, deep learning is a learning approach that encourages students to be not only intellectually intelligent but also deep. In accordance with the aspects of applying and reflecting, starting with the relational aspects and deep abstract thinking in the SOLO taxonomy and applying, analyzing, creating and evaluating the Bloom taxonomy, so that students have the ability to connect ideas and expand and apply these ideas. With this, the deep learning approach greatly supports the increase of moral values where students not only understand theoretically but also deeply with the application in the daily environment associated with learning. The concept of deep learning in education emphasizes the importance of understanding that is not only cognitive, but also affective and psychomotor. Through deep learning-based digital "truth or dare" media, students are invited to experience firsthand the process of learning values, reflect on their attitudes, and build a deeper understanding of the importance of morals in life.

Moral education in the Ethics subject for Grade X at SMAN 61 Jakarta faces challenges in teaching methods and media. PowerPoint presentations and ice-breaking activities prove ineffective in deeply engaging students' affective domains, dominated by surface learning approaches characterized by memorization, knowledge fragmentation, and limited critical reflection (Muammar, 2018). Learning media is essential to simplify complex materials and enhance student engagement.

Kurikulum merdeka introduces a deep learning approach with a reflection phase aligned with SOLO Taxonomy (relational to abstract levels) and Bloom's Taxonomy (apply, analyze, create, evaluate), emphasizing cognitive-affective-psychomotor integration. To implement this approach, a deep learning-based digital "Truth or Dare" media was developed, contextually relevant for teenagers. The game features Truth cards for honesty reflection and Dare cards for responsibility testing, supported by Vygotsky's Zone of Proximal Development (ZPD) theory, which emphasizes optimal learning through social interaction in play (Vygotsky, 1978).

Previous research demonstrates conventional Truth or Dare effectiveness for cognitive aspects in PPKn, Mathematics, and Biology subjects, improving learning motivation. This digital innovation shifts focus to affective domains through metacognitive

reflection questions, proven to enhance attitude changes by up to 75% and reduce cheating through self-awareness (Pranoto, 2025; Sari, 2025; Cahyadien, 2022). The media serves as the first deep learning-based solution for moral value reflection in Ethics Grade X at SMAN 61 Jakarta.

B. Problem Identification

Based on the background of the above problems, it can be identified as the problem points, namely:

1. Strategies for instilling the value of honesty and responsibility in school.
2. The teaching and learning process reflects the moral values of students.
3. Methods and learning media of moral material on students' affective values.
4. Application of surface learning learning approach in the learning process
5. The use of digital-based learning media as a means of reflection on moral values in the classroom.
6. The application of innovative and interactive learning media as a means of reflection on moral values.

C. Problem Limitation

The problems in this study are quite wide, so it is necessary to limit the problem. The problems that will be discussed in the study are as follows:

1. The development of learning media as a tools of reflection on moral values in grade X moral material in the form of digital-based learning media "Truth or Dare".
2. The development model used, namely ADDIE, is only used to test the feasibility of media and does not measure the success of students in media use.
3. The means of reflection developed to assess students' honesty and responsibility are only as final supporters if the existence of subjective results is not the main benchmark for the success of the media.
4. Sampling was carried out at *SMA Negeri 61 Jakarta*.
5. The sample is students of grades X-3 who have participated in the learning of Islamic Religious Education Chapter 3.
6. The moral values that are studied are honesty and responsibility.

D. Research Questions

Based on the limitations of the problem above, it can be formulated into one main problem formulation, namely "How to

develop digital truth or dare game media based on deep learning as a tools of reflection on moral values in the moral material of students in grade X of *SMAN 61 Jakarta*

From the formulation of the main problem, the formulation of derivative problems can be found, namely:

1. How is the learning needs analysis conducted to develop a medium for moral value reflection in the Grade 10 Moral Education curriculum at SMA Negeri 61 Jakarta?
2. What is the design of the digital Truth or Dare game-based learning media for fostering moral value reflection in the Grade 10 Moral Education curriculum at SMA Negeri 61 Jakarta?
3. How is the digital Truth or Dare game-based learning media developed to foster moral value reflection in the Grade 10 Moral Education curriculum at SMA Negeri 61 Jakarta?
4. How is the digital Truth or Dare game-based learning media implemented to foster moral value reflection in the Grade 10 Moral Education curriculum at SMA Negeri 61 Jakarta?
5. How is the digital Truth or Dare game-based learning media evaluated for fostering moral value reflection in the Grade 10 Moral Education curriculum at SMA Negeri 61 Jakarta?

E. Product Specifications

The development product that will be produced is in the form of Cooperative Learning-based digital learning media on the Moral material of grade X High School. To maximize results, the product has the following specifications:

1. The focus of the reflection question that became the source of discussion was the Subject of Islamic Religious Education at Odd Semester High School.
2. The content/content of reflection questions on learning media will be presented in the form of text and pictures
3. The resulting learning media is in the form of canva-based digital media.

F. Research Objectives

Based on the formulation of the existing problem, the main research objective is "Developing a digital Truth or Dare game media based on deep learning as a means of reflection on moral values in the moral material of class X students at *SMAN 61 Jakarta*", with the following derivative research objectives:

1. Knowing the analysis of the needs of learning as a means of reflection on moral values in moral material at *SMAN 61 Jakarta* grade XI.

2. Creating a digital Truth or Dare learning media design as a means of reflection on moral values in moral material at *SMAN 61 Jakarta* class X.
3. Developing digital Truth or Dare learning media as a means of reflection on moral values in moral material at *SMAN 61 Jakarta* class X.
4. Conduct product feasibility assessment based on the validation of material experts, media experts and linguists on digital Truth or Dare media .
5. Conducting product assessment tests on teachers and students against the media in Islamic Religious Education materials class X.

G. Research Signifances

1. Theoretical

Theoretically, this research has benefits for educational institutions and enriches concepts and science regarding the development of digital game media. The development of this media enriches the concept of deep learning integration in Islamic religious education, especially to overcome the moral decadence of adolescents through deep affective reflection. The research shows a contribution to ADDIE's RnD model with a focus on moral aspects such as

honesty and responsibility, in line with Bloom's and SOLO's taxonomy for relational and abstract thinking. The validation results of 92.48% strengthen the theory that interactive digital games are effective in building holistic characters, combining cognitive, affective, and psychomotor.

2. Practical

The research and development of digital game media is expected to benefit several parties, namely:

- a) For students, as a learning medium that supports and increases motivation and innovation in learning Islamic Religious Education. Learning media that helps students evaluate and reflect on actions taken in daily life
- b) For teachers, as a consideration in choosing learning media in order to improve the learning process and be able to streamline learning time to be more optimal, it makes it easier for teachers to learn and instill awareness of the importance of honesty and responsibility, so that it can reduce moral decadence through learning in the classroom.
- c) For schools, it can be used to improve the quality of educational institutions.

- d) For parents, as input from digital game media can help evaluate and reflect moral values.
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