

Research Article

Integration of Educational Games in Increasing Motivation and Results Student Learning in the Subject of Islamic Cultural History at MTS N 1 Wonosobo

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Abstract : This study aims to: (1) describe the integration of educational games in Islamic Education (SKI) learning; (2) understand students' learning experiences in learning Islamic cultural history in classes that integrate educational games; (3) examine the impact on the learning outcomes of class VIII students of MTs N 1 Wonosobo Research. This study uses a qualitative approach with a phenomenological research type. The research subjects include SKI subject teachers, madrasa principals, and class VIII students of MTs N 1 Wonosobo Research. Data collection techniques were carried out through in-depth interviews, observation of the learning process, and documentation studies. Data analysis was carried out through the stages of data reduction, data presentation, as well as drawing conclusions and verification. The results of the study indicate that the integration of educational games in Islamic Education (SKI) learning is implemented in a planned and contextual manner as part of the teacher's learning strategy. The use of educational games can increase student learning motivation which is characterized by increased enthusiasm, activeness, focus, and student participation in the learning process. In terms of learning outcomes, the percentage of student learning completion before and after the educational game integration both reached 100%, with a Minimum Completion Criteria (KKM) of 68. However, the average (mean) student learning outcomes increased from 94.28 to 95.17, an increase of $\pm 0.95\%$. This finding indicates that the integration of educational games not only maintains learning completion but also improves the quality of students' understanding of the Islamic Cultural History material. Thus, the integration of educational games has proven to be an effective learning innovation in improving student motivation and learning outcomes in the subject of Islamic Cultural History.

Keywords: Educational Games; Islamic Cultural History; Learning Motivation; Learning Outcomes; Student Engagement.

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1. Introduction

Learning is the core of teaching and learning activities, involving both students and teachers, leading to intellectual maturity, emotional maturity, spiritual growth, life skills, and moral excellence. Children spend most of their time engaged in daily learning routines. Even in extracurricular activities, learning continues.

In the teaching process, the learning process plays a vital role. Learning is a complex process that occurs in everyone and lasts a lifetime, from infancy to death. One sign that someone has learned is a change in behavior. This change in behavior involves changes in knowledge (cognitive) and skills (psychomotor), as well as values and attitudes (affective). Changes should occur as a result of interactions with the environment during teaching and learning activities. One of the obstacles faced by educators in teaching and learning activities is the lack of understanding of the material being taught by students. In line with the development of science and technology, efforts to reform the learning process are increasingly being encouraged. Teachers are required to be able to utilize supporting facilities

in learning. In addition to being able to use available facilities, teachers are also required to be able to develop skills in creating learning media for use during learning. Therefore, teachers must have sufficient knowledge and understanding of learning media.

In the learning process, many factors influence student learning outcomes, both internal and external. Internal factors relate to student discipline, response, and motivation, while external factors include the learning environment, learning objectives, and the educator's creative approach to media selection. These factors influence each other and form a unified whole that underlies student learning outcomes. Therefore, teachers are required to be creative in delivering learning materials; in other words, teachers must conduct effective learning. Learning effectiveness occurs when students are actively involved in organizing the relationships between the information provided. SKI learning itself in the field still often faces various challenges. Based on initial observations in several madrasas, including MTs N 1 Wonosobo, it was found that SKI learning is still dominated by conventional approaches such as lectures and note-taking. This causes students to tend to be passive, bored, and less actively involved in the learning process. As a result, student learning motivation is low, which ultimately impacts the achievement of less than optimal learning outcomes. Therefore, efforts to improve student learning outcomes must be accompanied by efforts to increase student motivation.

Providing media with inappropriate methods can lead to boredom and fatigue. Learning boredom can lead to low learning achievement due to the inability to think, where the brain is unable to process information obtained from the teacher during the learning process. Furthermore, learning boredom can also cause students to be less effective in participating in learning activities. Learning boredom in students will be clearly evident from a decline in academic performance or learning achievement. However, learning boredom can also be evidenced by the emergence of behavioral disorders (*misbehavior*) in students such as shouting in class, disturbing friends, fighting, frequently being absent from school, and frequently leaving class. Students have different characters, so we must have a special approach and strategy to regain their motivation to learn.

Strategies and methods are two essential components in both planning and the learning process. Without them, teachers will struggle to help their students achieve the competencies defined in the core competencies. In lesson planning, strategies and methods can help teachers conceptualize their learning system systematically. In the learning process, strategies and methods can help teachers achieve learning objectives. For effective learning to occur, teachers need to choose methods and implement appropriate, efficient, and effective learning media that can help increase student motivation and learning outcomes. The more effective the method used, the more effective it will be in achieving objectives.

Motivation is an energy within humans that drives them to engage in specific activities with a specific goal. Learning motivation is anything that can motivate students or individuals to learn. Without learning motivation, a student will not learn. Motivation influences the level of success or failure in learning, and in general, learning without motivation will be difficult to achieve. Therefore, learning must be tailored to the needs, drives, motives, and interests of students. The use of motivation in teaching not only complements learning elements but also becomes a determining factor in effective learning. Motivation is not merely encouraging or ordering someone to do something, but rather an art that involves various abilities in recognizing and managing one's own emotions and those of others. In teaching and learning activities, interesting methods can be used to prevent monotony and prevent students from feeling bored, thus creating a more active class and a more engaging learning atmosphere.

In an effort to eliminate classroom boredom and improve student learning outcomes and motivation, while considering a philosophical perspective in integrating game-based learning into education to increase student engagement and learning outcomes, methods that can improve student motivation and learning outcomes can be used. One way is to provide educational game media that can be played in class or outside of class. In this way, students can achieve the expected results by building their own understanding and knowledge through the learning process.

The implementation of educational games in SKI learning is still relatively rare and has not been widely explored. From the researchers' perspective, this condition creates pedagogical and psychological problems. Pedagogically, the dominance of one-way methods prevents students from having the opportunity to construct knowledge independently, even though modern learning requires students to be active, collaborative, and able to think critically. Psychologically, the lack of method variation results in decreased learning motivation, which has a direct impact on low student learning outcomes. Therefore, in-depth

research is needed to understand how teachers and students respond to and experience the SKI learning process integrated with educational games.

This research is crucial for providing a clear picture of the benefits, challenges, and impacts of using educational games in the context of religious learning, which has traditionally been considered conventional and narrative. Using a phenomenological approach, this study focuses on the subjective experiences of teachers and students in implementing educational games in Islamic Religious Education (IS) learning. This approach is considered relevant for exploring the deeper meaning of their experiences, including teaching strategies, learning interactions, and perceptions of changes in student motivation and learning outcomes.

Based on initial observations, MTs N 1 Wonosobo has implemented the use of educational games in SKI learning, which has been proven to improve student motivation and learning outcomes. An interview with SKI teachers at MTs N 1 Wonosobo revealed that the school has students with diverse academic and social backgrounds and learning interests. Scientifically, this situation provides an opportunity for researchers to understand how educational games work with different student profiles, especially classes that have good academic potential, but still experience boredom in SKI learning. By making MTs N 1 Wonosobo as a research location, researchers hope to produce empirical findings that provide important contributions to learning innovation in madrasas, especially in SKI subjects.

2. Research Methods

The research method used is qualitative research with a phenomenological approach, which aims to understand in depth the experiences and perceptions of teachers and students regarding the integration of educational games in learning Islamic Cultural History (SKI). This research was conducted naturally without manipulation of field conditions and emphasized the process and meaning from the perspective of the research subjects. The research subjects included SKI subject teachers, students of class VIII Research, and the principal of the madrasah at MTs N 1 Wonosobo, who were selected because of their commitment to learning innovation, heterogeneous student characteristics, availability of technological facilities, and suitability with the phenomenological approach.

Data sources consisted of primary and secondary data. Primary data was obtained through in-depth interviews and observations of the learning process, while secondary data came from school documents, lesson plans, learning outcomes, and relevant scientific literature. Data collection techniques used observation, interviews, and documentation studies, with the researcher as the primary instrument. Data analysis was conducted qualitatively through the stages of data reduction, data presentation, and drawing conclusions and verification to obtain a valid and comprehensive understanding.

3. Results And Discussion

a) Integration of Educational Games in Learning Islamic Cultural History:

The integration of educational games into Islamic Cultural History (IS) learning at MTs N 1 Wonosobo is an innovative strategy to increase student motivation, engagement, and learning outcomes. Games were chosen because they can concretely emphasize the narrative and historical IS material, particularly the figures, events, and chronology of Islamic history, which require memory and cognitive comprehension.

The implementation of educational games is carried out in a planned and structured manner, starting from conveying learning objectives, game rules, group assignments, and assessing student engagement and accuracy. The types of games used include digital interactive quizzes and manual games such as historical figure cards. Games are integrated into the learning stages, including introductory, core, and closing activities, and combined with lecture, discussion, and cooperative learning methods.

The research results show that the use of educational games can overcome student boredom, especially during the final class period, and create a more interactive and enjoyable learning environment. Students demonstrated high enthusiasm, actively engaged in discussions, collaborated in groups, and were more focused on the learning process. The integration of educational games also aligns with theories of learning motivation and learning outcomes, which encompass the cognitive, affective, and psychomotor domains.

Supporting factors for educational game integration include teacher competence in utilizing digital media, thorough lesson planning, and the availability of adequate facilities and infrastructure. Student response to the use of educational games has been very positive, despite minor technical challenges such as internet connection issues. Overall, educational game integration has a positive impact on SKI learning and needs to be further developed through media innovations tailored to student interests and characteristics.

b) Student Learning Motivation in Educational Game-Based SKI Learning

Learning motivation is a crucial factor that significantly influences learning success, including in the subject of Islamic Cultural History (SKI). At MTs N 1 Wonosobo, teachers recognize that low student learning motivation can impact student engagement and learning outcomes. Therefore, teachers play an active role in providing stimuli that can foster student learning motivation so that the learning process runs optimally.

Teachers' efforts to increase student learning motivation begin with explaining the goals and benefits of SKI learning to students. This explanation helps students understand the direction and relevance of learning, so that the material is not viewed merely as an academic obligation, but as knowledge with value and utility. Furthermore, teachers strive to understand students' interests and passions as a basis for determining appropriate learning methods and media. Understanding students' interests allows teachers to choose media that can capture their attention and stimulate intrinsic motivation, one example of which is the use of educational games.

Teachers also provide rewards or recognition to students who actively participate in learning, whether by asking questions, answering questions, or participating in games. These rewards serve as positive reinforcement, encouraging students to be more confident and actively involved in learning activities. Furthermore, teachers employ a variety of learning methods and media, such as lectures, Q&A sessions, discussions, cooperative learning, and game-based learning. This variation is implemented to avoid boredom and adapt learning to student characteristics.

Based on the research results, the integration of educational games into SKI learning significantly impacted students' learning motivation. Students demonstrated increased attention, concentration, and activeness during the learning process. Educational games helped students understand SKI material that was previously considered difficult due to the large number of historical figures and events that had to be memorized. Learning, which was initially monotonous, became more engaging, enjoyable, and meaningful.

The results of the questionnaire and interviews showed that before the use of educational games, most students felt unmotivated and quickly became bored in participating in SKI learning. After the implementation of educational games, students experienced positive changes, such as increased enthusiasm for learning, a sense of enjoyment, and ease in understanding the material. Students also became more active participants in discussions and group work. Although there were technical obstacles such as network or device disruptions, students assessed that these obstacles did not reduce the overall benefits of the educational games. Thus, SKI learning based on educational games has been proven to increase student learning motivation and is worthy of continued implementation.

c) Student Learning Outcomes in Educational Game-Based SKI Learning

Student learning outcomes in Islamic Cultural History (ISH) are inextricably linked to the learning environment, the preparedness of educators and students, and the use of appropriate learning media. A conducive, psychologically safe classroom environment supported by adequate learning resources plays a crucial role in creating an effective learning process. In this context, the integration of educational games is one form of learning innovation that supports the creation of an interactive and enjoyable learning environment.

The implementation of educational games in SKI learning at MTs N 1 Wonosobo was carried out through careful planning, including setting learning objectives, selecting appropriate methods and media, and managing the classroom and learning time. The readiness of educators and students is a key supporting factor for the successful implementation of educational game-based learning. Research findings indicate that the use of educational games can increase student engagement, strengthen conceptual understanding, and help students remember narrative and chronological SKI material.

Based on interviews, observations, and documentation, the integration of educational games has a positive impact on student learning outcomes. This impact is evident in increased student engagement in learning, ease of understanding of the material, and positive attitudes toward the SKI subject. The improvement in learning outcomes occurs not only in the cognitive domain, but also in the affective and psychomotor domains, such as enthusiasm for learning, self-confidence, and active participation in learning activities.

Analysis of documentation of grade VIII students' scores Research shows that before and after the integration of educational games, the percentage of learning completion remains at 100% with a Minimum Completion Criteria (KKM) of 68. Although the percentage of learning completion does not change, there is an increase in the average student score from

94.28 to 95.17. This increase indicates a strengthening of the quality of students' understanding of the SKI material after the implementation of educational games, especially in understanding concepts, historical chronology, and important figures in Islamic history.

Formative and summative assessment results demonstrate that educational games serve as effective reinforcement. Students are able to answer questions with greater accuracy, demonstrate deeper conceptual understanding, and actively engage in the learning process. The integration of educational games also supports holistic learning, as learning outcomes are measured not only through academic grades but also through changes in students' attitudes and learning behaviors.

Teachers assess student learning outcomes through a variety of complementary methods, including assessing student activity and participation, evaluating understanding of the material during games, assigning assignments and follow-up activities, documenting grades, and reflecting with students. This evaluation approach aligns with the concept of learning outcomes, which encompasses the cognitive, affective, and psychomotor domains.

Overall, the research findings confirm that the integration of educational games into SKI learning at MTs N 1 Wonosobo has a positive impact on improving student learning outcomes. Innovative, contextual, and student-centered learning has been shown to strengthen understanding of the material, increase learning engagement, and produce optimal academic outcomes.

4. Conclusion

The integration of educational games into Islamic Cultural History learning at MTs N 1 Wonosobo is implemented in a planned and contextual manner as a supporting learning medium. Educational games are used in specific materials that require a strengthened understanding of historical concepts and chronology, such as important figures and events in the development of Islam, while still considering student characteristics and the achievement of basic competencies.

The use of educational games has been shown to increase the learning motivation of eighth-grade students in the study, as demonstrated by increased enthusiasm, activeness, and engagement in learning. Educational games create a more engaging and enjoyable learning environment, thereby reducing boredom in previously monotonous SKI lessons. This finding aligns with learning motivation theory, which emphasizes the importance of engaging learning media.

Furthermore, the integration of educational games also had a positive impact on student learning outcomes. Although the percentage of learning completion before and after the implementation of educational games both reached 100% with a Minimum Competency (KKM) of 68, the average student score increased from 94.28 to 95.17, or an increase of approximately $\pm 0.95\%$. This increase indicates that educational games function as a reinforcement medium capable of improving the quality of student learning outcomes. Overall, the integration of educational games is a relevant and effective learning innovation in improving motivation and learning outcomes in SKI at MTs N 1 Wonosobo.

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