

Game Based Learning Model in PAI Subjects in 2023-2024: A Literature Review

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis dan mengkaji literatur terkait penerapan model pembelajaran *Game Based Learning* (GBL) pada mata pelajaran Pendidikan Agama Islam (PAI) tahun 2023-2024. Dengan perkembangan teknologi yang semakin pesat, penggunaan game sebagai alat bantu pembelajaran diharapkan dapat meningkatkan motivasi dan pemahaman siswa terhadap materi Pendidikan Agama Islam (PAI). Melalui pendekatan studi literatur, penelitian ini mengumpulkan dan mengevaluasi berbagai penelitian terdahulu yang membahas efektivitas *Game Based Learning* (GBL) dalam konteks pendidikan agama, serta implementasi model ini pada pembelajaran PAI di sekolah-sekolah. Hasil penelitian menunjukkan bahwa GBL dapat meningkatkan keterlibatan siswa, memperkuat pemahaman materi agama, dan mengembangkan keterampilan berpikir kritis. Selain itu, tantangan dalam penerapan GBL di PAI meliputi keterbatasan sumber daya dan kesiapan teknologi di beberapa sekolah. Penelitian ini diharapkan dapat memberikan wawasan bagi pengembangan pembelajaran yang inovatif dan menarik di bidang Pendidikan Agama Islam, serta memberikan rekomendasi untuk pemanfaatan GBL secara optimal dalam pembelajaran PAI di masa yang akan datang.

ABSTRACT

This study aims to analyze and review the literature related to the application of the Game Based Learning (GBL) learning model in Islamic Religious Education (PAI) subjects in 2023-2024. With the rapid development of technology, the use of games as a learning tool is expected to increase students' motivation and understanding of Islamic Religious Education (PAI) materials. Through a literature study approach, this study collects and evaluates various previous studies that discuss the effectiveness of Game Based Learning (GBL) in the context of religious education, as well as the implementation of this model in PAI learning in schools. The results of the study show that GBL can increase student involvement, strengthen understanding of religious materials, and develop critical thinking skills. In addition, challenges in the implementation of GBL in PAI include limited resources and technological readiness in several schools. This research is expected to provide insight into the development of innovative and interesting learning in the field of Islamic Religious Education, as well as provide recommendations for the optimal use of GBL in PAI learning in the future.

1. INTRODUCTION

Education is a process that aims to develop an individual's potential through teaching, training, and learning experiences. It includes the transfer of knowledge, skills, values, and attitudes from one generation to another. Education takes place in a variety of settings, including schools, universities, and communities. Education also plays an important role in economic and social development, helping to create a more educated and competitive society. Education is simply defined as an individual's effort to cultivate and develop their physical and spiritual potential in accordance with the values that exist in their society and culture (BP et al., 2022). According to the Education System Law No. 20 of 2003, "Education is a conscious and planned effort to create a learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, intelligence, personality, self-control, noble morals, and the skills needed by themselves and society" (Pristiwanti et al., 2022).

In this sense, it can be said that education plays an important role in determining a person's development. However, Islam is a religion of civilization because it teaches basic values such as worship, obedience, and submission (Bahri, 2022).

Islamic Religious Education is a field of science that studies how Islamic teachings can be used to guide and build students' mentality in a way that is based on the Quran and hadith (Usman & Azhari, 2023). The purpose of Islamic Religious Education is to educate the Indonesian people with a firm mindset and morals, namely a meticulous, subtle, moderate mindset, able to live independently, firmly, pious, noble character, have a loyal, useful, resourceful, creative, and cooperative personality (Umam & Hamami, 2023).

With technological advances and the development of innovative learning methods, *Game Based Learning* (GBL) has emerged as one of the attractive alternatives to increase student engagement (Jamaludin et al., 2025). Coffey said that *Game Based Learning* (GBL) is a learning model that combines education or learning materials into games to make people who play interested in learning through learning media such as games. According to Coffey, *Game Based Learning* (GBL) helps children learn more and become part of the global technology community (Wijaya et al., 2021). *Game Base Learning* (GBL) utilizes game elements to create a learning atmosphere that can motivate students to be more active in the learning process. Izza Safitri said in the results of her research that *Game Based Learning* (GBL) is an innovation that makes learning interesting and interactive (Safitri, 2024).

One interesting form of *Game Based Learning* (GBL) is *Spinning Wheel Games*, which allow students to learn through interaction and elements of luck. The spinning wheel game media has a challenging advantage that encourages students to solve problems or problems through wheel rotation. Media *Spinning Wheel Games* is a type of media that encourages students to use their visualization skills to answer questions and can be played both individually and in groups. This *Spinning Wheel Games* game is modified for learning media. Numbers are usually on the spinning wheel, and this learning medium has pictures and terms of the material that will be delivered later. This spinner consists of a pointing needle and consecutive number squares, the contents are adjusted to the subject matter that will be discussed at each point (Gusdiana, 2021).

Although research on *Game Based Learning* (GBL) has shown positive potential in various fields of education, its specific application in PAI subjects is still limited. This raises an important question "To what extent can the use of the *Game Based Learning* (GBL) learning model based on *Spinning Wheel Games* improve student learning outcomes in PAI subjects?".

The focus of this research is to find out how effective this learning model is in improving student understanding and learning outcomes. Therefore, it is hoped that the results of this study will provide educators with information on better ways to build learning strategies. Research Results can also attract students and increase their interest and understanding of Islamic religious education.

2. METHODE

This research is included in the category of literature review research, which is a study of existing literature sources related to the topic discussed. According to (Ridwan et al., 2021), A literature review is generally understood as a summary and theory obtained from relevant readings. The literature description includes what has been discussed by the researcher, supporting theories or hypotheses, research problems posed and asked, and appropriate methods. The data source used is a secondary data source, namely a national scientific journal. The stages carried out in this study are 1) opening the *Google Scholar database*, 2) Searching for articles with the keyword "*Game Based Learning Model*", 3) Analyzing 10 scientific articles that are in accordance with the research topic, 4) Synthesizing the results of the analysis of the 10 articles.

3. RESULT AND DISCUSSION

The first step is to collect articles based on variables that are in accordance with the research title of Literary Review: *Game Based Learning* (GBL) Learning Model in PAI Subjects for 2023-2024. These articles will be described in table 1 below.

Table 1.

No	Writer	Year	Article Title	Journal Name
1	Izza Safitri	2024	“Penggunaan Aplikasi Kahoot! sebagai Digital <i>Game-Based Learning</i> pada Mata Pelajaran Al-Quran Hadits di Madrasah Aliyah NU Maarif Assaadah Bungah Gresik”	Technical and Vacation Education International Journal. Vol.4 Hal.233-240 Tahun 2024
2	Mutiara Umi Nauli, Widya Masitah	2024	“Pengaruh metode <i>Game Based Learning</i> terhadap Keaktifan Berpikir Kritis Siswa pada Pembelajaran Agama Islam”	KUTTAB; Jurnal Ilmu Pendidikan Islam. Vol.08 Hal. 489-501 Tahun 2024
3	Ira Rasyidah Al Miskiyah	2023	“Penggunaan Metode <i>Game Based Learning</i> pada Pembelajaran PAI melalui Aplikasi Kuis Agama Islam”	Azzamir Pendidikan Islam. Vol.01 Hal. 1-7 Tahun: 2023
4	Aini Yatul Hajroh, Muhammad Rifa’i Subhi	2023	“Pengembangan Kreativitas Peserta Didik Melalui Pembelajaran Berbasis Game pada Mata Pelajaran Pendidikan Agama Islam”	Muaddib: Jurnal Pendidikan Agama Islam. Vol. 2 Hal.96-100 Tahun 2023
5	Afifah Najwa dan Nurman Ginting	2024	“Penerapan Metode <i>Game Based Learning</i> dalam Upaya Meningkatkan Motivasi Belajar Siswa Kelas VIII di SMP Muhammadiyah 4 Medan Helvetia”	Hikamatzu Journal of Multidisiplin. Vol.2 Hal.210-225 Tahun 2024
6	Alya Athiyyah, Elsa Amalia	2024	“Penggunaan Metode Pembelajaran Game Based Learning (GBL) untuk Meningkatkan Minat Belajar Siswa pada Mata Pelajaran Sejarah Kebudayaan Islam Kebudayaan Islam Kelas VII D MTs Negeri 1 Ciamis”	Jurnal Kreativitas Mahasiswa. Vol. 2 Hal. 190-201 Tahun 2024
7	Nur Hidayah,	2023	“Efektivitas Penerapan Metode Game-Based Learning untuk	Indonesian Journal of Islamic Elemnetary

No	Writer	Year	Article Title	Journal Name
	Santika Lya Diah Pramesti		Meningkatkan Minat Belajar pada Mata Pelajaran Al-Quran Hadits Kelas VI di MIS Sidorejo Pekalongan”	Education (2023).Vol. 3, Hal. 94–106.
8	Ogi Danika Pranata	2023	“Penerapan Game-Based Learning sebagai Alternatif Solusi Mengajar di Kelas Heterogen”	Jurnal Pengabdian Al-Ikhlas. Vol. 8 No.3 2023
9	Erina Hannawita Br Sembiring, Tnati Listiani	2023	“ <i>Game Based Learning</i> Berbantuan Kahoot! Dalam Mendorong Keaktifan Siswa pada Pembelajaran Matematika”	GAUSS: JURNAL PENDIDIKAN MATEMATIKA VOL.6 NO.1 (2023) DOI: https://doi.org/10.30656/gauss.v6i1.5708
10	Ajeng Fani Yustina dan Yahfizham	2023	“ <i>Game Based Learning</i> Matematika dengan Metode <i>Squid Game</i> dan <i>Among us</i> ”	Jurnal Cendekia: Jurnal Pendidikan Matematika. Vol.7 No.1 (2023) DOI: https://doi.org/10.31004/cendekia.v7i1.1946

According to (Safitri, 2024), Game Based Learning (GBL) is an interesting and interactive learning innovation. Just like Safitri, (Sembiring & Listiani, 2023) It also said that game-based learning has shown that students who were previously not so active become more active during the learning process. Game-based learning methods, such as Kahoot! have been proven to increase student participation during the learning process. According to Nauli and Masitah, they also said in their research results that there was a significant improvement when using the Bade Learning Game learning model (Nauli & Masitah, 2024). Meanwhile, Ira Rasyidah and Al Miskiyah, said that the use of *Game Based Learning* in PAI learning can be used as an alternative medium to train students' cognitive aspects on what they already know (Miskiyah, 2023). Game-based learning in PAI subjects is effective in increasing students' creativity and motivation, according to Hajroh and Subhi, the integration of the concept of Islamic religion in games shows that the learning process can become broader and relevant to religious values (Hajroh & Rifa, 2023). Meanwhile, Aazzahra and Ginting stated that the application of *the Game Based Learning* (GBL) method in an effort to increase the learning motivation of grade VIII students gave positive results (Azzahra & Ginting, 2024). In line with the findings, (Athiyyah & Amalia, 2024) also revealed that the use of *the Game Based Learning* (GBL) method significantly increased students' interest in learning and was included in the very good category.

According to Nur Hidayah and Santika Lya Diah Pramesti, the results of this study show that when the game-based learning method is used, 62% of students are in the good category, with a range of 50% to 74% and make students' interest in learning increase (Hidayah & Pramesti, 2023). (Pranata, 2023) said, By using game-based learning, interesting facts were found about the learning process can reach students at various levels. Game-based learning can be used as an alternative to teaching in heterogeneous classrooms. Student behavior suggests that game-based learning (GBL), also known as the game-based learning model, can increase their enthusiasm for learning (Yustina & Yahfizham, 2023).

Based on various previous studies, it can be concluded that the application of *the Game Based Learning* (GBL) learning model has proven to be effective and good to use in the teaching and learning process. In addition, this learning model is also able to increase student interest and motivation.

4. CONCLUSION

Based on the results of previous research, it can be concluded that the Game Based Learning learning model has proven to be effective and can be applied well in the learning process. GBL also has the potential to increase students' motivation and enthusiasm for learning in addition, the use of GBL can strengthen student involvement, deepen their understanding of religious material, and train their critical thinking skills. However, challenges in the implementation of Game Based Learning (GBL) in PAI include limited resources and technological readiness in some schools. Therefore, to maximize the effectiveness of Game Based Learning (GBL), more planned efforts are needed in terms of providing adequate facilities and training for educators, as well as appropriate adaptation to the needs and characteristics of students. This research provides recommendations for the development of more innovative, interesting, and effective PAI learning in the future through the use of technology, especially games as a learning medium.

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