

INNOVATIVE LEARNING MODEL BASED ON GAME-BASED LEARNING IN ISLAMIC RELIGIOUS EDUCATION: HISTORY ELEMENTS FOR HIGH SCHOOL LEVEL

Muhammad Zaid Haritsahrizal¹, Edi Suresman², Mohammad Rindu Fajar Islamy³

Universitas Pendidikan Indonesia

zaidharitsah03@upi.edu¹, esuresman@upi.edu², fajarislam2000@upi.edu³

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi konsep model pembelajaran inovatif berbasis game-based learning (GBL) dalam Pendidikan Agama Islam (PAI) elemen sejarah di tingkat SMA. Metode yang digunakan adalah pendekatan kualitatif dan metode studi pustaka. Hasil penelitian menunjukkan bahwa GBL, melalui game seperti Assassin's Creed Mirage dan Sid Meier's Civilization VI, memungkinkan dapat meningkatkan motivasi, keterlibatan, dan pemahaman siswa. Siswa menjadi lebih aktif dalam mengeksplorasi sejarah Islam, berpikir kritis, dan bekerja sama untuk memecahkan masalah, sejalan dengan tujuan PAI dalam menanamkan nilai spiritual dan moral. Meski demikian, tantangan seperti keterbatasan akses teknologi dan kebutuhan pelatihan guru juga ditemukan. Kesimpulannya, dengan dukungan infrastruktur dan strategi yang tepat, GBL dapat menjadi model pembelajaran yang efektif dan relevan. Penelitian mendatang disarankan untuk fokus pada peningkatan aksesibilitas teknologi dan metode evaluasi hasil belajar dalam GBL.

Kata kunci: Game-based learning, Model pembelajaran inovatif, Pendidikan Agama Islam.

ABSTRACT

This research aims to explore the concept of an innovative Game-Based Learning (GBL) model within the history element of Islamic Religious Education (PAI) at the senior high school level. The study employs a qualitative approach with a library research methodology. The findings indicate that GBL, utilized through games such as Assassin's Creed Mirage and Sid Meier's Civilization VI, can significantly enhance student motivation, engagement, and comprehension. Students become more active in exploring Islamic history, thinking critically, and collaborating to solve problems—objectives that align with PAI's goal of instilling spiritual and moral values. However, challenges such as limited technological access and the necessity for teacher training were also identified. In conclusion, with adequate infrastructural support and appropriate strategies, GBL can serve as an effective and relevant instructional model. Future research is suggested to focus on improving technological accessibility and developing robust methods for evaluating learning outcomes within GBL frameworks.

Keywords: Game-based learning, Innovative learning model, Islamic Religious Education.

INTRODUCTION

In the contemporary era, innovation has become an absolute necessity across various sectors, including education. Technological advancements, information proliferation, and shifting societal mindsets demand a renewal of methods and approaches within the pedagogical process. In executing learning activities, innovation serves as a strategic effort to enhance instructional effectiveness (Shalikhah, 2017). This holds true for Islamic Religious Education, which must adapt to remain relevant and effective in fostering students' intellectual competence, spiritual depth, and character development. Furthermore, Islamic Religious Education requires continuous renewal to keep pace with modern developments and maintain student engagement (Maya & Jazuli, 2022). Contextual and creative religious instruction is essential to ensure that students do not merely comprehend the material textually but are also capable of internalizing religious values in their daily lives.

To support this development, innovative learning models have emerged as a pivotal concept. These models function to deepen the understanding of sociological concepts and increase student engagement (Astuti et al., 2016). Educational innovation also encompasses effective content and methodologies designed to facilitate behavioral change and develop critical thinking, communication, and collaboration skills (Fındıkoğlu & İlhan, 2016). In the context of the history element of Islamic Religious Education at the senior high school level, such models can bridge Islamic historical material with modern contexts, enabling students to study history through a more critical and relevant perspective.

Within the intracurricular framework, innovative learning models aim to increase direct student involvement. These models motivate students to participate actively in problem-based projects, discussions, and collaborations, aiming to transform the learning process into a more productive and creative endeavor rather than a mere reproduction of knowledge (Mykhailyshyn et al., 2019). For instance, this can be achieved through group discussions, the utilization of digital media, or simulations of historical events. The ultimate goal is for students to go beyond memorizing facts, enabling them to grasp the significance of historical events and their implications for their own lives. Consequently, this model assists in cultivating

critical thinking, collaboration, and creativity skills that are indispensable in the modern world.

Furthermore, this innovative learning approach is expected to yield a significant "nurture effect." This implies that it should not only impact the students' cognitive dimensions but also shape their character holistically. Students are expected to cultivate attitudes of tolerance, empathy, and high intellectual curiosity, particularly when studying the development of Islamic civilization and the contributions of Muslim figures throughout history. Thus, the transformation of this learning model plays a vital role in developing students who are not only academically proficient but also emotionally and spiritually mature.

Based on the aforementioned background, the researcher formulates the following research questions: (1) What is the definition of the innovative learning model within the context in the history element of Islamic Religious Education in senior high school? (2) What learning approaches underlie the innovative model for Islamic Religious Education history element? (3) What learning methods are employed to support the innovative model for senior high school students? (4) What are the effective instructional strategies for implementing the innovative learning model in the Islamic Religious Education history element? (5) What is the syntax of the innovative learning model in the Islamic Religious Education history element (6) What are the advantages and disadvantages of the innovative learning model in the Islamic Religious Education history element in senior high school?

The objectives of this research are as follows: (1) To comprehensively describe the definition of the innovative learning model in the history element of Islamic Religious Education in senior high school; (2) To analyze the learning approaches underlying the innovative model to ensure relevance with the characteristics of historical material; (3) To explain the learning methods that support the innovative model in creating an interactive learning environment for senior high school students; (4) To identify appropriate instructional strategies in the application of the innovative learning model to enhance the effectiveness of delivering Islamic Religious Education history element; (5) To formulate the syntax of the innovative learning model for Islamic Religious Education history element;

and (6) To evaluate the advantages and disadvantages of the innovative model as a basis for consideration in innovating Islamic history instruction in schools.

Several previous studies have attempted to propose concepts regarding innovative learning models and Game-Based Learning. Research conducted by Rodiya et al. (2022) indicates that the development of ICT-based innovative models can be achieved through "own it, learn it, share it" models, e-learning, and interactive multimedia. Findings by Untari (2022) demonstrate that Game-Based Learning via "talking stick" games increases active engagement, the courage to express opinions, and student collaboration. Additionally, research by Indriyani & Tofaynudin (2025) shows that the application of Game-Based Learning successfully transforms the learning atmosphere from passive to active while improving students' concentration and memory retention.

Based on a review of previous research, it was found that the primary focus of existing literature remains on the utilization of ICT-based innovative models in Islamic Religious Education and the general effectiveness of Game-Based Learning in improving classroom management aspects such as student activity and motivation. However, there is a research gap regarding the implementation of Game-Based Learning specifically applied to the History element within the Islamic Religious Education subject at the senior high school level. Previous studies have not explored how game mechanics can simulate the complexity of Islamic historical events to overcome the challenges of low student absorption of narrative-chronological material.

Therefore, the researcher proposes a new idea: the concept of an innovative Game-Based Learning model in Islamic Religious Education for the History element at the high school level. This concept aims to fill the existing void by focusing on the synchronization between historical substance and digital/non-digital instructional innovation, which has not been addressed in depth within the context of specific historical material.

METHOD

This research employs a qualitative approach utilizing the library research method to explore the transformation of Game-Based Learning as an innovative

instructional model within the History element of Islamic Religious Education at the senior high school level. Library research serves as an essential element in this study, functioning to strengthen both the theoretical foundation and its practical application. Data sources were derived from relevant books, peer-reviewed journals, and scientific articles. The data collection procedure was executed through the following systematic stages: (1) Literature gathering, (2) Categorization of data sources, (3) Data extraction and citation, (4) Data triangulation, and (5) Systematic data organization. Referring to the theory proposed by Miles and Huberman, the qualitative data analysis was conducted interactively through three primary stages: (1) Data reduction, (2) Data display, and (3) Conclusion drawing and verification (Magdalena et al., 2021). The results of this study are expected to provide comprehensive insights for the development of more effective and contextual learning models in Islamic Religious Education.

DISCUSSION

Innovative Learning Models in Islamic Religious Education: A Focus on the History Element

Innovative learning models represent a transformative approach to traditional teaching methods, aiming to make them more contextual, interactive, and aligned with the needs of students in the modern era. Such models are characterized by learning styles that employ creative new methodologies, emphasizing critical thinking, active engagement, and student participation throughout the instructional process (Olivia et al., 2024). Furthermore, these models are designed to cultivate students' capacity for independent, creative, and innovative thinking, enabling them to generate novel ideas, solve complex problems, and apply knowledge in real-world scenarios (Ernawati, 2022). Consequently, the innovative learning model serves as a strategic framework to revitalize conventional pedagogy, ensuring it remains relevant to contemporary educational demands.

Furthermore, Islamic Religious Education is a subject that significantly benefits from the implementation of innovative learning models. Islamic Religious Education is defined as an educational program that instructs students on the core tenets of Islamic teachings across various aspects of life (Syahidin, 2019). It is

considered a "conscious effort"—a planned and deliberate activity involving guidance, instruction, or training aimed at achieving specific educational objectives (Ahyat, 2017). The primary goal of Islamic Religious Education is to foster faith in God, the Creator of the Universe, while simultaneously educating, guiding, and directing students to become "Islamic personalities" individuals characterized by conviction, obedience, and noble character—within their roles as individuals, family members, social participants, citizens, and global inhabitants (Firmansyah, 2019; Syafrin et al., 2023). Based on these definitions, it can be concluded that Islamic Religious Education is a conscious and structured educational program designed to instill Islamic principles, aimed at nurturing faith and guiding students toward ethical maturity in both local and global contexts.

In the specific context of the history element within Islamic Religious Education, this model focuses on creative methods for delivering material regarding Islamic events, figures, and historical developments to enhance understanding, engagement, and character formation. In this regard, educators are encouraged to be creative and innovative in their delivery, for instance, by integrating various innovative methods supported by diverse instructional media (Lubis et al., 2021). The application of innovative models in Islamic history at the senior high school level aims not only to ensure the memorization of historical facts but also to explore the profound meaning behind these events and connect them with contemporary life.

Pedagogical Approaches to Innovative Learning Models in Islamic Religious Education History Element

The student-centered learning approach lies at the core of innovative instructional models, positioning students as the focal point of the educational process with an emphasis on active engagement, participation, and the development of autonomy. This approach stands in stark contrast to traditional teacher-centered learning, where the educator serves as the primary and sole source of information. Student-centered learning emerged as a pedagogical alternative to address the limitations of teacher-centric methods. In this framework, the learning process revolves around the student, while the teacher assumes the roles of facilitator,

motivator, and innovator. Rather than merely lecturing, the teacher guides and assists students in problem-solving throughout the learning journey (Pertiwi et al., 2022).

In the context of the history element within Islamic Religious Education, this approach encourages students to explore historical events and figures in Islam critically and reflectively. Instruction is no longer confined to rote memorization or lectures; instead, it is facilitated through discussions, group collaborations, and problem-solving exercises. Students are trained to sharpen their critical thinking skills, resolve challenges, and collaborate effectively with their peers.

Furthermore, this approach enables differentiated instruction, allowing students to learn according to their individual styles and pacing. In other words, differentiated learning is an effort to adapt classroom instruction to meet the unique learning needs of each student (Pitaloka & Arsanti, 2022). Within Islamic Religious Education, this approach helps students not only to comprehend the subject matter but also to internalize the spiritual and moral values embedded in Islamic history.

Despite its effectiveness in increasing student engagement and comprehension, the student-centered approach presents certain challenges. These include the difficulty of designing appropriate instructional materials—particularly for educators accustomed to traditional teacher-led methods—and managing diverse learning styles and engagement levels, which can complicate the creation of an effective learning environment. However, with proper implementation, student-centered learning can foster a deeper and more meaningful educational experience. Effective teacher training is a key factor in overcoming these hurdles. Additionally, educators can employ instructional differentiation by tailoring methods and materials to suit students' specific learning styles and levels of understanding, ensuring that all learners feel engaged and supported (Hermanto & Arifin, 2023).

Innovative Learning Model's Methodology in Islamic Religious Education History Element

The primary instructional method utilized in this innovative model is Game-Based Learning (GBL). GBL is defined as a methodology that integrates games into

the educational process, where the game serves as a significant tool to support learning objectives. GBL is effective in enhancing student motivation and engagement, rendering the learning process more compelling and active. Furthermore, this method is designed to foster literacy and numeracy skills while providing simulative experiences relevant to real-world contexts (Liu et al., 2020; Winatha & Setiawan, 2020). Consequently, GBL serves as a robust methodological cornerstone for innovative instructional models.

In the context of the history element within Islamic Religious Education, GBL is capable of delivering interactive and contextual learning experiences. Research indicates that GBL motivates students to interact not only with the content but also with their peers, thereby fostering collaboration and understanding through communication and teamwork. Additionally, this method encourages students to practice problem-solving in scenarios that mirror real-world situations, facilitating the application of theoretical concepts beyond the classroom (Bado, 2022; Hartt et al., 2020).

Moreover, GBL facilitates exploration-based learning and problem-solving, aligning with the objectives of Islamic Religious Education to instill spiritual and moral values through meaningful learning. This method grants students the autonomy to explore material and determine their own strategies independently. The inherently enjoyable yet challenging elements of gameplay enhance intrinsic motivation, helping students maintain focus (Chang & Yeh, 2021). This is consistent with Islamic Religious Education's goal of forming independent and responsible individuals by developing self-confidence and decision-making skills, while supporting the meaningful learning outcomes expected in religious education.

Regarding the history element of Islamic Religious Education, *Assassin's Creed Mirage* and *Sid Meier's Civilization VI* serve as examples of effective instructional media. *Assassin's Creed Mirage*, set in 9th-century Baghdad, allows students to grasp the historical context of Islamic civilization through direct exploration, interaction with historical figures, and an understanding of period-specific culture and architecture. Through narrative and simulation, the game provides an immersive environment that helps students study Islamic history with greater depth. Meanwhile, *Sid Meier's Civilization VI* offers a strategic experience

where students can build and develop civilizations—including Islamic ones—by making political, economic, and social decisions. This game educates students on civilizational dynamics and the impact of historical policies on societal development, aligning with the exploration-based and problem-solving pedagogy of Islamic Religious Education. Both games transform students from passive recipients of information into active participants in the historical learning process.

The implementation of an innovative GBL-based model necessitates specific instructional techniques and tactics. Accordingly, the most aligned technique is guided inquiry. In this approach, the teacher provides consistent feedback to ensure students remain on the correct trajectory and to assist them in rectifying errors, thereby ensuring that learning remains effective and goal-oriented. Furthermore, guided inquiry helps mitigate the cognitive load associated with processing new information and autonomous decision-making, which increases the likelihood of long-term memory retention. Within the GBL framework, guided inquiry can be applied by assigning specific missions or challenges within the game for students to solve. Educational games utilizing this approach guide students through stages of exploration, problem-solving, and reflection, enabling the internalization of values and concepts relevant to Islamic Religious Education and history (Hyland et al., 2023; Stender et al., 2018).

Innovative Learning Model's Strategy in Islamic Religious Education History Element

Furthermore, inquiry serves as a strategic framework that aligns seamlessly with innovative learning models. This strategy emphasizes active, exploratory, and contextual learning. Inquiry is a student-centered instructional strategy that provides students with the opportunity to seek answers to questions through structured and clear procedures. Throughout this process, students discover information either independently or under the guidance of a teacher, ensuring that established learning objectives are met. This strategy has proven effective in enhancing students' critical thinking and problem-solving abilities. Students are encouraged to investigate and identify solutions through exploratory processes,

allowing for a more profound conceptual understanding (Agista et al., 2023; Keriyah et al., 2024).

In the context of innovative Game-Based Learning (GBL) models, this strategy can be effectively implemented within the history element of Islamic Religious Education for senior high school. This is because inquiry-based strategies reinforce GBL by encouraging students to actively explore, think critically, and formulate solutions to problems. This approach enables students to develop independent exploratory skills, pose critical questions, evaluate data sources, and collaborate across various perspectives to resolve challenges (Lammert, 2020). This strategy can be operationalized by utilizing games such as Assassin's Creed Mirage or Sid Meier's Civilization VI. Within these platforms, students are tasked with completing missions or addressing issues related to Islamic history—such as managing a civilization or understanding past socio-political dynamics—with minimal teacher intervention. Consequently, inquiry stands as a highly compatible strategy for innovative GBL-based models in the instruction of the Islamic Religious Education within history element.

The Syntax of the Innovative Learning Model in Islamic Religious Education within History Element

To refine the innovative model based on Game-Based Learning (GBL), a clear instructional syntax is required. Instructional syntax provides definitive guidelines regarding the actions to be taken at each stage by both teachers and students. In other words, syntax serves as a framework for educators to ensure that every learning activity supports the achievement of predefined competencies. Furthermore, instructional syntax incorporates reflection or evaluation stages, which are essential for assessing student comprehension and providing feedback. This enables both teachers and students to engage in continuous improvement of the learning process (Irsyadunas et al., 2021).

The instructional syntax for the GBL-based innovative model in senior high school Islamic Religious Education history instruction is structured as follows:

1. Introduction: In this stage, the teacher provides context regarding the Islamic history topic to be studied. Additionally, the teacher communicates

- the learning objectives and explains the game rules to ensure students understand the goals of the instructional process. The teacher also consistently builds student motivation by demonstrating the relevance of Islamic history to modern life and the benefits of learning through gaming.
2. **Pre-Game:** During this phase, students are divided into several groups to foster collaboration. The teacher then provides initial instructions regarding the specific game utilized, such as *Assassin's Creed Mirage* or *Sid Meier's Civilization VI*. Students are tasked with learning the game's fundamentals and identifying the problems or missions related to the historical theme.
 3. **In-Game (Implementation):** Students begin playing the game, focusing on completing missions or challenges in accordance with the game's narrative. The teacher acts as a facilitator, providing scaffolding (gradual guidance) when students encounter difficulties, utilizing a guided inquiry approach to assist them in finding solutions. Throughout the gameplay, students identify Islamic historical values and solve problems within the specific historical contexts encountered in the game.
 4. **Post-Game:** In this stage, each group presents their findings and experiences gained during gameplay, linking them to Islamic history material. The teacher facilitates a classroom discussion to explore the relevance of the historical events studied and how those values can be applied in daily life.
 5. **Evaluation:** The teacher conducts an evaluation through reflective questions or brief quizzes to assess students' understanding of the topic. Feedback is provided immediately so that students can rectify errors and reinforce their comprehension. Together, the teacher and students evaluate the learning process and the effectiveness of the game as an instructional medium.
 6. **Conclusion:** In the final stage, the teacher provides students with the opportunity to summarize the values learned from both the game and the historical material. Students are encouraged to apply Islamic values—such as justice, honesty, and cooperation—in their daily lives. The teacher assigns follow-up tasks, such as essays or group projects, to further deepen the students' understanding of Islamic history's application in contemporary contexts.

Advantages and Disadvantages of the Innovative Learning Model in Islamic Religious Education History Element

Based on the preceding discussion, it is evident that this model possesses distinct advantages and disadvantages. The advantages of this model are as follows:

1. **Enhancing Student Motivation and Engagement:** The gamified elements within Game-Based Learning render the instructional process more enjoyable and challenging, thereby encouraging students to be more active and motivated to engage with Islamic history.
2. **Meaningful and Contextual Learning:** The innovative GBL-based model presents Islamic historical events through interactive simulations and scenarios—such as those found in *Assassin’s Creed Mirage*—making it easier for students to comprehend and relate the material to real-world contexts.
3. **Development of 21st-Century Skills:** Students cultivate critical thinking, problem-solving, and collaborative skills through in-game missions and challenges, all of which are competencies essential for the modern era.
4. **Facilitating Exploration and Autonomous Learning:** Games provide students with the autonomy to explore material independently and practice decision-making, aligning with inquiry-based methods that prioritize exploration.
5. **Fostering Spiritual and Moral Values:** Islamic Religious Education instruction via this innovative model does not merely focus on historical facts; it also emphasizes the internalization of Islamic values, such as cooperation, honesty, and wisdom, learned contextually through gameplay.

Conversely, the disadvantages inherent in this model include:

1. **Extensive Time and Preparation Requirements:** Educators must meticulously prepare both the material and the game to ensure alignment with learning objectives, requiring significantly more time and effort compared to traditional methods.
2. **Technological Access Constraints:** Game-Based Learning relies heavily on hardware such as computers or gaming consoles, which may not be readily

available in all schools or accessible to all students, particularly in regions with limited infrastructure.

3. Risk of Excessive Focus on Entertainment: Students may become overly preoccupied with the gaming and competitive aspects rather than the essence of the instructional content; thus, teachers must ensure that learning remains goal-oriented and meaningful.
4. Necessity for Teacher Training: Not all educators are familiar with GBL strategies or possess the requisite technical skills to facilitate game-based instruction effectively, necessitating additional professional development.
5. Challenges in Measuring Learning Outcomes: Evaluating student progress in GBL can be complex, as it involves assessing engagement, problem-solving, and value internalization, which are not always easily measured through conventional testing.

In conclusion, the innovative GBL-based learning model is highly effective in improving engagement and the quality of instruction in the history element of Islamic Religious Education for senior high school. However, its implementation requires meticulous planning and robust infrastructural support to overcome technical and pedagogical challenges.

CONCLUSION

The innovative Game-Based Learning (GBL) model in the Islamic Religious Education within history element for senior high school has successfully enhanced student motivation, engagement, and comprehension. The research findings indicate that the utilization of GBL—through games such as *Assassin's Creed Mirage* and *Sid Meier's Civilization VI*—encourages students to become more active in exploring Islamic historical material, thinking critically, and solving complex problems. This strategy not only assists students in achieving a profound understanding of historical concepts but also instills core Islamic values, including cooperation, honesty, and responsibility.

However, this study also identifies several challenges in the implementation of GBL, such as the necessity for meticulous teacher preparation and training, technological constraints in certain schools, and the potential risk of an excessive

focus on entertainment aspects. Moving forward, future research should explore more accessible technology-based GBL models and develop more effective evaluation methodologies. Furthermore, additional studies are required to examine the long-term impact of GBL implementation on student character formation. With strategic planning and adequate infrastructural support, GBL can serve as a sustainable and effective instructional model within Islamic Religious Education and its historical elements.

REFERENCES

- Agista, H., Haliza, N. A., Husaini, N. A., Setiawati, D., & Noviani, D. (2023). Aplikasi Metode Inquiry; Kelebihan Dan Kelemahannya Dalam Pembelajaran Fiqih. *Jurnal Pendidikan Indonesia (PJPI)*, 1(1), 77–86. <https://doi.org/10.00000/pjpi.v1n12023>
- Ahyat, N. (2017). Metode Pembelajaran Pendidikan Agama Islam. *EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam*, 4(1), 24–31. <https://doi.org/10.30957/edusiana.v4i1.5>
- Astuti, F., Mustofa, M. S., & Fatimah, N. (2016). Pelaksanaan Model Pembelajaran Inovatif Problem Based Learning Pada Materi Perubahan Sosial Kelas Xii Ips 1 Tahun Ajaran 2015/2016 Di Sma Muhammadiyah 1 Sragen. *Solidarity*, 5(1). <http://journal.unnes.ac.id/sju/index.php/solidarity>
- Bado, N. (2022). Game-based learning pedagogy: a review of the literature. *Interactive Learning Environments*, 30(5), 936–948. <https://doi.org/10.1080/10494820.2019.1683587>
- Chang, W. L., & Yeh, Y. chu. (2021). A blended design of game-based learning for motivation, knowledge sharing and critical thinking enhancement. *Technology, Pedagogy and Education*, 30(2), 271–285. <https://doi.org/10.1080/1475939X.2021.1885482>
- Ernawati, E. (2022). Meningkatkan Kualitas Pembelajaran dengan Menerapkan Model Pembelajaran Inovatif Project Based Learning (PjBL). *SHEs: Conference Series*, 5(5), 1230–1236. <https://jurnal.uns.ac.id/shes>
- Firmansyah, M. I. (2019). Pendidikan Agama Islam Pengertian Tujuan Dasar Dan Fungsi. *Urnal Pendidikan Agama Islam -Ta'lim*, 17(2), 79–90.
- Findikoğlu, F., & İlhan, D. (2016). Realization of a Desired Future: Innovation in Education. *Universal Journal of Educational Research*, 4(11), 2574–2580. <https://doi.org/10.13189/ujer.2016.041110>
- Hartt, M., Hosseini, H., & Mostafapour, M. (2020). Game On: Exploring the Effectiveness of Game-based Learning. *Planning Practice and Research*,

35(5), 589–604. <https://doi.org/10.1080/02697459.2020.1778859>

Hermanto, B., & Arifin, S. (2023). Pengaruh Metode Student-Centered Learning Dalam Pembelajaran Bahasa Arab. *Kariman: Jurnal Pendidikan Keislaman*, 11(2), 265–282. <https://doi.org/https://doi.org/10.52185/kariman.v11i2.340>

Hyland, D., van Kampen, P., & Nolan, B. (2023). Student perceptions of a guided inquiry approach to a service-taught ordinary differential equations course. *International Journal of Mathematical Education in Science and Technology*, 54(2), 250–276. <https://doi.org/10.1080/0020739X.2021.1953627>

Indriyani, L., & Tofaynudin, J. I. (2025). Penggunaan Game Based Learning dalam Meningkatkan Kualitas Pembelajaran PAI di SMA Negeri 1 Kencong. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 5(3), 1177–1188. <https://doi.org/https://doi.org/10.53299/jppi.v5i3.1502>

Irsyadunas, I., Mary, T., Maizeli, A., & Lina, R. (2021). Pengembangan Media Pembelajaran Pemahaman Sintak Model Pembelajaran Abad 21 Berbasis Mobile. *Jurnal Riset Fisika Edukasi Dan Sains*, 8(1), 46–59. <https://doi.org/10.22202/jrfes.2021.v8i1.4845>

Keriyah, Najwa, Siti Ruby'atul Adawiyah, Triyani, & Rasilah. (2024). Pembelajaran Matematika Berbasis Metode Inquiry. *Journal of International Multidisciplinary Research*, 2(7), 343–349. <https://doi.org/10.62504/jimr809>

Lammert, C. (2020). Becoming Inquirers: A Review of Research on Inquiry Methods in Literacy Preservice Teacher Preparation. *Literacy Research and Instruction*, 59(3), 191–217. <https://doi.org/10.1080/19388071.2020.1730529>

Liu, Z. Y., Shaikh, Z. A., & Gazizova, F. (2020). Using the concept of game-based learning in education. *International Journal of Emerging Technologies in Learning*, 15(14), 53–64. <https://doi.org/10.3991/ijet.v15i14.14675>

Lubis, D. M. R., Manik, E., Mardianto, & Nirwana, A. (2021). Strategi Pembelajaran Sejarah Kebudayaan Islam. *Islamic Education*, 1(2), 68–73. <https://doi.org/10.57251/ie.v1i2.72>

Maya, A. O., & Jazuli, M. F. (2022). Inovasi Pembelajaran PAI Abad 21. *Journal of Islamic Education Studies*, 2(2), 170–182.

Mykhailyshyn, H., Kondur, O., & Serman, L. (2019). Innovation of Education and Educational Innovations in Conditions of Modern Higher Education Institution. *Journal of Vasyl Stefanyk Precarpathian National University*, 5(1), 9–16. <https://doi.org/10.15330/jpnu.5.1.9-16>

Olivia, Ahmad Sabri, & Sasmi Nelwati. (2024). Analisis Model Pembelajaran Inovatif Dalam Pendidikan Agama Islam. *Holistik Analisis Nexus*, 1(6), 328–334. <https://doi.org/10.62504/nexus715>

- Pertiwi, A. D., Nurfatimah, S. A., & Hasna, S. (2022). Menerapkan Metode Pembelajaran Berorientasi Student Centered Menuju Masa Transisi Kurikulum Merdeka. *Jurnal Pendidikan Tambusai*, 6(2), 8839–8848.
- Pitaloka, H., & Arsanti, M. (2022). Pembelajaran Diferensiasi dalam Kurikulum Merdeka. *Seminar Nasional Pendidikan Sultan ...*, November, 2020–2023. <http://jurnal.unissula.ac.id/index.php/sendiksa/article/view/27283>
- Rodiya, Y., Nugroho, W., & Kardipah, S. (2022). Pemanfaatan dan Pengembangan Model Pembelajaran Inovatif Berbasis ICT pada Pembelajaran Pendidikan Agama Islam. *JDPP: Jurnal Dimensi Pendidikan Dan Pembelajaran*, 10(1), 102–118. <https://doi.org/https://doi.org/10.24269/dpp.v10i1.6214>
- Shalikhah, N. D. (2017). Media Pembelajaran Interaktif Lectora Inspire Sebagai Inovasi Pembelajaran. *Warta LPM*, 20(1), 9–16.
- Stender, A., Schwichow, M., Zimmerman, C., & Härtig, H. (2018). Making inquiry-based science learning visible: the influence of CVS and cognitive skills on content knowledge learning in guided inquiry. *International Journal of Science Education*, 40(15), 1812–1831. <https://doi.org/10.1080/09500693.2018.1504346>
- Syafrin, Y., Kamal, M., Arifmiboy, A., & Husni, A. (2023). Pelaksanaan Pembelajaran Pendidikan Agama Islam. *Educativo: Jurnal Pendidikan*, 2(1), 72–77. <https://doi.org/10.56248/educativo.v2i1.111>
- Syahidin, S. (2019). *Aplikasi Model Pendidikan Qurani dalam Pembelajaran Agama Islam di Sekolah* (M. I. Firmansyah (ed.)). UPI Press.
- Untari, A. D. (2022). Game Based Learning : Alternative 21 st Century Innovative Learning Models in Improving Student Learning Activeness In 21st century learning , teachers play an important role in creating innovative learning designs with 21st century learning elements . Pu. *EDUEKSOS: Jurnal Pendidikan Sosial Dan Ekonomi*, 11(2), 228–242. <https://doi.org/https://doi.org/10.24235/edueksos.v11i2.11919>
- Winatha, K. R., & Setiawan, I. M. D. (2020). *Pengaruh Game-Based Learning Terhadap Motivasi dan Prestasi Belajar*. 10(3), 198–206. <https://doi.org/https://doi.org/10.24246/j.js.2020.v10.i3.p198-206>