



Game-Based Learning Strategies to Improve Student Motivation in Islamic History (Tarikh) Learning

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Abstract: Game-Based Learning Strategies to Improve Student Motivation in Islamic History (Tarikh) Learning

Objective: This study aims to analyze the implementation of Game-Based Learning (GBL) strategies in enhancing student motivation in the Islamic History subject at SD Muhammadiyah 15 Surabaya. **Method:** The research employs a descriptive qualitative design, utilizing data collection techniques that include in-depth interviews, participatory observation, and documentation. **Results:** The use of GBL with Kahoot created an interactive learning environment, enhancing motivation, participation, and understanding of Islamic history. It also promoted critical thinking, problem-solving, and teamwork. Despite challenges such as limited technology and varying student abilities, GBL effectively enhanced student motivation. **Conclusion:** The Game-Based Learning strategy can be an innovative alternative to create more engaging, meaningful, and character-strengthening Islamic History lessons. **Contribution:** This study makes a significant contribution to the development of creative and impactful teaching strategies in Islamic education, thereby promoting a more interactive and values-based learning experience.

Keywords: Game-Based Learning; Learning Motivation; Students; Islamic History Learning

Abstract: Strategi Game Based Learning dalam Meningkatkan Motivasi Belajar Siswa pada Pembelajaran Tarikh Islam

Tujuan: Penelitian ini bertujuan untuk menganalisis penerapan strategi Game-Based Learning (GBL) dalam meningkatkan motivasi belajar siswa pada mata pelajaran Sejarah Islam di SD Muhammadiyah 15 Surabaya. **Metode:** Penelitian ini menggunakan desain kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara mendalam, observasi partisipatif, dan dokumentasi. **Hasil:** Penggunaan GBL dengan Kahoot menciptakan lingkungan belajar yang interaktif, meningkatkan motivasi, partisipasi, dan pemahaman sejarah Islam. Model ini juga mempromosikan kemampuan berpikir kritis, pemecahan masalah, dan kerja sama. Meskipun ada tantangan seperti keterbatasan teknologi dan perbedaan kemampuan siswa, GBL efektif dalam meningkatkan motivasi siswa. **Kesimpulan:** Strategi Game-Based Learning dapat menjadi alternatif inovatif untuk menciptakan pembelajaran Sejarah Islam yang lebih menarik, bermakna, dan memperkuat karakter siswa. **Kontribusi:** Penelitian ini memberikan kontribusi dalam pengembangan strategi pembelajaran kreatif dan berdampak dalam pendidikan Islam, yang mendukung pengalaman belajar yang lebih interaktif dan berbasis nilai

Kata Kunci: Game Based Learning; Motivasi Belajar; Siswa; Pembelajaran Tarikh Islam

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A. INTRODUCTION

Islamic History is taught as a means of character building, instilling Islamic values, and strengthening understanding of Islamic History and civilization, including aspects of education, leadership, and moral values that can be used as a way of life (Rahayu et al., 2024). Although this subject is less popular among some students, the role of educators is vital in motivating them to learn (Dinda & Arifmiboy, 2023). Monotonous and uninteresting delivery methods often lead to students' limited understanding of the material. Therefore, educators are expected to create a more active, engaging, and meaningful learning environment so that learning objectives can be achieved optimally (Meliana et al., 2023).

In the context of education, learning strategies are structured and systematic plans that cover methods, steps, and a series of activities designed by educators to achieve practical learning objectives (Imel et al., 2024). Strategies not only guide the learning process but also aim to create an efficient learning experience, making learning materials more accessible and easier to understand. Therefore, learning strategies include a comprehensive approach designed to achieve optimal learning outcomes (Lubis et al., 2021). Educators play a significant role in overcoming obstacles during the learning process and fostering student motivation towards learning materials (Rozi, 2025). Choosing the appropriate learning method is crucial so that students can easily grasp the material. The use of inappropriate methods can be a factor that hinders understanding of the material. By using game-based learning, the learning process becomes more interactive and enjoyable for students (Adiningrat & Albina, 2024).

Game-based learning is a learning approach that utilizes digital games to create an interactive, enjoyable, and meaningful learning environment (Wulandari & Safitri, 2024). This method incorporates teaching materials into activities that are designed to be interesting and challenging, thereby encouraging active participation from students and increasing their motivation to learn (Qodariyah et al., 2024). The learning environment becomes livelier and more conducive, and the entertaining interactions and game elements help students understand the material. Additionally, this approach promotes cooperation among students through collaborative tasks (Aminullah, 2024). In Islamic History learning, game-based learning has proven effective in building learning motivation and creating a more engaging and less boring offline learning environment (Nikmah, 2025). One of the media that can be used to apply this method is Kahoot, an online learning platform that features highly interactive and engaging quizzes and games (Mulyawati, 2023). In the context of Islamic History learning, Kahoot can be used to create quizzes that connect historical events with the figures or time periods in which they occurred (Malik et al., 2025). For example, in the material on the Battle of Uhud, teachers can create questions such as "Who was the leader of the Muslim army in the Battle of Uhud?" or "What caused the defeat of the Muslim army?" Students can answer individually or together using their devices. This activity is enjoyable, helps with memorization, strengthens understanding, and fosters a collaborative and competitive learning environment. In this way, Kahoot becomes an effective tool for implementing game-based learning in Islamic History education, especially on the topic of the Battle of Uhud.

In this study, to gain a deeper understanding, various previous research sources were consulted for comparison. Research by Khaerunnisa et al. (2022) revealed that the application of game-based learning methods can increase the learning interest of fourth-grade students. Research by Athiyyah & Amalia (2024) revealed that the game-based learning method is effective in increasing the learning interest of seventh-grade students in Islamic Cultural History (SKI) subjects. Research by Kusuma & Inayati (2023) revealed that active learning strategies, including game-based learning, can motivate students and increase learning effectiveness, helping them achieve learning objectives. Research by Islam et al. (2024) reveals that the application of the game-based learning model can be an effective solution to increase students' interest and motivation to learn, while preparing them to become a young generation ready to face future challenges. The use of Wordwall media in game-based learning can increase

student engagement and interest in learning SKI subjects. With this interactive media, students find it easier to understand the subject matter and become more involved in the learning process.

From the results of research conducted by researchers at SD Muhammadiyah 15 Surabaya, it was found that the teaching and learning process generally employs lectures and discussions as the primary methods for delivering learning materials. Based on this, the author of this study will examine how the implementation of game-based learning strategies can foster student motivation in learning Islamic History, and what the obstacles are to the application of game-based learning on student motivation in learning Islamic History.

This study aims to determine how the implementation of game-based learning strategies can foster student motivation in Islamic History and to identify the obstacles encountered in applying game-based learning to student motivation in Islamic History. By employing the Game-Based Learning strategy, this study aims to enhance learning motivation and understanding of Islamic History material, while also making the learning process more engaging and less monotonous.

B. METHOD

This study employs a descriptive qualitative approach, a method that aims to explore, understand, and describe in detail the meaning of human experiences, social interactions, and specific phenomena within their natural context. This approach was chosen because the primary focus of the study is to gain an in-depth understanding of a phenomenon or event. The characteristics of this method include methodological flexibility, which allows for adjustments to the design during the process in accordance with the field's dynamics. Additionally, this approach is inductive in constructing patterns or categories based on empirical data collected in the field. Data was collected in the form of verbal narratives and visual descriptions. This research is also descriptive in nature, as it aims to systematically and accurately describe a phenomenon based on data from various sources. Key informants in this study consisted of Islamic Education (PAI) teachers, students, and the deputy principal for Curriculum at SD Muhammadiyah 15 Surabaya. The selection of informants was based on the consideration that they possessed relevant and in-depth information related to the study's focus ([Hanyfah et al., 2022](#)).

Data collection techniques were carried out through in-depth interviews, participatory observation, and documentation. In-depth interviews were conducted with several informants, namely Islamic Education teachers who teach Islamic History, students who were the subjects of the study, and the Deputy Principal for Curriculum. Through these interviews, the researchers aimed to gather information on the implementation of the Game-Based Learning strategy, the media used, student responses, and the obstacles encountered during the learning process. Participatory observation was conducted by being directly involved in learning activities. This observation aimed to observe the activities of educators when implementing the GBL strategy, record the responses and involvement of students during the learning process, and observe the overall classroom atmosphere. Field notes obtained from these observations provide a real picture of how the GBL method is implemented and the extent to which this strategy can foster student motivation to learn ([Ichsan & Ali, 2020](#)). Meanwhile, documentation involves collecting official school documents, such as the curriculum, lesson plans, syllabi, and lesson schedules, as well as other relevant archives. In addition to written documents, the researchers also collected visual evidence in the form of photos of learning activities using game-based media. This documentation data serves to support the findings from the interviews and observations, while also strengthening the validity of the research through the triangulation process ([Mauliandri et al., 2021](#)). To ensure data validity, researchers used triangulation techniques by comparing data from various sources and methods. Data analysis was conducted interactively throughout the research process, encompassing

data reduction, data presentation in narrative or visual form, and drawing conclusions based on field findings. (Daruhadi & Sopiati, 2024) Through the application of this descriptive qualitative method, researchers can obtain a complete and in-depth understanding of the phenomenon being studied and produce accurate and meaningful descriptions based on valid and verified data.

C. RESULTS AND DISCUSSION

Result

1. Implementation of Game-Based Learning Strategies in Fostering Student Motivation in Islamic History

The data obtained during the study addressed the question of the extent to which game-based learning strategies can foster student motivation in learning Islamic history, specifically the material related to the Battle of Uhud. This study involved 20 students, with the researcher acting as an educator at SD Muhammadiyah 15 Surabaya. Through the application of this strategy, students were invited to learn more interactively and engagingly, thereby increasing their participation in the learning process. In addition, the use of game elements in learning activities created a healthy competitive atmosphere and encouraged students to be more enthusiastic about understanding Islamic history material.

In the study, the researcher began by observing the Islamic History learning process on the subject of the Battle of Uhud. The results of the observation showed that educators still predominantly used the lecture method, while game-based learning methods, such as Word-wall, were used only occasionally, especially during the COVID-19 pandemic. This condition made students easily bored, unmotivated, and had a low understanding of the material. Based on these findings, the researcher recognized the need to make improvements by implementing game-based learning strategies to enhance learning, making it more interesting, interactive, and effective in fostering student motivation and understanding.

Based on the research results, implementing the Game-Based Learning strategy as an innovation in the learning process has a positive and relevant impact on student motivation in Islamic History lessons. Based on the results of interviews conducted by researchers with the deputy principal in charge of curriculum, educators, and students, it was found that the application of Game-Based Learning created an engaging, enjoyable, and interactive learning atmosphere, as well as making students active participants in the learning process. Through educational games designed in accordance with the context of Islamic History material, students become more enthusiastic, excited, and able to understand important events and figures in Islamic history easily. This strategy encourages students to think more critically, solve problems, participate actively, and foster a spirit of healthy competition that enhances their intrinsic motivation. The implementation of Game-Based Learning is carried out through two main stages: planning and application. These stages are systematically arranged to ensure the achievement of learning objectives and create an optimal learning experience for students in the context of Islamic History learning.

The planning of Game-Based Learning strategies to foster student motivation in learning Islamic History is as follows:

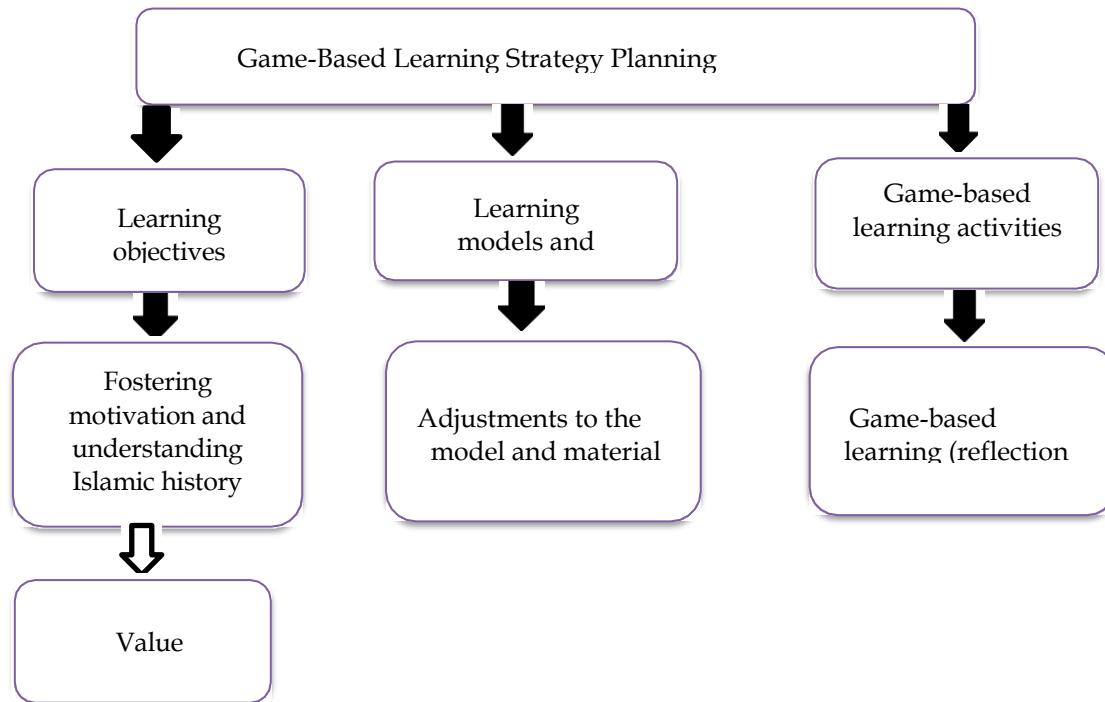


Figure 1. Game-based Learning Strategy Planning

The explanation of game-based learning strategy planning in improving student motivation in learning Islamic History is described as follows:

- Learning objectives: At this stage, educators determine the learning objectives to be achieved in Islamic History learning activities by applying the Game-Based Learning strategy. In this learning process, the objectives serve as guidelines to ensure that the learning process leads to the desired results, both in terms of understanding the material and increasing students' enthusiasm for learning. This learning fosters students' motivation to understand important events in Islamic history, emulate the values of Islamic figures' struggles, and cultivate a sense of religiosity and love for the history of Islamic civilization. By having clear objectives, educators can design appropriate learning activities that enable students to achieve success more easily.
- Learning model and learning materials: Adjusting the learning model to the material being taught is crucial and should be considered by educators to ensure the teaching and learning process runs effectively and achieves the predetermined objectives. When teaching Islamic history, educators must select a learning model that is suitable for the historical material, while also promoting motivation and active participation among students. If the learning model is not suitable for the material, learning activities will become dull and challenging for students to digest, thereby hindering the achievement of good learning outcomes. At this stage, educators adjust their teaching methods to the Islamic History material being studied, namely the Battle of Uhud. This material was chosen because it holds important meanings, such as the value of patience in faith, obedience to leaders, and lessons learned from mistakes in battle strategies.
- Learning activities using Game-Based Learning: Learning is conducted using the Game-Based Learning method, with a focus on the material related to the Battle of Uhud. Educators act as facilitators who explain how to play, relate it to learning objectives, and direct the course of activities. Before playing, educators provide a brief explanation of the background, characters, and important events in the Battle of Uhud.
- Reflection and evaluation stage: After the game-based learning activity about the Battle of Uhud is complete, the educator guides the students to reflect on their learning expe-

rience. Students are asked to express their impressions of what they have learned, as well as the values such as discipline, cooperation, and trust in religion that they have acquired and applied in their daily lives. Next, the educator conducts an assessment using a short test, reflection sheet, or performance evaluation during the game to gauge the students' understanding, participation, and attitude. This stage helps ensure that learning not only increases knowledge about history but also shapes the character and learning motivation of the students.

Stages in implementing game-based learning strategies to foster student motivation in learning Islamic history through the Kahoot web platform. The advantage of this platform lies in its emphasis on the learning evaluation process carried out through games, both in groups and individually, with the requirement of an internet connection. Things that need to be prepared before the learning evaluation process is carried out using Kahoot, in order to obtain optimal interaction, include: 1) equipment that must be prepared by educators, namely an overhead projector and screen. 2) Students prepare and bring smartphones. 3) Schools prepare a strong and reliable internet connection. Once the above requirements have been met, the following process can be carried out, which involves creating a quiz on Kahoot. This stage can be carried out according to the following steps:

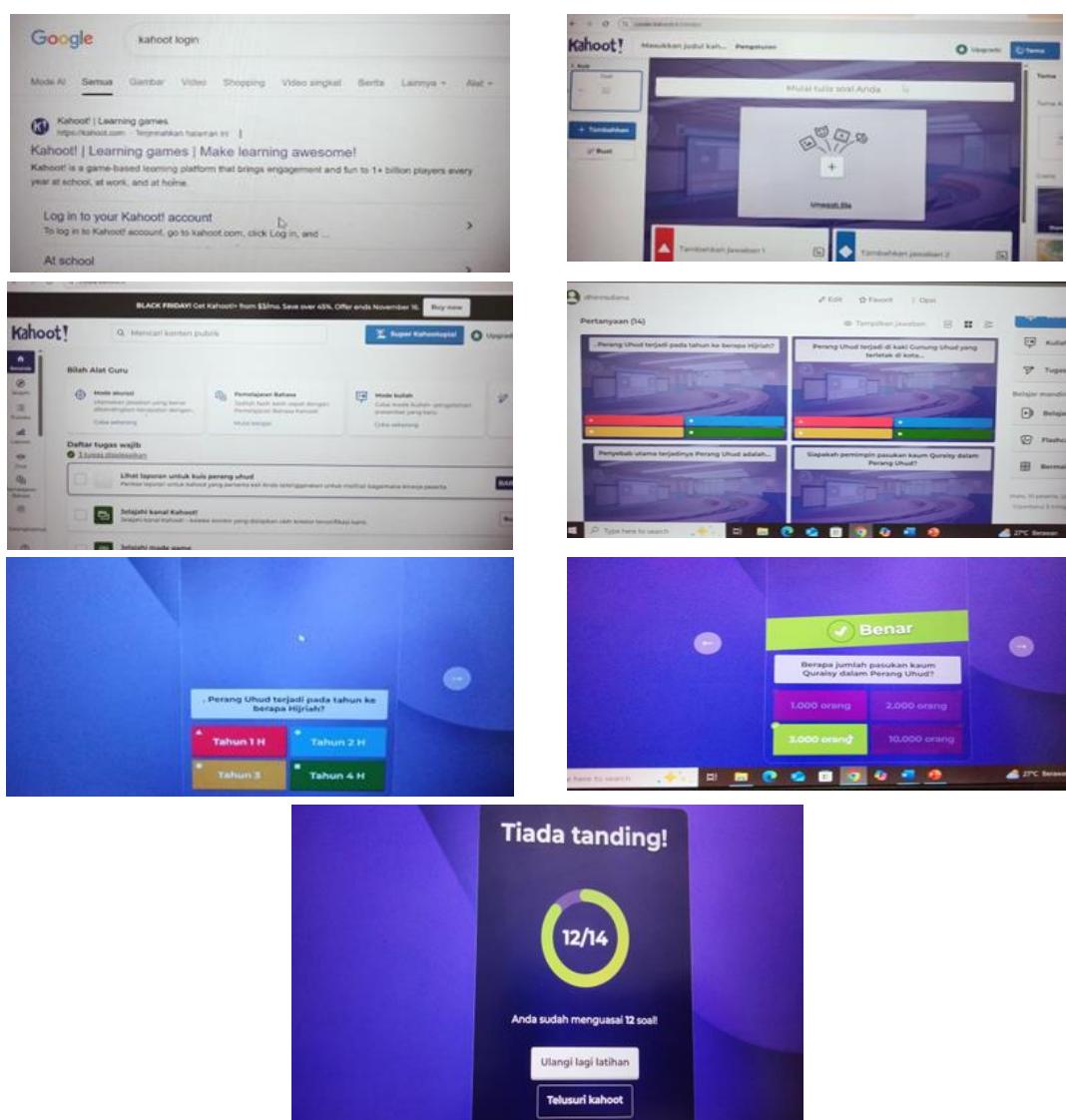


Figure 2. Steps for Creating a Quiz on Kahoot

The steps to create a quiz on Kahoot are explained below:

- a) To access Kahoot, go to <https://kahoot.com> and click the "Log in" button in the upper right corner if you already have an account. If not, select "Sign up for free" and choose your account type (teacher, student, personal, or professional). Sign up using your Gmail or Facebook account for convenience. After logging in or registering, you can create, play, or join interactive quizzes on Kahoot.
- b) To create a multiple-choice quiz on Kahoot, go to <https://kahoot.com> and log in. Select "Create" to create a new quiz, then select "Quiz" as the activity type. Write the questions and add answer choices, making sure there is only one correct answer. You can also add images or videos. When finished, save the quiz and choose whether you want to play it live or share it with others.
- c) Each exam question can be timed and scored based on its difficulty level, with easy questions receiving a short time limit and a lower score, and challenging questions receiving a longer time limit and a higher score. The system can also reward users for quick answers or penalize them for incorrect answers. These adjustments help maintain fairness, encourage accuracy, and ensure that exam results honestly reflect participants' abilities.
- d) Adding images or videos to questions in Kahoot makes the quiz more interesting, interactive, and easier for participants to understand, thereby increasing interest in learning and making the learning experience more enjoyable.
- e) After creating a quiz, educators can copy the link or obtain a PIN to access it. The link can be shared directly to access the quiz, whereas with a PIN, participants must open an application, such as Kahoot, and enter the PIN provided by the educator.

In this way, educators can easily share quizzes and ensure that only people with the link or PIN can take the quiz. The implementation of the Game-Based Learning method through the Kahoot web platform is carried out in three stages, covering: opening activities, core activities, and closing activities. In the core activity stage, educators apply game-based learning strategies by utilizing the Kahoot platform, which has been prepared in advance, as well as preparing supporting devices such as laptops, projectors, and internet connections, so that students can participate interactively. Before the game starts, students watch a short video and review the material they have learned. Next, the game is played by answering questions directly through their respective devices, where correct and quick answers earn points, creating a competitive but fun learning atmosphere. Through this activity, there is active interaction between students that fosters a positive competitive spirit and trains accuracy and speed in answering questions. Learning with Kahoot combines attractive visual elements, cognitive challenges, and emotional engagement through a fun game atmosphere, thereby increasing students' motivation, enthusiasm, and active participation during the learning process ([Andaresta & Bahriah, 2024](#)).

2. Obstacles to the implementation of game-based learning on student motivation in Islamic History lessons

Based on the results of interviews conducted during research with fifth-grade students in class AR, Danesha and other students said that game-based learning has been proven to increase interest and motivation in learning. Lessons that were initially monotonous have become more varied and enjoyable, making difficult material more interesting. Through games, such as Kahoot, students became more enthusiastic about answering questions, especially in Islamic History lessons, which are often considered boring. Game-based learning also helped students focus better, understand the material more quickly, and remember the lessons more easily than just listening to the teacher's explanations ([Aini & Astutik, 2023](#)).

The results of the research described above indicate that the application of Game-Based Learning in Islamic History lessons presents various challenges, including several factors

that can impact students' motivation to learn. However, the positive obstacles to students' motivation to learn are still more dominant than the negative ones.

Each learning model has specific characteristics, advantages, and disadvantages, including the game-based learning model. Game-based learning has the main advantage of encouraging students to think more actively. With this approach, students become more actively involved in the learning process, both cognitively and socially. Educational games make it easier for students to understand the material because it is presented in a fun and contextual way.

In addition to creating a more dynamic and interactive learning environment, game-based learning has been proven effective in fostering student motivation through several aspects, namely (1) increasing students' intrinsic motivation; (2) facilitating understanding of the material; (3) increasing student participation and engagement; (4) developing problem-solving and critical thinking skills; (5) providing feedback and positive reinforcement.

However, despite its advantages, game-based learning also has shortcomings, one of the obstacles that often arises being: (1) limited facilities and infrastructure; (2) lack of teacher competence in the use of technology; (3) suitability of material for games; (4) limited learning time; (5) differences in student ability levels; (6) disruption of student focus and discipline.

Doubts about adopting game-based learning are reflected in the feelings of uncertainty that educators experience. Many of them state that they are not yet fully prepared, so more support and resources are needed for game-based learning to become an effective and sustainable learning tool. Despite the high level of enthusiasm for game-based learning, it is important to overcome the identified obstacles to ensure successful integration. This study presents opportunities for a more focused and supportive approach to implementing game-based learning in schools, thereby maximizing the potential of this innovative teaching method.

Discussion

The results of this study indicate that the game-based learning strategy, facilitated through the Kahoot web platform, can be an innovative approach to Islamic History learning. Through the application of interactive educational games, students can learn while playing, thereby creating a livelier and more enjoyable classroom atmosphere. The use of Kahoot not only increases student engagement but also fosters learning motivation due to the elements of competition and rewards that encourage students better to understand the material (Martdana, 2025). With proper planning and implementation, this game-based learning strategy makes Islamic History learning more meaningful and engaging, while also successfully encouraging active participation and deepening students' understanding of important events in Islamic History.

Based on the explanation above, it is clear that the Game-Based Learning strategy is relevant to be applied in Islamic History learning activities because it can foster student motivation to learn through an interactive, fun, and competitive learning atmosphere. Through Kahoot, students not only learn to understand historical material, such as the Battle of Uhud, but also practice critical thinking, cooperation, and internalize important values in Islamic History, including obedience, patience, and fighting spirit. Game activities that involve positive interaction and competition encourage students to be more active, enthusiastic, and focused in their learning (Harum & Nadlif, 2025). Thus, the Game-Based Learning strategy can be a practical and innovative approach to learning in Islamic History lessons, as it not only enhances understanding of the material but also fosters intrinsic motivation and shapes the religious character of students (Wahyuni, 2025).

Theoretically, Game-Based Learning (GBL) is grounded in constructivist learning theory, which emphasizes that students learn more effectively when they are actively engaged in the learning process (Ding & Yu, 2024; Wang et al. 2024; Gardeli, & Vosinakis, 2025). This

theory refers to the views of Piaget and Vygotsky, who stated that knowledge is constructed through direct experience (De Champlain et al., 2018). GBL allows students to learn through fun and challenging games, where they can construct their own understanding based on the interactions and experiences provided. In the context of Islamic History learning, GBL helps students connect historical events with their personal experiences through games that require them to analyze, think critically, and solve problems (Sugina & Kasmantoni, 2025). This aligns with active learning theory, which posits that active involvement in learning activities enhances students' understanding and memory.

In practice, the application of GBL in Islamic History learning at SD Muhammadiyah 15 Surabaya shows tangible benefits in increasing student motivation to learn. Using platforms such as Kahoot, teachers can design interactive quizzes that not only test students' knowledge but also develop their cognitive skills, including critical thinking and problem-solving. In practice, students who were previously uninterested in Islamic History are now more enthusiastic about learning because the games provide an element of competition that motivates them to continue learning and achieve (Susilawati & Saputra, 2025). In addition, this approach encourages active participation, as students do not just wait for the teacher's instructions but also contribute to the discussions and games that take place.

The theoretical review also covers the importance of intrinsic motivation in learning. According to Deci and Ryan's Self-Determination Theory, intrinsic motivation, which arises from the desire to engage in an activity for the sake of enjoyment or satisfaction, is a key factor in effective learning (Ryan & Deci, 2020). Game-based learning increases students' intrinsic motivation because they feel challenged and entertained by the game-based learning process (Chen & Law, 2016; Liao et al., 2019; Chen & Huang, 2024). By playing quizzes relevant to Islamic history material, students feel satisfied when they answer questions correctly, which encourages them to continue engaging in the learning process without needing external rewards.

However, in practice, the implementation of GBL faces several challenges that need to be considered. One of the limitations is the lack of technological facilities and infrastructure, which poses a significant obstacle to the implementation of game-based learning. Some schools, especially those in areas with limited resources, may struggle to provide sufficient equipment to support the use of platforms like Kahoot. Additionally, teachers' digital competence is a crucial factor in the success of GBL. Without sufficient understanding and skills in using educational technology, teachers may struggle to design and manage effective quizzes or games. Therefore, training and professional development for teachers are essential to ensure the success of GBL in learning.

Despite these obstacles, GBL remains an effective alternative in fostering student motivation, especially in Islamic History learning. In this context, GBL not only helps students understand Islamic historical events more deeply, but also develops important social and cognitive skills, such as teamwork, communication, and critical analysis. Therefore, despite the challenges in its implementation, the benefits gained from GBL in terms of increasing learning motivation and understanding of the material are so significant that this strategy can be applied more widely at various levels of education.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The results of this study have several important implications. First, the application of Game-Based Learning has been proven to increase student motivation, participation, and understanding in Islamic History learning. Islamic Education teachers should integrate interactive game media as an alternative strategy to create a more engaging and effective learning process, thereby overcoming student boredom with conventional methods. Second, this study also reveals obstacles related to limited technological resources and teacher competence in

utilizing digital media. This implies the need for support from schools to strengthen their technological facilities and provide training for educators, ensuring the optimal and sustainable implementation of Game-Based Learning.

2. Research Contribution

In addition to these implications, this research also makes a significant contribution. Theoretically, this research reinforces empirical evidence that Game-Based Learning is an effective learning strategy in increasing student motivation, especially in Islamic History subjects. These findings can serve as a reference for researchers and educators in developing innovative learning models in Islamic education. Practically, this research provides step-by-step guidelines for implementing Game-Based Learning through Kahoot, which teachers can use as a guide in designing interactive, enjoyable, and student-centered digital learning.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Based on the results of this study, several future research directions can be developed to strengthen studies on the application of Game-Based Learning in Islamic History education. Further research can explore the use of various other educational game platforms, such as Wordwall, Quizizz, or simulation and augmented reality-based media, to compare their effectiveness with Kahoot. In addition, research needs to be conducted that integrates game-based learning with other learning models, such as Problem-Based Learning or Project-Based Learning, to produce more comprehensive learning strategies to increase student motivation and understanding. The development of teachers' digital competencies is also important to study through special training or mentoring, considering that technological constraints are one of the main obstacles to the implementation of GBL.

Further research can also be expanded to different levels of education, such as junior high school and high school, to see the consistency of GBL's influence on learning motivation and learning outcomes. In addition, longitudinal research is needed to measure the long-term impact of GBL on critical thinking skills, the internalization of Islamic historical values, and the formation of students' religious character. Thus, future research is expected to contribute both theoretically and practically to the development of more effective and relevant innovations in Islamic history learning that align with advancements in educational technology.

F. CONCLUSION

Based on the results obtained from the study, the application of the Game-Based Learning strategy has a significant effect on fostering student motivation in Islamic History learning. This approach enables the creation of an interactive, enjoyable, and competitive learning environment through the integration of educational game elements, such as the use of Kahoot media. Through game-based learning, students are actively engaged in the learning process and exhibit increased enthusiasm, focus, and motivation to learn compared to traditional methods. Additionally, game-based learning is effective in increasing intrinsic motivation, enhancing understanding of the material, and fostering critical thinking, problem-solving, and cooperation among students. This learning also helps students understand important values in Islamic history, such as obedience, patience, and fighting spirit.

However, the implementation of this strategy still faces obstacles, including limited technological facilities and infrastructure, teachers' competence in using digital media, limited learning time, and differences in students' abilities to operate game-based media. Nevertheless, these obstacles do not significantly reduce the effectiveness of game-based learning in fostering learning motivation. Thus, Game-Based Learning can be used as an innovative alternative in Islamic History learning. Through careful planning, adequate facility support, and improving educators' competence in educational technology, this strategy has the poten-

tial to become an effective learning method for building learning motivation, improving concept understanding, and sustainably shaping students' religious character.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. RI: Conceptualization, Writing - Original Draft and Methodology. APA: Data Analysis and Interpretation, Writing - Review & Editing

DECLARATION OF COMPETING INTEREST

The author declares that there are no conflicts of interest, whether financial, professional, or personal, that could influence the results or interpretation of this research. All findings and analyses presented in this research were compiled independently and free from the influence of any party, thereby maintaining the objectivity and integrity of the research process.

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