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Advancing Islamic Education with Game-Based Learning: Principles, Effects, And Implementation
Obstacles

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Article Information	ABSTRACT
<i>Received:</i> 23.09.2024	<p>This study examines the incorporation of game-based learning (GBL) within Islamic educational contexts, focussing on the alignment of GBL with Islamic pedagogical principles and its effects on student engagement and learning results. A qualitative research design was utilised, encompassing document analysis and focus group talks. The document analysis examined literature and educational resources pertaining to both Game-Based Learning (GBL) and Islamic education, while focus group conversations with educators from Islamic schools offered insights into their experiences and perceptions of GBL. The results demonstrate that GBL is congruent with various Islamic educational principles, including self-reflection and feedback, individualised learning, incremental learning, and cooperative learning. Educators indicated that game-based learning substantially boosts student enthusiasm and enhances academic performance. Nonetheless, problems including resource limitations, curriculum alignment, and the necessity for professional development were recognised. Recommendations for successful integration encompass the creation of game-based learning materials specifically designed for the Islamic setting, offering training for educators, and tackling resource constraints. This study emphasises that the incorporation of Game-Based Learning (GBL) into Islamic education presents a viable method for improving educational experiences, contingent upon the resolution of implementation challenges and adherence to Islamic standards.</p>
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1. INTRODUCTION

1.1. Context and Justification

In recent years, game-based learning (GBL) has evolved as a transformative educational methodology that utilizes the engaging and interactive components of games to improve learning experiences and outcomes (Acquah & Katz, 2020). This instructional approach leverages the ideas of active learning and student participation, as supported by modern educational theories (Sayed Munna & Kalam, 2021). The engaging and interactive characteristics of games have demonstrated enhancements in student motivation, involvement, and information retention in diverse educational settings (Zainuddin et al., 2023). Although widely utilised, the incorporation of GBL within Islamic education gives a unique chance to blend contemporary teaching methodologies with ancient pedagogical principles. Islamic education prioritizes a comprehensive approach to learning, integrating academic success with moral development, personal accountability, and communal collaboration (Loebel, 2023; Nuril Ham Al-Hafizah et al., 2021; Ahmad Mesfer Alwadai, 2019). This study examines the convergence of Game-Based Learning (GBL) and Islamic educational principles, aiming to integrate innovative teaching methodologies with the core values of Islamic pedagogy, thereby providing fresh insights into the application of GBL to enrich the educational experience within this distinct framework (Chen et al., 2023).

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1.2 Objective

The purpose of this research is to investigate the effective incorporation of game-based learning (GBL) inside Islamic educational environments, emphasizing the alignment of GBL methodologies with Islamic pedagogical concepts (Ahmad Mesfer Alwadai, 2019). This study seeks to thoroughly analyze how Game-Based Learning (GBL) might facilitate the comprehensive development of students by integrating contemporary educational methodologies with the fundamental principles of Islamic education. This study examines the adaptation of Game-Based Learning (GBL) within the Islamic educational framework, aiming to provide insights into its potential to improve students' academic and moral growth (M. Hafiz Yusoff et al., 2020). This investigation will enhance comprehension of how modern educational innovations might be integrated with classic pedagogical principles to foster a more engaging and effective learning atmosphere. This research is directed by three principal objectives:

- i. To assess the congruence between Game-Based Learning (GBL) and Islamic educational concepts.
- ii. To assess the influence of Game-Based Learning on improving student engagement and educational outcomes in Islamic education.
- iii. To ascertain practical implementation obstacles and offer ideas for the integration of Game-Based Learning in Islamic educational environments

2. REVIEW OF LITERATURE

2.1. Game-Based Learning: A Synopsis

Game-based learning (GBL) has arisen as an innovative educational method that utilizes game features to promote engagement and improve learning results (Camilleri, 2023). By integrating components like challenges, rewards, and competition, Game-Based Learning (GBL) fosters interactive and immersive educational settings that promote active engagement and enhanced understanding (Arpaci et al., 2023; Kaya & Ercag, 2023). This approach corresponds with modern conceptions of active learning, highlighting the significance of student-centered pedagogy and experience learning (Imran, 2023). GBL enhances experiential engagement and inspires students by rendering learning both pleasurable and efficacious (Sulaiman et al., 2024; Tay et al., 2024; Wang et al., 2024; Zainuddin et al., 2023). Recent studies have demonstrated the efficacy of game-based learning (GBL) in several educational contexts, illustrating its capacity to enhance student motivation, engagement, and information retention (Wang et al., 2024; Imran, 2023).

Islamic education is governed by ideals that include both academic achievement and the cultivation of moral and spiritual character (Muhammad Khusna Syah et al., 2023; Mohd Nabil Zulhemay et al., 2022). The fundamental principles encompass the quest for knowledge, the development of virtuous character (*Akhlak*), and the advancement of community and collaboration (Mohd Nabil Zulhemay et al., 2022; Kabak & Korucu, 2021). These ideas seek to cultivate persons that are holistic and positively impact society (Sulaiman Lebbe Rifai, 2021). The incorporation of these values into educational procedures guarantees that students develop both intellectually and ethically, promoting a comprehensive approach to education (Sitompul et al., 2023).

Game-Based Learning (GBL) has gained recognition as a transformative pedagogical approach across diverse disciplines, effectively enhancing student engagement, motivation, and academic performance by incorporating interactive and immersive elements into the learning process (Subhash & Cudney, 2018; Acquah & Katz, 2020). However, its application in Islamic education presents unique challenges, as it involves conveying profound and abstract Islamic concepts that are often difficult for students to grasp through traditional teaching methods such as lectures and rote memorization.

In Islamic education, game-based learning presents an opportunity to shift from passive, lecture-based instruction to more dynamic, student-centered learning environments (Aliff Nawi et al., 2014). Islamic pedagogy emphasizes both the transmission of knowledge and the internalization of values. GBL supports these dual objectives by offering interactive learning experiences that align with Islamic teaching methods, making abstract concepts more tangible and relatable for students. Research suggests that when game-based learning is designed in accordance with curriculum objectives, they can effectively enhance students' engagement and retention of religious knowledge (Yusof & Mohamed, 2022).

For example, interactive quizzes and role-playing simulations that replicate real-life ethical scenarios draw from Islamic teachings help students develop a deeper understanding of Islamic principles while maintaining their engagement. Despite these benefits, GBL in Islamic education is still in its infancy. The abstract nature of Islamic subjects, including jurisprudence (Fiqh)

and theology, poses challenges in developing gamified content that balances educational rigor with engaging mechanics (Andreani & Ying, 2019).

Studies have demonstrated that integrating game elements such as rewards, competition, and immediate feedback into the learning process can significantly enhance student motivation, particularly for younger students or those struggling with conventional methods (Andreani & Ying, 2019). As the demand for digital educational tools grows, the flexibility of mobile-based platforms offers a promising avenue for incorporating GBL into Islamic studies. By designing gamified tools that combine educational content with engaging gameplay mechanics, teachers can make complex religious teachings more accessible and enjoyable for students.

2.2 Challenges in Traditional Learning Methods

Traditional teaching methods in Islamic education, including lectures, readings, and memorization, have been criticized for their inability to sustain student interest or foster deep understanding (Mohammad Abedrabbu Alkhalwaldeh & Mohamad Ahmad Saleem Khasawneh, 2024). Subjects like Tasawwur Islam often present students with complex terminologies and abstract concepts, which make it difficult for them to stay engaged, especially when these concepts are presented in a text-heavy, passive manner.

Research shows that these traditional approaches are particularly ineffective for kinesthetic learners, who benefit from more interactive, hands-on learning experiences (Liu & Jeong, 2022). The challenge becomes even more significant when teaching abstract concepts in Islamic jurisprudence or theology, where students are not only required to memorize terms but also to apply them in ethical and legal contexts that may feel disconnected from their daily lives.

The GALUS students (those who fluctuate between passing and failing) often struggle in traditional learning environments due to a lack of motivation and engagement. Teachers in previous studies, including those in this research, have noted that students in the B40 category (low-income) face additional challenges in staying motivated during lessons that rely heavily on memorization and the use of Arabic terms (Vitty et al., 2024). The emphasis on rote learning leaves little room for interactive engagement, resulting in decreased performance and understanding.

Gamification offers a dynamic alternative by incorporating elements like interactivity, movement, competition, and collaboration into the learning process. These features not only transform the classroom experience but also make learning more enjoyable. Research indicates that students, particularly those struggling with traditional methods, benefit from the motivational and cognitive effects of GBL (Subhash & Cudney, 2018). For example, game-based assessments like interactive quizzes or role-playing scenarios help students better grasp and apply complex Islamic concepts in a more practical and engaging way.

In summary, gamification presents a promising solution to the challenges posed by traditional teaching methods in Tasawwur Islam. Incorporating competitive elements, interactive content, and real-time feedback allows teachers to create learning environments that are better suited to engaging students, particularly those in the GALUS category, who respond more positively to active learning environments (Vitty et al., 2024).

2.3 Convergence of Game-Based Learning with Islamic Educational Principles

The integration of Game-Based Learning (GBL) into Islamic education closely adheres to certain core Islamic educational concepts. GBL's delivery of timely and constructive feedback reinforces the Islamic principles of self-reflection and accountability, which are fundamental to human growth in Islamic doctrine (Ilham, 2020). Islam promotes self-reflection as a method for the ongoing evaluation and enhancement of one's acts and objectives. This congruence is apparent in how GBL promotes continuous personal development through prompt feedback, reflecting the Islamic tradition of introspection and self-betterment (Sitompul et al., 2023). Moreover, GBL's individualized learning methodology, which addresses specific educational requirements, reflects the adaptive teaching tactics utilized by Prophet Muhammad SAW (Tabroni et al., 2022; Sulaiman Lebbe Rifai, 2021). His pedagogical approach was distinctly adaptable, customized to address various learning styles and capacities, highlighting the significance of personalized instruction and addressing multiple learner requirements (Adiyono et al., 2022).

The increasing complexity inherent in game-based learning (GBL) aligns well with the Islamic approach to incremental learning. The gradual revelation of the Qur'an, delivered in stages to enhance comprehension, parallels how GBL introduces educational

assignments progressively, allowing learners to build upon their knowledge without feeling overwhelmed (Khaidir et al., 2020). This method ensures that students can gradually assimilate and incorporate new information.

Moreover, GBL's emphasis on collaboration and peer engagement resonates with the Islamic tradition of cooperative learning. Islamic pedagogy underscores the importance of discourse and collaborative efforts, as exemplified by the Prophet Muhammad's approach to group education and dialogue (Nasir Hassan Wani et al., 2023; Sulaiman Lebbe Rifai, 2021). This collaborative method fosters an environment where learners actively engage with one another, reflecting the communal and participatory elements of Islamic educational traditions.

Imam al-Ghazali's perspective further enriches this approach, emphasizing that teachers should regard their students as their own children when imparting knowledge (Nur Eliza Mohd Noor et al., 2021). As such, educators must assume the role of *muaddib*, nurturing and guiding learners rather than merely transferring knowledge. This philosophy is particularly relevant in the context of e-learning in Islamic education, where the teacher's role extends beyond mere information delivery to fostering a supportive and interactive learning environment (Hassan Wani & Majid Khan, 2023).

2.4 Efficacious Learning Principles in Game-Based Learning and Their Significance to Islamic Education

The motivational elements of Game-Based Learning (GBL) align with the Islamic focus on fervent and committed education. Interactive components in games create a zeal for learning, aligning with the Islamic tenet of ardently seeking knowledge (Tsirulnikov et al., 2023; Vrcelj et al., 2023; Ahmad Mesfer Alwadai, 2019).

Autonomy and Choice: Game-Based Learning fosters self-directed education, which is consistent with Islamic principles of personal accountability and self-betterment. Game-Based Learning (GBL) facilitates student autonomy and engagement in their educational journey, aligning with the Islamic principles of personal responsibility and development (M. Hafiz Yusoff et al., 2020; Imran, 2023). GBL's focus on real-world applications aligns with the Islamic principle of using knowledge for practical and beneficial purposes. This approach ensures that education remains relevant and useful in everyday life, reflecting the Islamic view of knowledge as a means for personal growth and contributing to society (Nasir Hassan Wani et al., 2023; Tabroni et al., 2022; Khaidir et al., 2020).

The congruence between game-based learning (GBL) and Islamic educational principles highlights its capacity to enrich the educational experience through increased engagement, personal development, and cooperative learning. Integrating GBL into Islamic education enables educators to utilize modern pedagogical methods to fulfil educational and spiritual goals, hence fostering the development of well-rounded and competent persons (Mohd Nabil Zulhemay et al., 2022; Nuril Ham Al-Hafizah et al., 2021; Sayed Munna & Kalam, 2021)

3. METHODOLOGY

3.1 Research Design

This study employs a qualitative research design to explore the incorporation of Game-Based Learning (GBL) into Islamic education. A qualitative approach is chosen due to its ability to provide rich, in-depth insights into the nuanced alignment between GBL and Islamic educational principles. Qualitative methods allow for the exploration of complex social phenomena, such as the implementation of GBL, which involves not only academic outcomes but also moral and spiritual growth, elements that are deeply embedded in Islamic education (Creswell & Poth, 2018).

Islamic education emphasizes holistic learning, including intellectual, emotional, and spiritual development, which is best explored through methods that capture the lived experiences, beliefs, and practices of educators and students (Stake, 1995). Thus, qualitative research, with its flexibility and depth, is an ideal fit for this context as it enables a comprehensive understanding of the participants' perspectives.

3.2 Data Collection

Data collection was carried out through two primary methods: document analysis and focus group discussions (FGDs).

3.2.1 Document Analysis:

This involved a systematic review of existing literature, educational resources, and policy documents related to both GBL and Islamic pedagogy. Key documents included reports on GBL practices in various educational settings, Islamic educational resources, and scholarly articles discussing the principles of Islamic teaching. This method allowed for the identification of thematic links between GBL and core Islamic educational values (Bowen, 2009).

3.2.2 Focus Group Discussions:

FGDs were conducted with educators from Islamic educational institutions. The discussions were semi-structured, allowing participants to share their experiences and perspectives regarding the integration of GBL. Open-ended questions were used to encourage detailed and reflective responses (Krueger & Casey, 2015). The FGDs provided first-hand insights into the practical challenges, opportunities, and perceived benefits of GBL in the context of Islamic education.

3.3 Rationale for Qualitative Methods

The use of qualitative methods in this research is justified by the need to deeply explore the subjective experiences and contextual factors involved in implementing GBL within Islamic education. This field emphasizes values such as self-reflection, moral accountability, and communal learning, which require a methodological approach capable of capturing personal experiences and cultural nuances (Patton, 1999).

Qualitative research is particularly suitable for this context because:

- a) **Cultural and Religious Sensitivity:** Islamic education is governed by specific pedagogical principles that encompass spiritual and ethical dimensions. Qualitative methods enable researchers to explore how these principles are interpreted and applied by educators in real-world settings (Yin, 2014).
- b) **Exploratory Nature:** Given the relatively new application of GBL in Islamic education, qualitative methods allow for an exploratory approach, providing a platform to understand emerging practices, beliefs, and pedagogical innovations from the perspectives of those directly involved (Denzin, 1978).

3.4 Data Analysis: Thematic Analysis

The data collected from document analysis and FGDs were subjected to **thematic analysis**, a method that involves identifying, analyzing, and reporting patterns (themes) within the data (Braun & Clarke, 2006). Thematic analysis is particularly useful for this study as it allows for a deep exploration of the key concepts and principles that emerge in relation to GBL and Islamic education.

Steps in Thematic Analysis:

- a) **Familiarization with Data:** The first step involved transcribing the FGDs and carefully reading through the document analysis notes multiple times to become familiar with the depth and breadth of the content (Creswell & Poth, 2018).
- b) **Initial Coding:** The next step was generating initial codes from the data. Coding involved labeling key pieces of information that were relevant to the research objectives. Codes were generated inductively, allowing the data to guide the identification of themes (Saldana, 2013).
- c) **Identifying Themes:** After the initial coding, the codes were collated into potential themes. For instance, themes such as "self-reflection and feedback in GBL," "incremental learning," and "collaborative learning" emerged as central topics linking GBL with Islamic educational principles (Patton, 2015).
- d) **Reviewing Themes:** The themes were reviewed and refined to ensure they accurately captured the underlying patterns in the data. This step involved checking the themes against the data to ensure they were reflective of the participants' experiences and the key ideas from the document analysis (Yin, 2014).
- e) **Defining and Naming Themes:** Once the themes were finalized, they were clearly defined and named. The themes were then grouped under broader categories, such as alignment of GBL with Islamic pedagogy and implementation challenges and strategies (Creswell & Poth, 2018).

- f) **Writing Up:** Finally, the themes were woven together to tell a coherent story about the integration of GBL into Islamic education. The findings were contextualized within the broader literature to show how this study contributes to the existing knowledge on GBL and Islamic education (Stake, 1995).

3.5 Ethical Considerations

The study adhered to strict ethical guidelines to ensure the integrity and confidentiality of the data. Informed consent was obtained from all focus group participants, who were made aware of their right to withdraw from the study at any point. All data were anonymized to protect participants' identities, and care was taken to ensure that the findings would not expose any individual or institution involved (Kvale, 2007).

3.6 Limitations

While qualitative methods offer deep insights, they are also limited in terms of generalizability. The findings from this study are context-specific and may not fully apply to all Islamic educational settings. Additionally, the subjective nature of focus group discussions may introduce bias, as participants' personal beliefs and experiences can shape their responses (Creswell & Poth, 2018).

4. RESULTS

4.1 Synopsis of Document Analysis

4.1.1 *Convergence of Game-Based Learning with Islamic Educational Principles*

The examination of the document indicates that game-based learning (GBL) is in harmony with multiple fundamental Islamic educational ideals. Initially, the delivery of prompt feedback in Game-Based Learning (GBL) facilitates the Islamic principles of self-reflection and accountability, underscoring the significance of introspection and ongoing self-improvement as highlighted in Islamic teachings (Adiyono et al., 2022; Sulaiman Lebbe Rifai, 2021; Khaidir et al., 2020). Furthermore, GBL's capacity to accommodate various learning styles and requirements reflects the Islamic principle of tailoring educational approaches to individual talents, as demonstrated by the pedagogical methods of the Prophet Muhammad (PBUH) (Hassan Wani & Majid Khan, 2023). Thirdly, the inherent incremental complexity of GBL corresponds with the Islamic methodology of gradual learning, similar to the progressive revelation of the Qur'an (Muhammad Khusna Syah et al., 2023; Nuril Ham Al-Hafizah et al., 2021). Ultimately, GBL's emphasis on collaboration and peer engagement aligns with the Islamic heritage of cooperative learning and discourse, which is esteemed in Islamic education (Adiyono et al., 2022; Tabroni et al., 2022)

4.1.2 *Pertinent Learning Principles in Game-Based Learning and Their Significance to Islamic Education*

The effective learning principles embedded in Game-Based Learning, including motivation, autonomy, and real-world applications, are significantly pertinent to Islamic educational objectives. The captivating essence of GBL aligns with the Islamic principle of fervent learning, fostering active engagement and enthusiasm in the subject (Sayed Munna & Kalam, 2021; Zainuddin et al., 2023). Furthermore, GBL's advocacy for self-directed learning aligns with Islamic principles of personal accountability and self-enhancement, motivating students to assume control of their educational paths (Imran, 2023; M. Hafiz Yusoff et al., 2020). Moreover, GBL's focus on real-world applications corresponds with the Islamic principle of utilising knowledge for practical and advantageous goals, thereby connecting theoretical knowledge with practical application (Muhammad Khusna Syah et al., 2023; Nuril Ham Al-Hafizah et al., 2021; Ilham, 2020).

4.2 Results from Focus Group Discussions

4.2.1 *Influence of Game-Based Learning on Student Engagement and Academic Performance*

Focus group interviews with educators uncovered numerous critical discoveries concerning the effects of GBL. Educators noted that Game-Based Learning (GBL) markedly improves student engagement by rendering the educational experience more engaging and fun. Students exhibit heightened motivation to engage in classes and have elevated excitement for the topic matter (Balalle, 2024). Furthermore, participants indicated enhancements in learning outcomes, such as improved information retention and a more profound comprehension of topics. The gamified components of Game-Based Learning, including challenges and

incentives, enhance learning by promoting repetition and practice (James et al., 2024; Jivani et al., 2024; Mensah & Ampadu, 2024).

4.2.2 *Obstacles in the Implementation of Game-Based Learning*

Although it has advantages, the integration of GBL in Islamic education poses numerous problems. Resource limits were recognised, with certain educators highlighting deficiencies in technological access and appropriate game material (Nuril Ham Al-Hafizah et al., 2021). Furthermore, the proper integration of GBL into the current curriculum necessitates meticulous preparation to guarantee that educational objectives are achieved while maintaining conformity with Islamic values. A further obstacle is the necessity for continuous professional development for educators to proficiently design and execute GBL initiatives that align with Islamic pedagogical principles (Bang et al., 2023; Vrcelj et al., 2023; Ilham, 2020).

4.2.3 *Suggestions for Efficient Integration*

Following the focus group talks, numerous ideas were proposed for the successful incorporation of Game-Based Learning (GBL) in Islamic education. It is essential to create game-based learning resources specifically designed for the Islamic educational context, ensuring that the content is both interesting and consistent with Islamic teachings (Vrcelj et al., 2023). Furthermore, offering training and professional development opportunities for educators will augment their competencies in incorporating Game-Based Learning into their instructional methodologies (Tsilunnikov et al., 2023). Finally, it is imperative to address resource limitations by investing in requisite technology and infrastructure to facilitate the effective execution of GBL (Balalle, 2024).

5. DISCUSSION

5.1 Analysis of Results

5.1.1 *Alignment of Game-Based Learning with Islamic Educational Principles*

The results from document analysis and focus group talks indicate that game-based learning (GBL) is in strong alignment with Islamic educational principles. The prompt feedback characteristic of GBL aligns with the Islamic focus on self-reflection and accountability. Islamic teachings advocate for self-reflection and rectification of one's behavior, a principle reinforced by the prompt and beneficial feedback available in gamified settings (Sulaiman Lebbe Rifai, 2021; Zahiri Awang Mat et al., 2015). The personalized learning approach enabled by GBL reflects the Prophet Muhammad's (peace be upon him) strategy of customizing education to meet the specific needs of learners. This methodology embodies the Islamic tenet of catering to the distinct capabilities and requirements of each student (Y.B. Liu & Tse, 2023; Cichy et al., 2022; Z. Liu & Jeong, 2022). The escalating complexity of GBL aligns with the Islamic educational methodology of incremental learning, wherein knowledge is conveyed incrementally to suit the learner's potential. This mirrors the gradual disclosure of the Qur'an, which was presented in a manner appropriate for its audience's comprehension (Liu & Jeong, 2022). Moreover, the Rohani cooperative essence of GBL reinforces the Islamic principle of collective learning and reciprocal support. The Prophet's method of group instruction and dialogue underscores the significance of social engagement and communal learning, evident in the collaborative elements of GBL (Rohani Jasni et al., 2018).

5.1.2 *Successful Learning Concepts in GBL and Their Relevance to Islamic Education*

The successful learning principles inherent in GBL, including motivation, autonomy, and real-world application, correspond significantly with the objectives of Islamic education. The involvement and excitement cultivated by GBL correspond with the Islamic principle of pursuing knowledge with fervor and commitment. This aligns with the notion that learning ought to be both pleasurable and significant, hence augmenting students' motivation and engagement with the subject matter (Zainuddin et al., 2023). The autonomy and choice in game-based learning (GBL) align with the Islamic focus on personal accountability and self-directed education, reinforcing the hauntological approach that empowers students to take control of their learning (Noor Muslieh Mustafa Kamal et al., 2021). Islamic education promotes learner autonomy, embodying the principles of self-improvement and personal development (Imran, 2023; M. Hafiz Yusoff et al., 2020). Moreover, the practical uses of GBL correspond with the Islamic perspective that knowledge must be pragmatic and advantageous. Game-Based Learning (GBL)

engages students with real-world situations, hence illustrating the relevance of their education and its applicability in daily life (Kabak & Korucu, 2021).

5.2 Comparative Analysis with Existing Literature

5.2.1 Synergies with Previous Research

The results of this study align with prior research that underscores the advantages of Game-Based Learning (GBL) in improving student engagement and educational outcomes. Previous research has shown that game-based learning (GBL) can markedly enhance motivation and engagement among students (James et al., 2024; Jivani et al., 2024; Moreno-Medina et al., 2023). The congruence of Game-Based Learning (GBL) with Islamic educational values, including self-reflection and individualized learning, is corroborated by existing literature highlighting GBL's compatibility with diverse pedagogical frameworks (Adiyono et al., 2022; Jääskä et al., 2022). This study enhances the current literature by concentrating on the incorporation of Game-Based Learning (GBL) inside Islamic education and offers empirical evidence of its efficacy in this context.

5.2.2 Divergences and New Insights

Although the study corroborates the beneficial effects of GBL, it also underscores certain issues that have not been thoroughly examined in prior research. The study highlights challenges concerning resource limitations and curriculum alignment, which are essential for the effective execution of GBL but have not been extensively examined in the current literature (Kaya & Ercag, 2023; Muñoz-Mirallas et al., 2016). The suggestions presented, including the creation of pertinent content and the provision of professional development for educators, yield fresh perspectives on the practical implementation of Game-Based Learning (GBL) in Islamic educational environments (Arpaci et al., 2023).

5.3 Practical Implications

5.3.1 Practical

Recommendations to successfully include game-based learning (GBL) into Islamic education, it is crucial to provide game-based resources that are consistent with Islamic principles and educational objectives (Low et al., 2024). Educators must undergo specialized training to develop and execute Game-Based Learning methodologies that are both captivating and pedagogically effective. This program should concentrate on integrating Islamic concepts into game design and utilizing game-based learning (GBL) effectively to improve educational outcomes (Imran, 2023). Moreover, mitigating resource limitations by investment in technology and infrastructure is essential for the effective execution of GBL. Educational institutions should allocate resources for the creation and maintenance of game-based learning platforms and technologies (Hoge & Hughes, 2010).

5.3.2 Enhancing instructional Practices

The incorporation of Game-Based Learning (GBL) has the capacity to substantially improve instructional methodologies by rendering learning more captivating and efficacious. By integrating GBL with Islamic educational concepts, educators can establish a learning environment that fosters both intellectual and ethical development (Kaya & Ercag, 2023; Rohani Binti Jasni et al., 2018). The results indicate that game-based learning (GBL) can enhance student engagement, elevate learning outcomes, and foster a more profound comprehension of Islamic beliefs (Chan et al., 2021; All et al., 2016). Educators should utilize the motivational elements of Game-Based Learning to cultivate a more dynamic and participatory educational experience (Culajara, 2023).

5.4 Suggestions for Subsequent Investigations

1. Future studies should investigate the enduring effects of Game-Based Learning (GBL) on student performance and ethical growth within the context of Islamic education.

Research might examine how GBL influences not only students' academic achievements but also their commitment to Islamic values over time (Culajara, 2023; Donnelly et al., 2016). In line with Imam al-Ghazali's emphasis on nurturing the whole person, future research should also explore the effectiveness of specific GBL methodologies and their relevance to various Islamic

educational settings, ensuring that these approaches foster both knowledge acquisition and moral development (Nur Eliza Mohd Noor et al., 2021)

2. Future research should investigate the long-term effects of Game-Based Learning (GBL) on student performance and ethical development in Islamic education.

Studies could examine the impact of GBL on students' academic performance as well as their commitment to Islamic beliefs over time (Culajara, 2023; Donnelly et al., 2016), while also exploring the effectiveness of specific GBL methods and their relevance in various Islamic educational contexts (Imran, 2023). The integration of the heutagogical approach into GBL should also be considered, where students are given the freedom to manage their learning independently through games, while teachers act as facilitators (Noor Muslieah Mustafa Kamal et al., 2021). This approach not only enhances student engagement and performance but also fosters lifelong learning in alignment with Islamic values, where students take responsibility for their own personal development.

This discussion underscores the congruence of Game-Based Learning (GBL) with Islamic educational principles and its prospective advantages for augmenting student engagement and academic performance (Kabak & Korucu, 2021). The study enhances current material by providing actionable recommendations for the incorporation of game-based learning into Islamic education and pinpointing avenues for further research. The results highlight the significance of GBL as an instrument for promoting intellectual and ethical growth in Islamic educational environments (Sayed Munna & Kalam, 2021; Ilham, 2020; Ahmad Mesfer Alwadai, 2019).

6. CONCLUSION AND RECOMMENDATION

6.1 Summary of Findings

This study has established that game-based learning (GBL) is an effective pedagogical method that is congruent with Islamic educational ideals. The research indicates that GBL reinforces essential Islamic principles, including self-reflection, individualized learning, incremental complexity, and cooperative learning. The effective learning principles inherent in Game-Based Learning, such as motivation, autonomy, and real-world application, correspond with the objectives of Islamic education, hence improving student engagement and learning outcomes.

6.2 Implications for Practice

The incorporation of Game-Based Learning (GBL) into Islamic education is a promising strategy for enhancing educational methodologies. By integrating GBL with Islamic principles, educators can establish stimulating and efficacious learning environments that foster both academic and ethical development. Educators are urged to create game-based resources that embody Islamic principles and to participate in professional development for the effective implementation of game-based learning methodologies. Mitigating resource limitations and establishing curriculum coherence are essential for effective implementation.

6.3 Recommendations for Future Research

Future investigations should concentrate on examining the enduring impacts of Game-Based Learning (GBL) on student achievement and ethical growth in Islamic education. Furthermore, research ought to examine the practical obstacles in the implementation of GBL and explore solutions to surmount these hurdles. Broadening the research scope to encompass various Islamic educational situations can yield a more thorough comprehension of GBL's effects.

6.4 Concluding Reflections

Game-based learning offers a significant chance to enhance Islamic education by rendering the learning process more interesting and efficacious. By connecting GBL with Islamic principles and overcoming implementation obstacles, educators can cultivate an environment conducive to both academic and ethical development. The study highlights the potential of GBL as a mechanism for improving educational experiences and outcomes in Islamic educational contexts.

Research and Publication Ethics Statement

For this study, data has been gathered with each respondent's prior consent to provide feedback. No names or other personally identifiable information is gathered, so no identities are disclosed in this paper. Based on the information gathered and the defined study objectives, an objective analysis has been made.

Contribution Rates of Authors to the Articles

All authors contributed to the preparation of this paper

Statement of Interest

The authors declare that they have no conflict of interest

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