GAME-BASED ISLAMIC RELIGIOUS EDUCATION LEARNING INNOVATION IN SURAH AD DUHA: A LITERATURE REVIEW

[*1]Sustriana, [2]Muhamad Slamet Yahya
[*1,2] UIN Prof. K. H. Saifuddin Zuhri Purwokerto
Email: [*1]sustriana7@gmail.com, [2]msyahya0410@uinsaizu.ac.id

Abstract

This study examines an innovative approach in teaching Islamic Religious Education (PAI) subjects by using learning techniques that involve games to learn Surah Ad Duha. The research is carried out by reviewing and analyzing various existing literature to find out the extent to which the learning method through games can help students better understand the meaning and teachings in Surah Ad Duha. The results of the study show that teaching and learning strategies that use games are proven to increase students' enthusiasm for learning, deepen their understanding, and help students better appreciate the values of Islamic teachings. This research makes an important contribution in developing a more efficient way of teaching PAI and attracting students' interest.

Keywords: Islamic Religious Education, Game-Based Learning, Surah Ad Duha, Learning Innovation

Abstrak

Penelitian ini mengkaji tentang pendekatan yang inovatif dalam mengajar mata pelajaran Pendidikan Agama Islam (PAI) dengan menggunakan teknik pembelajaran yang melibatkan permainan untuk mempelajari Surah Ad Duha. Penelitian dilakukan dengan cara mengkaji dan menganalisis berbagai literatur yang ada untuk mengetahui sejauh mana metode pembelajaran melalui permainan dapat membantu siswa lebih memahami makna dan ajaran yang ada dalam Surah Ad Duha. Hasil penelitian memperlihatkan bahwa strategi belajar mengajar yang menggunakan permainan terbukti dapat meningkatkan semangat belajar siswa, memperdalam pemahaman mereka, serta membantu siswa menghayati nilai-nilai ajaran Islam dengan lebih baik. Penelitian ini memberikan sumbangan penting dalam mengembangkan cara pengajaran PAI yang lebih efisien dan menarik minat siswa.

Kata Kunci: Pendidikan Agama Islam, Pembelajaran Berbasis Permainan, Surah Ad Duha, Inovasi Pembelajaran

INTRODUCTION

The implementation of Islamic Religious Education (PAI) in the digital era not only requires adaptation to technological advancements but also demands a transformation of learning paradigms that can respond to the needs of Millennials and Generation Z in a more contextual and relevant manner. This generation is widely recognized as digital natives who tend to become quickly bored with conventional teaching methods, prefer visual and audiovisual interaction, and are inclined to learn through direct, interactive experiences. This condition requires educators not only to master subject content but also

to present it in engaging and innovative ways. Therefore, the integration of technology into PAI learning has become an inevitable necessity (Prensky, 2001).

The gap between the high use of the internet for entertainment and its low utilization for learning indicates that current pedagogical approaches have not fully accommodated students' learning needs. This aligns with the theory of student engagement, which emphasizes that learning success is largely determined by the extent to which students are actively involved in the learning process (Fredricks et al., 2004). Therefore, an approach is needed that can transform entertainment-oriented activities into effective learning tools. In this context, game-based learning emerges as a promising solution because it combines elements of entertainment with educational objectives.

From the perspective of Islamic education, learning is not only aimed at increasing knowledge but also at shaping students' morality and spirituality. Therefore, instructional approaches must be capable of engaging students' affective and spiritual dimensions deeply. Surah Ad-Duha contains values that are highly relevant for character building, such as optimism in facing difficulties, trust in Allah's help, and social compassion. These values are essential to instill from an early age so that students develop mental resilience and strong moral foundations to face life's challenges (Ahmad & Rahman, 2020). However, delivering these values cannot rely solely on monotonous lectures, as such methods tend to make students passive and less interested. Modern learning theories emphasize the importance of active learning, where students are directly involved in the construction of knowledge (Piaget, 1970). In this regard, game-based learning provides opportunities for students to learn through experience, exploration, and interaction. Through games, students can understand abstract concepts in Surah Ad-Duha in a more concrete and applicable manner.

Game-based learning also offers advantages in enhancing students' intrinsic motivation. According to self-determination theory, intrinsic motivation arises when individuals feel a sense of autonomy, competence, and relatedness in the activities they engage in (Deci & Ryan, 2000). Game elements such as challenges, levels, rewards, and feedback fulfill these psychological needs, thereby increasing students' motivation to learn. As a result, learning is no longer perceived as an obligation but as an enjoyable and meaningful activity. In practice, game-based learning in PAI can be developed through various media, both digital and non-digital. For instance, Android-based educational applications featuring interactive quizzes about the meaning of Surah Ad-Duha, card games containing moral messages, or story-based simulations that depict real-life situations can be utilized. This approach enables students to connect Qur'anic values with their daily experiences, making the internalization process more effective (Mayer, 2009).

Furthermore, game-based learning can enhance students' critical thinking and problem-solving skills. In games, students are faced with various situations that require them to make decisions and solve challenges. This aligns with the goals of 21st-century education, which emphasize the development of higher-order thinking skills. Therefore, game-based

learning contributes not only to cognitive development but also to the growth of students' social and emotional competencies (Gee, 2003). Despite its many advantages, the implementation of game-based learning in PAI also faces several challenges. One major challenge is the readiness of teachers to integrate technology into the learning process. Many teachers still struggle with using digital media or developing educational games that align with PAI content. Therefore, continuous professional development and training programs are necessary to enhance teachers' competencies in educational technology (Mulyasa, 2020).

In addition, infrastructure limitations pose another significant challenge. Not all schools have adequate technological facilities, such as computers, internet access, or high-quality learning applications. This can hinder the optimal implementation of game-based learning. Therefore, support from the government and educational stakeholders is crucial to provide the necessary infrastructure for technology-based learning (Kemdikbud, 2021). The role of the family is also vital in supporting the success of game-based learning. Parents need to supervise their children's use of technology to ensure it is not misused for non-productive activities. Moreover, parents can act as facilitators who assist children in understanding learning materials. Collaboration between schools and families is essential in creating a supportive learning environment (Epstein, 2011).

From a curricular perspective, the integration of game-based learning in PAI must be systematically designed to align with learning objectives. Teachers need to ensure that the games used are not merely entertaining but also have clear educational value. In addition, assessment methods must be adapted to the instructional approach to comprehensively measure students' competency achievement (Anderson & Krathwohl, 2001). Overall, the literature review indicates that game-based learning is an effective approach to improving the quality of PAI instruction, particularly in understanding Surah Ad-Duha. This approach addresses the challenges of digital-era education by providing engaging, interactive, and meaningful learning experiences. However, its successful implementation depends on teacher readiness, infrastructure support, and collaboration among various stakeholders. Therefore, innovation in PAI learning must continue to evolve to meet the demands of the times. Game-based learning can serve as a strategic solution to enhance student engagement and strengthen the internalization of religious values. Future research is needed to develop more effective and adaptive learning models and to evaluate their impact on students' character and spiritual development more comprehensively.

METHOD

This study employs a literature review method with a qualitative descriptive approach. Data sources were obtained from various scientific journals, books, articles, and academic publications relevant to the research topic. The inclusion criteria include: (1) publications in Indonesian and English, (2) published within the period of 2015–2024, (3) discussing Islamic Religious Education (PAI), game-based learning, or Surah Ad-Duha, and (4) possessing credible and academically accountable sources (Gee, 2017). The data analysis

process was conducted through several stages: (1) identification and selection of literature, (2) data extraction, (3) synthesis of findings, and (4) interpretation of results. The analysis was carried out thematically to identify patterns and key findings from various literature sources (Hamid, 2019). During the identification stage, the researcher explored several academic databases such as Google Scholar, DOAJ, and national journal portals to obtain relevant sources. The selection process was then conducted by filtering literature based on topic relevance and publication quality. The data extraction stage involved collecting important information from each source, such as research objectives, methods used, and key findings related to game-based learning in PAI.

At the synthesis stage, the researcher integrated various findings from the analyzed literature to develop a comprehensive understanding of the effectiveness of game-based learning in PAI, particularly in understanding Surah Ad-Duha. This process involved comparing studies to identify similarities, differences, and research gaps that require further investigation. The interpretation of results was conducted by linking these findings with relevant theories, thereby producing deeper and more meaningful conclusions (Creswell & Poth, 2017). To ensure data validity and reliability, the researcher applied source triangulation techniques by comparing information from multiple references. In addition, critical evaluation of each piece of literature was conducted to ensure that the sources used were of high academic quality. Through this approach, the results of the literature review are expected to provide an accurate and reliable overview of innovations in game-based learning for Islamic Religious Education in the digital era (Snyder, 2019).

RESULTS AND DISCUSSION

1. Game-Based Learning Model for Surah Ad Duha

Based on literature studies, there are several game-based learning models that can be applied in the learning of Surah Ad Duha:

a. Interactive Simulation Games

This model allows students to simulate situations related to the message of Surah Ad Duha (Rahman, B. 2022). For example, a simulation about patience in the face of trials or a simulation about caring for orphans. Through this simulation, students can directly feel the meaning of the verses in the surah (Rais, M. 2021).

b. Interactive Game Quiz

This approach uses a quiz format with game elements such as scoring, levels, and healthy competition (Sanjaya, W. 2019). Students can answer questions related to the content, meaning, and application of Surah Ad Duha in daily life. This format has been proven to be effective in improving students' memory and understanding (Shihab, M. Q. 2018).

c. Role Playing Game (RPG)

The RPG model allows students to play the role of characters who experience situations similar to the context of the descent of Surah Ad Duha (Squire, K. 2011). Students can

play the role of the Prophet Muhammad PBUH or friends who experience various tests and then find wisdom from these experiences (Suryadi, A. 2020).

Table 1. Game-Based Learning Model for Surah Ad Duha

NO	LEARNING MODEL	DESCRIPTION	APPLICATION EXAMPLES
1	Interactive Simulation Games	Simulating situations related to the message of Surah Ad Duha	• Simulation of patience in the face of trials • Simulation of caring for orphans
2	Interactive Game Quiz	Quiz format with game elements (scoring, level, competition)	• Questions about the content, meaning, and application of Surah Ad Duha
3	Role Playing Game (RPG)	Students play the role of figures in the context of the coming down of Surah Ad Duha	• Role as the Prophet Muhammad PBUH • Role as a friend who experiences tests

2. The Effectiveness of Game-Based Learning in PAI

The results of the literature review show that game-based learning has a significant positive impact on PAI learning:

a. Increased Learning Motivation

Research shows that the use of games in PAI learning can increase students' learning motivation by up to 75% (Tafsir, A. 2019). The fun elements in the game make students more enthusiastic about learning and not feel bored with material that is considered abstract (Uno, H. B. & Mohamad, N. 2018).

b. Improved Understanding of Concepts

Game-based learning allows students to understand the concepts in Surah Ad Duha through hands-on experience (Warsita, B. 2021). Students not only memorize verses, but also understand their context, meaning, and application in daily life (Yusuf, M. 2022).

c. Character Development

Through well-designed games, students can develop positive characters taught in Surah Ad Duha, such as patience, gratitude, and social care (Zainuddin, M. 2019). Meaningful play experiences can form a deep understanding of spiritual values (Zuhairini. 2020).

Table 2. Effectiveness of Game-Based Learning in PAI

EFFECTIVENESS ASPECTS	IMPACT	PERCENTAGE/YIELD	DESCRIPTION
INCREASED LEARNING MOTIVATION	Significant Positives	75%	• Students are more enthusiastic • Reduce boredom with abstract materials
IMPROVED UNDERSTANDING OF CONCEPTS	Highly Effective	-	• Understanding through hands-on experience • Not just memorizing sentences • Understand context and application
CHARACTER DEVELOPMENT	Positive	-	• Patience • Gratitude • Social care • Understanding of spiritual values

3. Practical Implementation in Learning

a. Learning Design

The implementation of game-based learning for Surah Ad Duha requires systematic design (Sanjaya, Vienna. 2016). Teachers need to identify learning objectives, choose the appropriate type of game, and prepare the necessary resources (Rusman. 2017). Learning design must consider the characteristics of students, available facilities, and learning context (Hamalik, Oemar.2018).

b. The Role of Teachers as Facilitators

In game-based learning, the role of the teacher changes from a conveyor of information to a facilitator and supervisor (Sardiman, A.M. 2019). Teachers need to have the ability to manage games, provide appropriate guidance, and reflect with students on the learning that has been done (Majid, Abdul. 2017).

c.   Evaluation and Assessment

Evaluation systems in game-based learning need to be specially designed (Arikunto, Suharsimi.. 2018). Assessment does not only focus on the final results, but also on the learning process, student participation, and character development (Sudjana, Nana. 2016). Assessment can be carried out through observation, portfolio, and student self-reflection (Uno, Hamzah B.2017).

Table 3. Practical Implementation in Learning

IMPLEMENTATION COMPONENTS	KEY ASPECTS	DETAILED DESCRIPTION
LEARNING DESIGN	Systematic	• Identify learning objectives • Selection of suitable game types • Resource preparation • Consideration of student characteristics and facilities
THE ROLE OF THE TEACHER	Facilitator and Supervisor	• Changing from information presenter • Manage games • Provide precise guidance • Reflect with students
EVALUATION AND ASSESSMENT	Comprehensive	• Focus on processes and results • Assessment of student participation • Character development • Methods: observation, portfolio, self-reflection

4.   Challenges and Solutions

a.   Implementation Challenges

Some of the challenges in implementing game-based learning for Surah Ad Duha include: limited learning time, lack of technological facilities, and resistance from stakeholders who still consider games not serious (Agustina, R., & Dewi, S. P. 2023). In addition, the challenge of designing games that are in accordance with religious values is also an obstacle (Rahmawati, N., & Abdullah, M. 2025).

b.   Strategic Solutions

To overcome these challenges, strategic solutions are needed such as: (1) teacher training in designing and managing game-based learning, (2) developing accessible learning

resources, (3) socialization to stakeholders about the benefits of game-based learning, and (4) collaboration with educational technology for the development of learning platforms (Sari, D. M., & Hidayat, A. 2024).

DISCUSSION

The discussion of the research findings indicates that the implementation of game-based learning in Islamic Religious Education (PAI), particularly in the teaching of Surah Ad-Duha, demonstrates strong relevance to the demands of learning in the digital era as well as the characteristics of contemporary students. Based on the literature review, game-based learning models not only enhance student engagement but also significantly contribute to conceptual understanding, learning motivation, and the development of religious character. These findings reinforce the view that transforming instructional methods from conventional approaches to more interactive and participatory ones is an urgent necessity in the context of modern education (Sanjaya, 2019).

The interactive simulation games model identified in this study shows high effectiveness in helping students understand the meaning of Surah Ad-Duha in a contextual manner. Through simulations of real-life situations such as facing life challenges or demonstrating care for others, students not only comprehend the text literally but also internalize the spiritual values embedded within it. This aligns with experiential learning theory, which emphasizes the importance of direct experience in the learning process (Rais, 2021). Consequently, learning becomes less abstract and more concrete and meaningful for students. Rahman (2022) further asserts that interactive simulations can bridge the gap between religious concepts and everyday life realities, enabling Qur'anic values to be more easily internalized.

In addition, the interactive game quiz model has proven effective in enhancing students' memory and understanding of the material. The use of game elements such as scoring, levels, and healthy competition creates an engaging and challenging learning environment. This is consistent with learning motivation theory, which suggests that elements of reward and challenge can increase students' cognitive engagement (Uno & Mohamad, 2018). Shihab (2018) adds that interactive quiz approaches in Qur'anic learning help students understand the content of verses more deeply because they involve active thinking processes. Thus, learning is not merely focused on memorization but also on understanding meaning and its application in daily life.

The role-playing game (RPG) model also makes a significant contribution to learning Surah Ad-Duha. Through role-playing, students can directly experience situations similar to those faced by figures in the context of the revelation, thereby fostering empathy and a deeper understanding of the moral messages conveyed. Squire (2011) states that RPGs have great potential in education because they enable emotional and social engagement in the learning process. Suryadi (2020) also emphasizes that role-playing in PAI learning can enhance students' reflective abilities and strengthen the internalization of religious values. From the effectiveness perspective, the findings indicate that game-based learning

can significantly increase students' learning motivation, reaching up to 75% (Tafsir, 2019). This demonstrates that enjoyable and interactive learning approaches have a strong appeal for students, especially when dealing with abstract material such as spiritual values in the Qur'an. Warsita (2021) explains that game-based learning creates a non-boring learning atmosphere, making students more enthusiastic in participating. Yusuf (2022) further notes that interactive learning experiences can improve information retention and deepen conceptual understanding.

Beyond motivation and comprehension, game-based learning has also been shown to be effective in character development. Values contained in Surah Ad-Duha, such as patience, gratitude, and social care, can be instilled through systematically designed gameplay experiences. Zainuddin (2019) argues that learning involving emotions and direct experiences has a stronger impact on character formation than purely theoretical instruction. Zuhairini (2020) also highlights that the internalization of spiritual values requires approaches that engage students' affective domains, which can be facilitated through educational games. In terms of implementation, instructional design plays a crucial role in the success of game-based learning. Teachers need to design learning systematically by considering learning objectives, the type of games used, and student characteristics (Rusman, 2017). Sanjaya (2016) emphasizes that thorough planning determines the effectiveness of implementation, while Hamalik (2018) adds that instructional design must align with students' conditions and needs to achieve optimal outcomes.

The shift in the teacher's role from knowledge transmitter to facilitator is also a key aspect of game-based learning. Teachers are no longer the center of instruction but act as guides who support students in exploration and reflection. Sardiman (2019) states that the teacher's role as a facilitator fosters a more democratic and participatory learning environment. Majid (2017) further asserts that teachers must possess the competence to manage game-based learning effectively to provide meaningful learning experiences. Evaluation and assessment in game-based learning also require different approaches compared to conventional methods. Assessment should not only focus on final outcomes but also on learning processes, student participation, and character development (Arikunto, 2018). Sudjana (2016) argues that comprehensive assessment provides a more accurate picture of student achievement, while Uno (2017) suggests that methods such as observation, portfolios, and self-reflection can be used to measure learning holistically.

Despite its many advantages, the implementation of game-based learning in PAI faces several challenges. Limited instructional time is one of the main obstacles, as game-based activities often require more time than conventional methods (Agustina & Dewi, 2023). In addition, limited technological facilities hinder implementation, particularly in schools lacking adequate infrastructure. Rahmawati and Abdullah (2025) also highlight challenges in designing games that align with religious values while maintaining the sacredness of the material. To address these challenges, comprehensive strategic solutions are necessary. Teacher training is essential to enhance competencies in designing and

implementing game-based learning (Sari & Hidayat, 2024). Furthermore, the development of accessible learning resources is needed to support implementation. Socialization among educational stakeholders regarding the benefits of game-based learning is also important to reduce resistance. Collaboration with educational technology developers can further support the creation of innovative learning platforms tailored to students' needs. Overall, the findings of this study demonstrate that game-based learning is an effective and relevant approach in PAI instruction, particularly in understanding Surah Ad-Duha. This approach not only enhances motivation and comprehension but also contributes to character development aligned with Islamic values. With appropriate instructional design, adaptive teacher roles, and support from various stakeholders, game-based learning can serve as an innovative solution to improve the quality of religious education in the digital era.

CONCLUSION

Based on the literature review that has been conducted, it can be concluded that the game-based learning innovation in Surah Ad Duha has great potential to improve the quality of learning. This approach has proven to be effective in increasing students' motivation to learn, understanding concepts, and developing students' character. Learning models such as interactive simulations, quiz games, and role playing games can be interesting alternatives to convey the messages in Surah Ad Duha. However, its implementation requires careful preparation, adequate facility support, and qualified teacher competence. This study recommends the need for further development of game-based learning models specific to PAI materials, teacher training in implementing this approach, and empirical research to measure its effectiveness directly in the field.

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