Mauriduna Journal of Islamic Studies
E-ISSN: 2797-0876
http://ejournal.mc.ac.id
Open Access
Mauriduna: Journal of Islamic Studies, Vol. 7, No. 1, 2026 Pages 1-28
DOI: 10.37274/mauriduna.v7i1.25

Implementation of Gamification-Based Learning Method in PAI Learning to Increase Student Learning Motivation in SMAN 1 Tahunan

Risky Zainur Rohman[1], Darnoto[2]
[1.2] Universitas Islam Nahdlatul Ulama' Jepara, Indonesia
E-mail: zainurrisky12@gmail.com1, darnoto@unisnu.ac.id[2]

Submission: 15 -11-2025	*Revised: 24-12-2025*	*Accepted: 20-01-2026*	*Published: 18-02-2026*

Abstract

Islamic Religious Education (IRE) requires instructional innovation that not only emphasizes conceptual understanding but also fosters character development and the application of religious values in daily life. The limitations of conventional lecture-based methods, which often result in monotonous learning activities, highlight the need for more engaging approaches aligned with technological advancements. This study aimed to examine the effectiveness of gamification-based learning in increasing student participation, strengthening students' understanding of repentance (taubat), trust in God (tawakal), fear of Allah (khauf), and hope in His mercy (raja'), and creating a more dynamic learning environment at SMA Negeri 1 Tahunan, Jepara. The study employed a qualitative approach with a case study design, with participants selected through purposive sampling. Data were collected through observations, interviews, and documentation, and analyzed qualitatively using data reduction, data display, and conclusion drawing. The findings indicate that the implementation of gamification-based learning through the use of the Quizizz platform enhanced students' learning enthusiasm, collaboration, and active engagement in Islamic Religious Education, supported by adequate school facilities and the active role of teachers, although time limitations and variations in students' abilities remained challenges.

Keywords: Gamification Learning, Learning Motivation, Islamic Religious Education, Quizizz Platform, High School

Abstrak

Pembelajaran Pendidikan Agama Islam (PAI) menuntut inovasi metode agar tidak hanya berfokus pada penguasaan konsep, tetapi juga mendorong pembentukan karakter dan pengamalan nilai-nilai keagamaan dalam kehidupan sehari-hari. Keterbatasan metode konvensional yang cenderung monoton menjadi dasar perlunya pendekatan pembelajaran yang lebih interaktif dan relevan dengan perkembangan teknologi. Penelitian ini bertujuan untuk mengkaji efektivitas penerapan metode Gamification Learning dalam meningkatkan partisipasi siswa, memperkuat pemahaman materi taubat, tawakal, khauf, dan raja', serta menciptakan suasana belajar yang lebih dinamis di SMA Negeri 1 Tahunan, Jepara. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian dipilih secara purposif dan data diperoleh melalui observasi, wawancara, serta dokumentasi. Analisis data dilakukan secara kualitatif melalui tahapan reduksi, penyajian, dan penarikan simpulan. Hasil penelitian menunjukkan bahwa penerapan gamification learning melalui pemanfaatan platform Quizizz sebagai media pembelajaran mampu meningkatkan antusiasme belajar, kerja sama, dan keaktifan siswa dalam pembelajaran PAI. Gamification learning dalam penelitian ini dipahami sebagai pendekatan pembelajaran yang

© 2026 by the authors; This is an Open Access article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International License. (https://creativecommons.org/licenses/by-sa/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

mengintegrasikan unsur permainan ke dalam kegiatan belajar mengajar. Penerapan strategi tersebut didukung oleh ketersediaan sarana sekolah dan peran guru, meskipun masih dihadapkan pada keterbatasan waktu serta perbedaan kemampuan siswa.

***Kata kunci**: Gamification Learning, Motivasi Belajar, Pendidikan Agama Islam, Platform Quizizz, Sekolah Menengah Atas*

A. INTRODUCTION

Education serves as the primary vehicle for cultivating human capital that integrates intellectual proficiency with strong character and moral foundation. Through structured pedagogical intervention process, students are guided to optimize their potential, enabling them to navigate multifaceted life challenges with a high degree of accountability (Nurmaliah, Muhazzib, Istifa, Fakhrurridha, & Yuafi, 2025). In this context, educational framework plays a vital role in preparing students to adapt to evolving social, cultural, and technological dynamics (Salisah, Darmiyanti, & Arifudin, 2024). In line with the goals of national education, Islamic Religious Education (PAI) occupies a strategic position because it functions to synthesize scientific mastery with spiritual and moral rectitude (Yahya & Rahmat, 2021). PAI pedagogy extends beyond theoretical instruction, emphasizing the internalization of Islamic principles into daily conduct to foster a generation that is both cognitively advanced and morally grounded (Desandi & Mursalin, 2023).

The rapid development of digital technology over the last decade has brought fundamental changes to the learning patterns of secondary school students (Wu, 2024). Immersed in an ecosystem characterized by ubiquitous visual media and interactive digital interfaces, affect the way they access information and knowledge acquisition process (Hafiz, Mu'ti, & Amirrachman, 2024). These shift necessitate a transition toward more dynamic and responsive learning strategies, compelling educational institutions to to adjust their learning approach to better align with the socio-cognitive requirements of the “digital generation”. In the context of Islamic Religious Education (PAI), these technological developments provide opportunities for teachers to design learning that is more contextual and engaging for today's students (Aulia et al., 2025).

Classroom practices in PAI learning is still predominantly characterized by teacher-centric method. This unidirectional approach often relegates students to a passive position and less involved in the learning process. Research suggest that this

pedagogical hegemony correlates with diminished student motivation and active participation of students,as evidenced by limited classroom discourse, impaired concentration, and substandard task completion (Susilo & Asmara, 2025). Empirical observations indicate that the main obstacle to PAI learning does not lie in the substance itself, but rather a lack of methodological diversity and the insufficient integration of educational technology (Putri, Aiqri, & Gusmaneli, 2024). Consequently, a significant dissonance exist between the learning preferences of the "digital generation" students and traditional learning approaches.

To address these pedagogical exigencies, there is an urgent need for alternative learning methods that are able to maintain the values of PAI while aligning with contemporary students characteristics. *Gamification Learning*, the strategic integration such as points, levels, rankings, and rewards into learning emerges as a viable strategy to catalyze student engagement (Claritas et al., 2024). This approach expected to create a more engaging learning atmosphere and actively increase student engagement. In PAI learning, *Gamification Learning* has the potential to help convey religious values through more interactive and meaningful activities. However, successful implementation requires careful planning to ensure that the "entertainment" element does not dominate or compromise spiritual goals Learning (Lesiak & Griswold, 2023). Building on these considerations, this study focus on the application of *Gamification Learning* in the moral material on repentance, tawakal, khauf, and raja' in order to gain a deep understanding of their effectiveness in improving the quality of PAI learning at the high school level.

SMA Negeri 1 Tahunan was pursposesively selected as the research location due to preliminary observations indicating inconsistent level of students motivation in class X (10th grade), especially when participating in PAI subjects. While PAI teachers at this school have made several innovations in the learning process, but a systematic and strategically structured *gamification learning method* has yet to be fully operationalized. The selection of grade X is substantiated by their current developmental status, these student are in a critical transitional phase from junior high school to high school. This transition period often affects their level of attention, enthusiasm for learning, and participation in the classroom. Taking these factors into account, this study considers it is vital to examine how *gamification learning* methods can be implemented to help

increase PAI learning motivation among grade X students during this this foundational adjustment period.

A number of previous studies have reviewed the role of *Gamification Learning* in enhancing student motivation and classroom engagement. Mahbubi & Homaidi (2025) noted that the integration of game elements in learning activities fosters a more immersive instructional environment, as well as encourage students to be more focused and active in achieving the set learning goals. In line with these findings, the research Safroni & Hidayah (2024) in the learning of Islamic Religious Education (PAI) shows that the *Gamification Learning* effectively increase student participation and reduce boredom while effectively mitigating academic disengagement and boredom. Other findings from Li, Hew, & Du (2024) shows that the use of points, awards, and leaderboards in high school learning is able to stimulate intrinsic motivation and encourage positive competition among students. In addition, (Murillo-Zamorano, López Sánchez, Godoy-Caballero, & Bueno Muñoz, 2021) affirms that the implementation of *Gamification Learning* Digital-based results in a more interactive and dynamic learning experience, thereby increasing students' interest in the material being studied. Collectively, these studies underscore the transformative potential of gamification in modernizing traditional instructional paradigms.

While this research converges with preceding studies in its emphasis on gamification as a catalyst for student motivation and engagement. This study has characteristics that set it apart from previous studies. Previous research has focused more on the general context of learning, PAI learning in general, or the digital realm without limiting certain levels. In contrast, this study specifically examines the implementation of gamification in PAI subjects for grade X students at SMA Negeri 1 Tahunan, who are in the early stages of adaptation to learning patterns at the high school level. Thus, this study offers a new perspective related to the application of gamification designed according to the characteristics of cognitive and emotional development of grade X students, while considering the context of religious learning in formal schools. This aspect of novelty is expected to contribute to the development of PAI learning strategies that are more relevant, creative, and in accordance with the needs of students in the digital era.

Based on this background, this study formulates several main questions that are the focus of the study. First, it examines the procedural dimensions of operationalizing *the gamification learning* method within the PAI instructional curriculum for grade X students at SMA Negeri 1 Tahunan.. Second, it evaluates the extent to which the application of this method can affect the level of student learning motivation in PAI subjects. Third, the study identifies the critical determinants both systemic catalyst and operational impediments that influence the successful integration of *gamification learning* in the school environment. The formulation of this problem serves as the foundational framework for the study's methodological trajectory. It provides a structured basis for the design of the research instruments. By addressing these questions, the study aim to offer a comprehensive synthesis of findings that fulfill the overaching research objectives while contributing to the broader discourse on technology-enhanced religious pedagogy.

B. RESEARCH METHODOLOGY

This study employs a qualitative approach within a case study design framework. This approach was chosen because it is considered the most appropriate to explore and understand in depth the process of implementing the method *Gamification Learning* in Islamic Religious Education (PAI) learning activities and its influence on students' learning motivation (Zuhdiyah et al , 2024). The focus of the research is an analysis of the phenomenological experiences, subjective meanings, and instructional processes navigated by both teachers and students during learning. The type of case study was chosen because this research was only conducted in one location with certain characteristics, namely in class X of SMA Negeri 1 Tahunan, so that it allows researchers to explore the phenomenon in more depth and contextual. Ultimately, this methodological configuration is designed to yield a holistic and multidimensional systhesis, providing comprehensive insights into the integration of *Gamification Learning* in PAI learning.

The location of the research was conducted at SMA Negeri 1 Tahunan, Jepara Regency, involving a purposive sample of PAI teachers and students of class X. The selection of this location is substantiated by the schools's nascent integration of

Gamification Learning, which, despite its preliminary implementation remains empirically under-explored in localized scholarly literature (Qawaqneh et al, 2023). Grade X students were chosen as the focus of the research because they were in the early adaptation stage at the high school level, where their learning motivation tended to fluctuate along with changes in the learning environment. By focusing the research on this group, it is hoped that an in-depth understanding of how to apply the method *Gamification Learning* can affect their motivation to study PAI subjects. The reason for choosing this location and subject is also related to the practical need of schools to develop more effective and innovative learning strategies.

The research informants consisted of 1 PAI teacher and one class of class X students who were directly involved in the learning process using *the gamification learning method*. The determination of informants uses the purposive sampling technique, which is a sampling technique based on certain considerations according to the purpose of the research. PAI teachers are chosen because they have knowledge and experience related to planning, implementation, and evaluation of the learning methods being researched. Meanwhile, students were chosen to provide information about their learning experiences and the changes in motivation experienced during the game-based learning. The selection of this technique is in line with the nature of qualitative research that emphasizes data depth over the number of participants.

Data collection was carried out by utilizing three main methods, namely field observation, in-depth interviews, and collection of supporting documents (Qomaruddin & Sa'diyah, 2024). Observation is carried out by directly observing the implementation of PAI learning using the *Gamification Learning*, such as how teachers design game activities, interactions between teachers and students, and student reactions during the learning process (Arroisi et al, 2024). In-depth interviews were conducted with PAI teachers to obtain information related to planning, implementation strategies, and obstacles faced in using this method. Interviews are also conducted with students to understand their experiences as well as the impact of using the method *Gamification Learning* on learning motivation (Lubis, 2024). In addition, documentation was collected in the form of notes of learning outcomes, and photos of classroom activities as supporting evidence (Nurfatimah et al, 2020). These three techniques are used in an

integrated manner to ensure that the data obtained is complete, accurate, and mutually reinforcing.

The data analysis stage is carried out by applying the interactive analysis model from Miles and Huberman, which includes three main components, namely the process of data reduction, systematic presentation of data, and drawing conclusions based on the results of the research findings (Qomaruddin & Sa'diyah, 2024). Data reduction activities are carried out through the process of sorting, filtering, and simplifying information that is considered relevant to the focus of the research, so that the data is easier to understand and analyze. Furthermore, the presentation of data is arranged in the form of a systematic narrative description so that the relationship between the findings can be clearly identified. The process of drawing conclusions is carried out continuously from the initial stage of data collection to the end of the research to ensure that the results of the analysis are valid and comprehensive. To maintain the validity of the data, the researcher uses triangulation of sources and methods, which is to compare data obtained from teachers, students, and documents with the results of observations, interviews, and documentation (Saadah et al, 2022). In addition, member checks are carried out by reconfirming findings to informants to ensure that the data interpreted is in accordance with their experience, so that the results of the research can be scientifically accounted for (Denny & Weckesser, 2022).

C. RESULTS AND DISCUSSION

Results

This research was carried out at SMA Negeri 1 Tahunan focusing on the operationalization of *gamification learning* methods in Islamic Religious Education (PAI) as a strategic intervention to address the problem of low student participation in the classroom. These problems were identified through initial observations that showed the dominance of lecture and question and answer methods in learning. Teacher-centered learning strategies tend to limit the space for students' active participation in the learning process. Consequently, PAI learning often manifest as a unidirectional transfer of information and lacks meaningful learning experiences. This condition is the

argumentative basis for the need for more interactive and contextual learning innovations.

The selection of *gamification learning* method framework was chosen because it is conceptually able to bridge pedagogical needs with the characteristics of students in the digital era. This approach does not place games as the primary goal, but rather as a strategic instrument to improve students' cognitive and social engagement. By incorporating elements of challenge, competition, and direct feedback, this method encourages students to be actively involved in the learning process. Such engagement is particularly critical within the context of PAI where instructional objectives extend beyond the mere cognitive acquisition of religious values. Therefore, *gamification learning* is seen as relevant to create more meaningful and experience-oriented learning for students.

The selection of the Quizizz platform as a learning support medium is based on pedagogical and technical considerations. From a pedagogical perspective, Quizizz provides features that support active learning through interactive quizzes, instant feedback, and visualization of learning outcomes. From a technical point of view, this platform is easy to operate, does not require devices with high specifications, and can be accessed using students' mobile phones. This condition allows learning to run effectively without adding to the technical burden for the school. Thus, Quizizz becomes a relevant medium to support the implementation of *gamification learning* in PAI learning.

Compared to other interactive learning platforms, Quizizz has the advantage of consistently encouraging student motivation and participation. The score and rating features create healthy competition among students, thus encouraging active engagement during learning. In addition, the available learning outcome reports allow teachers to evaluate learning more objectively and systematically. The flexibility of using Quizizz in group learning also supports the development of students' social skills, such as cooperation and communication. These advantages strengthen the argument that Quizizz is an effective medium in *gamification-based learning*.

Before the implementation of the learning method, the researcher coordinated with the PAI teacher, Mr. Aris, as a strategic step to ensure the contextual compatibility of the method with the classroom conditions. This coordination was instrumental in

harmonizing instructional objectives and anticipating obstacles that may arise during implementation. Based on the results of the interviews, PAI teachers provide support for the use of digital technology in religious learning. This view shows that there is a pedagogical awareness that PAI learning needs to adapt to the times. Teacher support is an important factor that strengthens the successful implementation of *gamification learning methods* in the classroom.

The implementation of learning is carried out in several meetings with materials on repentance, tawakal, khauf, and raja' which are packaged in the form of interactive quizzes. The presentation of material through Quizizz allows students to interact directly with the learning content in stages. Each meeting is designed to encourage conceptual understanding as well as discussion of religious values in a group. The support of facilities such as projectors, laptops, and a stable school internet network also supports smooth learning. With systematic planning, the learning process can take place according to the set goals.

Empirical observations revealed a substantial transformation in classroom dynamics following the application of *the gamification learning method*. Students look more focused, actively discuss, and engage in group work. The use of one mobile phone device in each group encourages interaction and clear division of roles between students. The competition that arises through the acquisition of scores and rankings motivates students to participate optimally. These preliminary findings suggest that the method significantly enhances student engagement in PAI learning.

The students' response to the application of this method reinforced the findings of field observations. One of the students, Fahri, said that interactive quiz-based learning made the learning atmosphere more interesting than previous learning. The game elements are considered able to eliminate boredom and increase interest in understanding PAI materials. Such perspective suggest that diversified learning approaches can affect students' attitudes towards subjects. Thus, *gamification learning* not only has an impact on the cognitive aspect, but also on students' interest and motivation to learn.

PAI teacher evaluations further validate the effectiveness of the methods applied. Teachers observed a marked increase in communicative agency in expressing opinions

and engaging in discussions. The role of teachers in learning shifts from information centers to facilitators who accompany the student learning process. This shift foster a dialogical and participatory classroom atmosphere. Field records show that student engagement increases gradually along with understanding the mechanics of *gamification* learning-based learning.

In synthesis, the results of the study demonstrate that the integration of the Quizizz-assisted *gamification learning* method substantially enhances the quality of PAI learning. This methodological approach proves to raise student activity, strengthen group cooperation, and encourage thinking and communication skills. Although there are systemic challenges such as time constraints and differences in students' ability to follow instructions, these obstacles were successfully mitigated through teacher assistance. On the basis of this argument, the application of *gamification learning* can be seen as a pivotal strategic alternative in increasing the effectiveness of PAI learning at the high school level.

To clarify the empirical evidence gathered, Table 1 provides a comprehensive overview of the qualitative data derived from observations and interviews during the application of the Gamification Learning method:

Table 1. Summary of Observations and Interviews

Observed Aspects	Field Findings	Data Source
Student Engagement and Enthusiasm	Students show high enthusiasm and actively discuss before answering questions in Quizizz. They looked excited to participate in the competition between groups.	Student Observation & Interview (Fahri)
The Role of Teachers in Learning	The teacher acts as a facilitator who guides the discussion and ensures that each student actively participates during the activity.	Observation & Interview of the teacher (Pak Aris)
School Facilities Support	The school provides comfortable learning spaces, projector devices, and stable internet access that supports the smooth implementation of digital-based learning.	Documentation & Field Observation

Dynamics of Group Discussions	There is active interaction between group members, division of roles in answering questions, and collaboration in formulating arguments before entering answers.	Classroom observation
Implementation Barriers	Learning time is limited so discussions and presentations are sometimes done quickly. Some students are still passive in giving their opinions.	Observation & Field Notes
Impact on the Learning Process	Learning becomes more engaging, interactive, and meaningful. Students understand PAI material not only theoretically, but can also relate it to real life.	Synthesis of observation and interview results

Based on the table above, it is evident that the implementation of *the gamification learning* method at SMA Negeri 1 Tahunan has exerted a transformative influence on the atmosphere and quality of PAI learning. Students become more active, and teachers are more receptive to learn about innovations, and school facilities function optimally as support activities. Furthermore the study highlights the optimal utilization of institutional infrastructure as a critical facilitative mechanism for these digital-based activities. The overall application of this method has proven to be effective in increasing students' engagement and understanding of religious values, represent a viable and effective paradigm for modernizing religious instruction.

Discussion

1. Application of Gamification *Learning* Method to PAI Learning in Class X of SMA Negeri 1 Tahunan

Islamic Religious Education (PAI) within the formal academic sphere does not solely focus on mastering aspects of religious knowledge theoretically, but also aims to instill and internalize moral, spiritual, and noble moral values that are the foundation for the formation of students' character (Natsir & Laelah, 2023). Thus, the learning process of Islamic Religious Education (PAI) necessitates a balanced framework that sysnthesizes theoretical comprehension with the practical application of these values within the reality of daily life. However, the persistence of traditional methods such as lectures often

discourage students to actively involved in the learning process. Such environments frequently induce cognitive fatigue and boredom, ultimately undermining student interest and participation during learning activities. Seeing these conditions, innovations are required to foster interactive, and student-centered learning atmosphere. The adoption of *Gamification Learning* Method is chosen because it is able to integrate game elements into the learning process is designed to not only attract the attention of students, but also help them better understand and appreciate the material presented (Khaldi et al, 2023).

This research was carried out through direct field interventions within the PAI learning process in class X of SMA Negeri 1 Tahunan. The selection of class X is informed by developmental characteristic of early adolescence phase who have high curiosity, are active, and need a learning approach that suits their character. The curriculum specifically addressed four pivotal moral-ethical construct from *taubah* (repentance), *tawakal* (reliance on Divine providence), *khauf* (pious fear), and *raja'* (hope in Divine mercy), all of which fundamental to the cultivation of spiritual and moral awareness. While *taubah* teaches the importance of correcting mistakes, *tawakal* emphasizes effort that is accompanied by surrender to Allah SWT, *khauf* cultivates positive fear to stay away from sin, and *raja'* fosters optimism and hope for the mercy of Allah SWT. By synthesizing this material in the *gamification learning* method, the researcher seeks to transition religious instruction from a purely informative model to one that is emotionally resonant and contextually relevant for students.

Prior to the intervention, the researcher conducted observations and interviewed students to evaluate pedagogical practices that had been carried out. The results of the observation show that PAI teachers had integrated digital aids innovations, such as audio-visual media, simple quizzes, and group discussions, but have not yet applied the *Gamification Learning* systematically. This is reinforced by student interviews, vita as grade X students who stated that they had never participated in PAI learning that integrated elements of interactive games, tiered challenges, or point systems in a planned manner. This indicates a significant pedagogical void, an opportunity and need to apply the *Gamification Learning* to make learning more interesting, interactive, and able to increase student motivation and engagement (Rivera et al., 2021). By operationalizing a

structured framework, the study seeks to facilitate a deeper cognitive grasp of the curriculum while promoting the internalization of religious values in daily life.

The implementation of the *Gamification Learning* began with the opening stage which was guided directly by the researcher as a teacher. This stage, began with greetings, joint prayers, and warm greetings to create a comfortable and conducive classroom atmosphere for students. Specifically, the instructor utilized reflexive questioning techniques to establish a nexus between students' daily experiences to the subject matter, such as how to feel when making mistakes or how to deal with failure with patience (Triwardhani et al, 2020). The purpose of this step is served to enhance learner readiness, ensuring heightened levels of intrinsic motivation and perceived relevance from onset of the instructional cycle. The personal approach at this opening made students more prepared and enthusiastic to follow the entire learning process because they felt involved from the beginning.

The core learning activities, the researcher applied activities based on *Gamification* with the aim of creating a more active, interesting, and participatory learning atmosphere. One of the main activities used is *Quiz Adventure*, which is an interactive digital quiz run through the Quizizz platform as a learning medium (Khairunnisa et al, 2024). Features *Quiz Adventure* It was chosen because it is able to present questions systematically and in stages, so that students can follow the learning process in a gradual and structured manner. Additionally, this feature encourages consistent student engagement throughout the activity, as each stage of the quiz is interconnected and demands focus until the end. Unlike conventional competitive assessments that prioritize individual response latency, the *Quiz Adventure* framework emphasizes sustained collaborative engagement, necessitating group-based discourse and collective decision-making. This methodological choice aligns with social constructivist principles, where the gamified interface serves as a facilitataor to peer interaction and shared cognitive labor.

In its implementation, the quiz questions are prepared starting from the foundational theological concept of taubal dan advancing toward the mastery and practical application of tawakal, khauf and raja’ in daily life. This gradual arrangement aims to build students' understanding thoroughly and systematically, ensuring that

students construct a holistic and integrated cognitive framework. By fostering constructive competitive dynamics intertwined with collaborative imperatives, the intervention s students to achieve optimal point through rapid and accurate responses (Yusuf, 2020). This strategy makes the classroom atmosphere more lively, as seen from the increased focus, enthusiasm, and participation of students during the quizze. Direct involvement in these activities helps students understand and remember the material more deeply, while fostering an interactive and meaningful learning experience (Istiqomah & Azzahra, 2024).

After the core activities were completed, the researcher divided the students of class X of SMA Negeri 1 Tahunan into eight small groups, each consisting of four students. Groups are labeled A to H for easy identification throughout the learning process. The allocation of students was purposively determined by balancing students' abilities, character, and social interaction to optimize team synergy and ensure equitable participation. The researcher explained the purpose of group formation, which is to encourage cooperation, responsibility, and collaboration between members. With this systematic division, each student understands his or her role and responsibilities, so that they can participate in *gamification learning activities* in a purposive peer-to-peer interaction.

After the group was formed, the researcher continued with the implementation of an interactive quiz using *Quiz Adventure* through the Quizizz platform utilized a centralized digital interface strategy, in which each group accessed the assessment through a single device. This technical constrain was intentionally designed to stimulate interpersonal discussion, so all group members must discuss and reach an agreement before submit the answers to the application. The quiz questions are arranged in stages, starting from basic understanding to the application of the material of *taubah, tawakal, khauf*, and *raja'* in daily life. Examples of questions include real-life situations, such as "What should be the attitude of tawakal when facing a difficult test?" or "What is the right course of action when you realize a friend made the same mistake we did?" This activity is designed so that students not only understand theory, but also be able to apply PAI concepts in the context of their own lives.

Real-time monitoring and live score tracking enabled a simultaneous evaluation of group performance and conceptual mastery. Quantitative results revelaed a spectreum of understanding, group C obtained the highest score by answering almost all questions correctly, followed by group F who obtained a fairly high score. Meanwhile, groups B and G had difficulty in some application questions, resulting in lower scores than other groups. Even so, all groups are still actively discussing, helping each other among members, and trying to answer questions as much as possible. This evaluative process allows the researcher to assess the extent to which students understand the material while observing cooperation and communication skills in the group.

The pedagogical closure of the learning was carried out through group reflection, where each team shared their experiences, strategies, and impressions during the participation of the gamified assessment Quiz (Tutor et al, 2025). The researcher provided feedback regarding incorrect answers, emphasized the application of the values of repentance, tawakal, khauf, and raja' in daily life, and discussed the relevance of the material to students' real experiences. This stage aims to strengthen the overall understanding of concepts, ensure that students can internalize PAI material, and systematically close learning activities (Shobihah, Fakhruddin, & Iman Firmansyah, 2024). Reflection also provides an opportunity for students to assess their own learning process and understand the importance of collaboration in achieving outcomes Best (Schürmann, et al, 2025). Thus, the entire series of activities *Gamification Learning* runs in a structured, interactive, and meaningful manner for students, as well as being an effective formative evaluation.

2. Increasing PAI Learning Motivation through *Gamification Learning Method*

The application of *gamification learning* methods in PAI learning in class X of SMA Negeri 1 Tahunan resultd in discernible advancement in the student learning process. These improvements were most prominent in students' activeness in participating in learning, involvement in group discussions, to their ability to analyze and apply material in real life. Through systematic participant observation, the researcher documented longitudinal shifts in behavioral patterns during the learning process. The material provided, including the concepts of repentance, tawakal, khauf, and raja', is integrated into all *gamification learning activities* so that students can understand the values of PAI

contextually. With this approach, learning becomes more meaningful and demands the active participation of all students.

One of the most noticeable improvements during the implementation of the *Gamification Learning* is the activeness and involvement of students in group discussions (Putra et al, 2024). Each group is required to have an in-depth discussion before entering the answers into the Quizizz platform through one cellphone per team. This condition encourages all group members to participate actively, because the success of the group depends heavily on the contribution of each member. Observational data indiciates that students actively engaged in the exchange of different perspectives and provided peer-based scaffolding for member encountering cognitive obstacles. When questions about the application of tawakal values in facing exams arise, students in groups discuss their personal experiences, compare answers, and agree on a final answer before submitting it to Quizizz. This process resulted in a more rigorous and cognitively more structured discussion and ensures that all students are optimally engaged.

The escalation of active participation was also seen especially in Group C, where Fakhri, as a high achieving peer facilitator, served a catalytic role in orchestrating inclusive collaborative discourse. This group exhibited a sophisticated internal structure characterized by systematic differentiation and the active solicitation of input from all members. Observations show that this group consistently scores highest on Quizizz, where almost all answers are answered correctly and quickly. This success proves that the active involvement of all members, led by a student who is able to coordinate the team, directly affects learning outcomes (Brocas & Carrillo, 2025). Thus, the use of Quizizz in the *Gamification Learning* Not only is it a medium for evaluation, but also a means to encourage activity, collaboration, and real involvement of all students (Mustikasari & Yugopuspito, 2024).

In addition, a significant enhancement in students' analytical competencies and conceptual depth was observed during the application of *gamification learning* methods. The researchers actively provide directions and triggering questions that encourage each group to delve deeper into the material more thoroughly, so that the concept of PAI can be explained appropriately and comprehensively. When questions about the practice of repentance after making mistakes are asked, students share personal experiences related

to mistakes they have made at school and at home. The researcher facilitates this by prompting students to articulate concrete procedural dimensions of taubat, such as apologizing, correcting actions, or improving the quality of worship. The discussion takes turns, where other members give feedback, add suggestions, or offer alternative actions according to the principle of repentance, so that all students are actively involved in the learning process.

This development in analytical skills was evident in Group B, whose members demonstrated an advanced capacity to synthesize the theological construct of repentance, tawakal, khauf, and raja' with their real experiences, such as facing failure, surrendering to Allah, and fostering optimism in facing challenges. All group members actively participate, respond to each other, and assess the relevance of friends' answers before submitting them to Quizizz. The researchers' observations showed that the answers entered by the group were more precise and mature from the first meeting to the last. This trajectory underscores the efficacy *the gamification learning method* in elevating students' capacity for critical analysis and the practical application of religious precepts in a measurable manner.

Furthermore, there has also been an improvement in students' rhetorical proficiency and the ability to express ideas and explain the results of discussions. After the group discussion process is completed, each group is given the opportunity to present the results of their discussion in front of the entire class. During these presentation, students practice speaking with clear articulation, structuring arguments systematically, and responding to spark questions from researchers and other groups. This process increase students' confident in structuring their logic and responding questions from their teacher and their peers. The activity was closed with reflection, where each group told about their experiences, strategies used, and their impressions of the material, so that the entire learning process ran in a structured, systematic, and interactive manner.

Furthermore, the improvement yielded a discernible enhancement in students communicative proficiency and their capacity to express opinions and present the results of discussions. Upon the conclusion of the discussion, each group presented the results in front of the class in turn, thereby ensuring equitable opportunities for rhetorical engagement. In the presentation process, students are trained to convey ideas clearly,

formulate arguments systematically, and respond to triggering questions from researchers and other groups. Observations showed that Putri, as one of the active students, was able to demonstrate lead presentations, explain the results of the discussion, and respond to her friends' questions in a coherent manner. This activity encourages all group members to actively participate, provide additional information, and provide clarifications, so that the presentation becomes more structured and comprehensive.

The maturation of presentation skills was also seen in Groups A and C, where students took turns describing the results of discussions related to the material of taubah, tawakal, khauf, and king'. Fadli in Group A explained practical steps to deal with fear (khauf) in daily life, while Rina added strategies to cultivate optimism (raja') after facing failure. This phase not only augmented learner self-efficacy but also refidned their ability to synthesize and transmit information in a highly organized manner. The learning activity was closed with a reflection session, where each group shared their experiences, strategies used, and their impressions of the material. Thus, the entire learning process takes place in a structured, systematic, and interactive manner, while strengthening students' communication and cooperation skills in real terms.

In summary, the application of *the gamification learning method* in PAI learning in class X of SMA Negeri 1 Tahunan has exerted a transformative impact on the instructional learning process. This methodology has proven to increase student activeness and involvement, analytical skills, concept understanding, and skills in expressing opinions and presenting the results of discussions. The integrated instructional sequence, ranging from group discussions, the use of the Quizizz platform, presentations, constitutes a rigorous, student-centered pedagogical model. Empirical observations confirm that this framework facilitates the bridge between abstract religious precepts and students' lived experiences and express their understanding in a concise and appropriate manner. Thus, *gamification learning* has proven to be effective as a learning strategy that not only assesses knowledge, but also develops students' critical thinking, collaborative, and communication skills as a whole.

3. Supporting Factors and Barriers to the Implementation *of Gamification Learning* in Schools

An analytical discourse concerning the determinants of success and the countervailing impediments in the operationalization of the *Gamification Learning* is an important aspect to evaluate the effectiveness of learning strategies in SMA Negeri 1 Tahunan. Every instructional methodology is subject to environmental variables that either facilitate or obstruct its execution, therefore the identification of these two aspects is necessary to assess the success of learning activities. Facilitating factors represents the systemic conditions that ensure procedural continuity, while the obstacles reveal challenges that necessitate strategic mitigation for optimized learning outcomes. This dual-faceted analysis was carried out through direct observation during several meetings, including monitoring the use of digital devices, interaction between students, and the implementation of quizizz-based quizzes. Understanding these factors and obstacles allows researchers to provide more appropriate recommendations for the development of methods *Gamification Learning* in the school environment.

Method application *Gamification Learning* at SMA Negeri 1 Tahunan is strongly supported by the readiness of technology available in schools. The school has provided adequate digital devices, including cellphones, laptops, projectors, and stable internet access, so that the Quizizz platform can be used smoothly without technical constraints. The projector allows quiz questions to be displayed clearly to the entire class, making it easier for researchers to systematically direct the course of learning. Observations made by the researcher show that the availability of devices and a stable internet network allows the implementation of interactive quizzes according to schedule, as well as makes it easier to organize groups and monitor student answers in real-time. This technological maturity emerges as a primary facilitator for the operational efficacy and orderly execution of digital-based pedagogical interventions (Okoye et al., 2023).

Students' enthusiasm for *the gamification learning method* served as a critical catalyst for the success in the implementation of learning at SMA Negeri 1 Tahunan. The researchers conducted direct observations and found that students showed high curiosity and were active in group discussions and taking quizzes using Quizizz. Each group member takes turns expressing their opinions, drafting arguments, and discussing

answers before submitting them to the platform, so that the discussion process takes place in a structured and systematic manner. In addition, through an interview with Fakhri, one of the students, it was revealed that he likes the application of technology in learning because it makes activities more interesting and not monotonous. These observations and interviews results suggest that students' enthusiasm for interactive methods plays a major role in increasing engagement, material understanding, and smooth implementation of *gamification learning*.

In addition, institutional endorsement serves as a pivotal structural determinant in the successful implementation of *the gamification learning* method in SMA Negeri 1 Tahunan. The school provides spacious and adequate classrooms, so that each group can comfortably occupy their respective areas for discussion and take interactive quizzes. Learning scheduling is arranged in such a way that *gamification learning* activities can be carried out without being interrupted by other activities, allowing enough time for discussions, quizzes, and group presentations. In addition, the availability of supporting facilities such as tables, chairs, and whiteboards are making it easier for researchers to provide directions, write important notes, and display the material visually. Empirical observations made during several meetings, the availability of these spaces and facilities allows all students to follow each stage of learning smoothly and supports the smooth flow of group discussions and the effective use of the Quizizz platform.

Beyond physical infrastructure, the professional endorsement and colloaborative involvement of PAI teachers is also the main support for the success of this method (Umar & Masnawati, 2024). Before the implementation of the practice, the researcher coordinated and asked Mr. Aris, a PAI teacher, for permission to utilize technology in learning. Mr. Aris gave his full support to the plan, including facilitating the use of digital devices and interactive platforms in the classroom. This teacher's support proves the importance of collaboration between researchers and schools for the smooth application of the method *Gamification Learning*. This condition allows the learning process to take place in a structured, interactive, and according to plan, so that the learning objectives of PAI can be achieved optimally. However, there are several obstacles that affect the effectiveness of the method *Gamification Learning*. One of them is the unpreparedness of some students in using digital devices. Some students still have trouble operating Quizizz

or accessing the questions properly, requiring help from group members or researchers. This condition sometimes slows down the course of the quiz and demands more intensive direction so that each student can participate optimally.

In addition to technical disparities, the application of the *Gamification Learning* also encountered several obstacles that affect the effectiveness of learning. One of the main obstacles is the difference in students' ability to discuss and formulate arguments systematically (Regita et al, 2019). Some students are still less active in expressing opinions or responding to friends, so some group members tend to be passive and their contribution to decision-making is limited. This condition requires researchers to proactively encourage each group member to participate fully, so that group discussions can run evenly and effectively. Observations indicated that groups with high levels of social interdependence and communicative agency was able to complete the quiz faster and accurately, while the less participatory group needed more time and additional direction from the researcher to keep the answers given in accordance with the material. This obstacle shows the importance of adaptive guidance strategies so that all students can play an optimal role in the interactive learning process.

Limited learning time is one of significant factors that affect the effectiveness of the application of the method *Gamification Learning* (Mahbubi & Homaidi, 2025). Limited time causes group discussions and presentation of quiz results to be carried out in a hurry, so PAI materials such as *taubah, tawakal, khauf, and raja'* cannot be discussed in depth. This shows that the successful operationalization of the *Gamification Learning* is not solely upon technological readiness of technology and students enthusiasm, but it is also highly dependent on effective time management, proper guidance strategies from researchers, and students' ability to work together. Observational data indicaes that under condition of temporal scarcity, some groups need additional direction to keep the discussion going systematically and the quiz answers remain in accordance with the material. Consequently, a nuanced understanding of these supporting factors and barriers is essential to optimizing the *Gamification Learning*, ensuring the instructional experience remain interactive, structured, and pedagogically meaningful for students (Lester et al., 2023).

Overall, the application of *the gamification learning* method in SMA Negeri 1 Tahunan shows that the success of learning is greatly influenced by the interaction between supporting factors and existing obstacles. The readiness of facilities and technology, support from the school, and high enthusiasm of students are the main elements that facilitate the effective implementation of this method. On the other hand, heterogenous discursive abilities among students to discuss and formulate arguments, as well as limited learning time, are obstacles that need to be overcome to ensure that all students can participate optimally. An in-depth understanding of these factors allows researchers to design more adaptive guidance strategies and more systematic classroom management. Through refined operational oversight, *gamification learning* serves as a potent instrument for modernizing PAI instruction, fostering an interactive and structured environment that facilitates a prodound experiential engagement for all students.

D. CONCLUSION

Based on the results of the research on the application of *the gamification learning method* in PAI learning in class X of SMA Negeri 1 Year, it can be concluded that this method is effective in increasing student involvement, concept understanding, and analytical ability on the material of repentance, tawakal, khauf, and raja'. The implementation *of gamification learning* involving the Quizizz platform, group discussions, and presentation of discussion results allows students to actively participate, express opinions, and relate the material to their real experiences. Supporting factors such as technological readiness, school support, and student enthusiasm play an important role in smooth learning, while obstacles such as differences in discussion skills, argument preparation, and time constraints require adaptive guidance strategies from researchers. Observations and interviews show that coordination between researchers, teachers, and students greatly determines the effectiveness of this method and ensures that the learning process runs in a structured and systematic manner.

The implications of the research prove that the application *of gamification learning* has the potential to be an efficient, interesting, and able to develop critical thinking, analytical, and cooperative skills between students. In order for this method to

be applied optimally, researchers need to manage their time well and use appropriate guidance strategies to address differences in students' abilities. Further research is suggested to explore variations of other digital platforms or a combination of interactive methods to increase the participation of all students equally. In addition, follow-up studies can also assess the long-term impact of the application of *gamification learning* on students' understanding of PAI concepts, social skills, and critical thinking skills, thereby making a more significant contribution to learning practices in schools

REFERENCES

Arroisi, J., Mustopa, R. H. B. C., & Djayusman, R. R. (2024). Coping the discrepancy between moral and intellectual achievement: the model integration of higher education and modern Islamic boarding schools in Indonesia. *Indonesian Journal of Islam and Muslim Societies*, *14*(2), 231–257. https://doi.org/10.18326/ijims.v14i2.231-257

Aulia, M. H., Abdussalam, A., Kosasih, A., Ridwan, A. D., Mauris, M., Ali, F., & Ghiyats, A. (2025). Integrating Science and Technology in Islamic Education through the Tawhid Paradigm. *Mauriduna: Jurnal Studi Islam*, *6*(4), 759–788. https://doi.org/10.37274/mauriduna.v6i4.26

Brocas, I., & Carrillo, J. D. (2025). Academic achievement helps coordination on mutually advantageous outcomes. *Proceedings of the National Academy of Sciences of the United States of America*, *122*(14), 1–7. https://doi.org/10.1073/pnas.2420306122/-/DCSupplemental.Published

Claritas, I. M., Ambarwati, A., Pascasarjana, P., Bahasa, P., Malang, U. I., Malang, K., … Timur, J. (2024). Penggunaan gamifikasi untuk mengoptimalkan kemampuan literasi dan numerasi pada mata pelajaran bahasa indonesia. *AN-NAS: Jurnal Pengabdian Masyarakat*, *4*(2), 47–56.

Denny, E., & Weckesser, A. (2022). Bagaimana melakukan penelitian kualitatif? *Bjog*, *129*(7), 1166–1167. Retrieved from https://doi.org/10.1111/1471-0528.17150

Desandi, M. L., & Mursalin, H. (2023). Revolusi Sistem Pendidikan Indonesia Dengan Kembali Kepada Asas Keislaman Sesuai Tuntunan Rasulullah. *Mauriduna: Journal of Islamic Studies*, *4*(2), 7–10. https://doi.org/10.37274/mauriduna.v4i2.837

Fadila Khairunnisa, Pamungkas Stiya Mulyani, & Faisal Kamal. (2024). Implementasi Media Digital Berbasis Quizizz Pada Mata Pelajaran Sejarah Kebudayaan Islam di MAN 2 Wonosobo. *Jurnal Manajemen Dan Pendidikan Agama Islam*, *2*(4), 121–130. https://doi.org/10.61132/jmpai.v2i4.376

Hafiz, A., Mu'ti, A., & Amirrachman, A. (2024). Pengembangan Media Pembelajaran Agama Islam Berbasis Kecerdasan Buatan: Perspektif Pendidikan Agama Islam. *Mauriduna: Journal of Islamic Studies*, *5*(1), 56–63. https://doi.org/10.37274/mauriduna.v5i1.1070

Istiqomah, & Azzahra, N. A. (2024). Strategi Pembelajaran Aktif untuk Meningkatkan Keterlibatan Siswa dalam Pembelajaran di Kelas. *BESTARI: Jurnal Pengabdian Kepada Masyarakat*, *01*(01), 24. https://doi.org/10.11791/bestari.v99i1.paperID

Khaldi, A., Bouzidi, R., & Nader, F. (2023). Gamification of e - learning in higher education : a systematic literature review. *Smart Learning Environments*, *10*, 1–31. https://doi.org/10.1186/s40561-023-00227-z

Lesiak, A. J., & Griswold, J. C. (2023). Blood Sugar Balance: A Glucose Metabolism Web Game for Diabetes Education. *American Biology Teacher*, *85*(5), 270–277. https://doi.org/10.1525/abt.2023.85.5.270

Lester, D., Skulmoski, G. J., Fisher, D. P., Mehrotra, V., Lim, I., Lang, A., & Keogh, J. W. L. (2023). Drivers and barriers to the utilisation of gamification and game-based learning in universities : A systematic review of educators ' perspectives. *Br. J. Educ. Technol*, *54*, 1748–1770. https://doi.org/10.1111/bjet.13311

Li, L., Hew, K. F., & Du, J. (2024). Gamification enhances student intrinsic motivation, perceptions of autonomy and relatedness, but minimal impact on competency: a meta-analysis and systematic review. In *Educational Technology Research and Development* (Vol. 72). Springer US. https://doi.org/10.1007/s11423-023-10337-7

Lubis, N. B. (2024). Kendala dan Solusi dalam Proses Pembelajaran Pendidikan Agama Islam di Sekolah. *KHIDMAT: Jurnal Pendidikan Dan Ilmu Sosial*, *2*(1), 195–199.

Mahbubi, M., & Homaidi. (2025). Analisis Implementasi Pembelajaran Berbasis Gamifikasi Pada Peningkatan Motivasi Belajar Siswa. *Jurnal Al-Abshor : Jurnal Pendidikan Agama Islam*, *2*(1), 1–9.

Murillo-Zamorano, L. R., López Sánchez, J. Á., Godoy-Caballero, A. L., & Bueno Muñoz, C. (2021). Gamification and active learning in higher education: is it possible to match digital society, academia and students' interests? *International Journal of Educational Technology in Higher Education*, *18*(1), 1–27. https://doi.org/10.1186/s41239-021-00249-y

Mustikasari, L., & Yugopuspito, P. (2024). The Effect of Gamification Implementation on Collaboration Skills, Engagement, and Learning Achievement of Students in Class X SMA XYZ. *Eduvest - Journal of Universal Studies*, *4*(10), 9286–9297.

https://doi.org/10.59188/eduvest.v4i10.1781

Natsir, A. F., & Laelah, A. (2023). Pendidikan Pembelajaran Agama Islam Sebagai Karakter dalam Membentuk Kepribadian Siswa yang Islami. *Journal on Education*, *05*(03), 8640–8651.

Nurfatimah, N., Hamdian Affandi, L., & Syahrul Jiwandono, I. (2020). Analisis Keaktifan Belajar Siswa kelas Tinggi di SDN 07 Sila pada Masa Pandemi Covid-19. *Jurnal Ilmiah Profesi Pendidikan*, *5*(2), 145–154. https://doi.org/10.29303/jipp.v5i2.130

Nurmaliah, Y., Muhazzib, N., Istifa, F. A., Fakhrurridha, H., & Yuafi, H. (2025). Fungsi Kurikulum dalam Pendidikan Agama Islam. *Mauriduna: Journal of Islamic Studies*, *6*(1), 485–501. https://doi.org/10.37274/mauriduna.v6i1.1386

Okoye, K., Hussein, H., Arrona-palacios, A., Quintero, H. N., Omar, L., Ortega, P., … Hosseini, S. (2023). Impact of digital technologies upon teaching and learning in higher education in Latin America : an outlook on the reach , barriers , and bottlenecks. In *Education and Information Technologies*. Springer US. https://doi.org/10.1007/s10639-022-11214-1

Putra, L. D., Hidayat, F. N., Izzati, I. N., & Ramadhan, M. A. (2024). Penerapan Gamifikasi untuk Meningkatkan Motivasi dan Kolaborasi pada Siswa Sekolah Dasar. *ALACRITY : Journal of Education*, *4*(3), 131–139. https://doi.org/10.52121/alacrity.v4i3.415

Putri, I. K., Aiqri, F. A., & Gusmaneli, G. (2024). Konsep Dasar Strategi Pembelajaran Aktif dan Implementasinya dalam Pembelajaran Pendidikan Agama Islam Ira Kurnia Putri Famela Annisa Ziqri Gusmaneli Gusmaneli Universitas Islam Negeri Imam Bonjol Padang menyenangkan . Salah satu kritik tersebut adalah ba. *GURUKU: Jurnal Pendidikan Dan Sosial Humaniora*, *2*(2), 31–38. Retrieved from https://doi.org/10.59061/guruku.v2i2.635

Qawaqneh, H., Ahmad, F. B., & Alawamreh, A. R. (2023). Emerging Technologies in Learning. *International Journal of Emerging Technologies in Learning (IJET)*, *18*(24), 133–148. Retrieved from https://online-journals.org/index.php/i-jet/article/view/45647

Qomaruddin, & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of*

Management, Accounting and Administration, *1*(2), 77–84. Retrieved from https://doi.org/10.52620/jomaa.v1i2.93

Regita, N. A. R., Pramiarsih, E. E., & Sritumini, B. A. (2019). Penerapan Model Pembelajaran Jigsaw Untuk Meningkatkan Kemampuan Siswa Dalam Mengemukakan Pendapat. *Jurnal Pendidikan Dan Pembelajaran Ekonomi Akuntansi*, *5*(2), 96.

Rivera, E. S., Louise, C., Garden, P., Rivera, E. S., Louise, C., & Garden, P. (2021). Gamification for student engagement : a framework. *Journal of Further and Higher Education*, *45*(7), 999–1012. https://doi.org/10.1080/0309877X.2021.1875201

Saadah, M., Prasetiyo, Y. C., & Rahmayati, G. T. (2022). Strategi Dalam Menjaga Keabsahan Data Pada Penelitian Kualitatif. *Al-'Adad : Jurnal Tadris Matematika*, *1*(2), 54–64. https://doi.org/10.24260/add.v1i2.1113

Safroni, S., & Hidayah, U. (2024). STRATEGI PEMBELAJARAN PENDIDIKAN AGAMA ISLAM BERBASIS GAMIFIKASI UNTUK MENINGKATKAN MOTIVASI BELAJAR SISWA. *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan*, *6*(2), 424–436.

Salisah, S. K., Darmiyanti, A., & Arifudin, Y. F. (2024). Peran Pendidikan Agama Islam dalam Membentuk Karakter Peserta Didik di Era Digital: Tinjauan Literatur. *Jurnal Pendidikan Islam*, *10*(1), 36–42. Retrieved from http://jurnal.tarbiyah.stainsorong.ac.id/index.php/al-fikr

Schürmann, V., Bodemer, D., & Marquardt, N. (2025). Applying debriefings in the context of higher education: How joint reflection fosters students' collaborative problem solving. In *Social Psychology of Education* (Vol. 28). Springer Netherlands. https://doi.org/10.1007/s11218-024-09991-3

Shobihah, S. S., Fakhruddin, A., & Iman Firmansyah, M. (2024). Implementasi Pembelajaran Bermakna (Meaningful Learning) dalam Mata Pelajaran PAI dan Budi Pekerti di SMA Mutiara Bunda". *Allama: Jurnal Pendidikan Islam Indonesia*, *00*(01), 57–74.

Susilo, A., & Asmara, Y. (2025). Revitalizing History Learning Through a Historical Literacy Approach At the Garuda Sriwijaya Subkoss Museum. *Jurnal Historica*, *9*(1), 1–11. https://doi.org/10.19184/jhis.v9i1.53689

Triwardhani, I. J., Trigartanti, W., Rachmawati, I., & Putra, R. P. (2020). Strategi Guru dalam membangun komunikasi dengan Orang Tua Siswa di Sekolah. *Jurnal Kajian*

Komunikasi, *8*(1), 99–113. https://doi.org/10.24198/jkk.v8i1.23620

Tutor, A. S., Del, M., Avila, N., Muñoz, Ú., & Sánchez-vera, I. (2025). Enhancing physiology learning through group dynamics : outcomes and perceptions of medical students. *Frontiers in Physiology*, (16), 1–12. https://doi.org/10.3389/fphys.2025.1662624

Umar, H., & Masnawati, E. (2024). Peran Lingkungan Sekolah Dalam Pembentukan Identitas Remaja. *Jurnal Kajian Pendidikan Islam*, *3*(Fadlillah 2017), 191–204. https://doi.org/10.58561/jkpi.v3i2.137

Wu, X. (2024). Exploring the effects of digital technology on deep learning: a meta-analysis. *Education and Information Technologies*, *29*(1), 425–458. https://doi.org/10.1007/s10639-023-12307-1

Yahya, M. H. M. W. Bin, & Rahmat, M. (2021). Building moderate Islamic thoughts in indonesian students through dialogue-argumentative methods. *Academic Journal of Interdisciplinary Studies*, *10*(3), 288–300. https://doi.org/10.36941/AJIS-2021-0084

Yusuf, M. (2020). Model Pembelajaran Kompetisi dalam Meningkatkan Motivasi Belajar Siswa. *Angewandte Chemie International Edition*, *6*(11), 951–952.

Zuhdiyah, Z., Khodijah, N., & Ramdani, Z. (2024). Religious Belief: An Interpretative Phenomenological Analysis on the Experience of Minority Students in Implementing Religious Education. *Qualitative Research in Education*, *13*(3), 243–261. Retrieved from https://doi.org/10.17583/qre.11651