

**IMPLEMENTATION OF THE ULAR TANGGA  
EDUCATIONAL GAME TO IMPROVE ISLAMIC RELIGIOUS  
EDUCATION LEARNING INTEREST OF THIRD-GRADE  
STUDENTS AT STATE ELEMENTARY SCHOOL 1 PANICAN**

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**Abstract :**

*Learning is the process through which students acquire new knowledge and serves as the core of education. The learning process can produce optimal outcomes when supported by a high level of learning interest. However, students' interest in learning has continued to decline across various levels of education. One of the contributing factors is the use of less appropriate teaching methods and the lack of adequate school facilities. This study aimed to examine the learning interest of third-grade students at STATE ELEMENTARY SCHOOLegeri 1 Panican through the implementation of a learning method that differed from those previously used. The study employed a qualitative approach with a case study method. The findings revealed a clear improvement in students' learning interest. This was reflected in the high level of enthusiasm and active participation demonstrated by students throughout the learning process. Through the implementation of the Islamic Religious Education educational game "Ular Tangga Taban Lapar", students were encouraged to understand and recall the material that had previously been delivered by the teacher. This more interactive and enjoyable learning approach helped students become more motivated, creative, and better able to understand the learning material.*

**Keywords :** *Learning interest; Learning methods; Educational games; Ular Tangga; Effectiveness.*

**Abstrak:**

Belajar adalah proses siswa menambah pengetahuan baru dan merupakan inti dari pendidikan. Proses belajar siswa akan membuahkan hasil jika diimbangi dengan minat belajar yang tinggi. Namun sayangnya hingga kini, minat belajar siswa terlihat semakin menurun di beberapa jenjang pendidikan. Salah satu faktor penyebabnya adalah kurang tepatnya metode pembelajaran yang diterapkan guru dan kurangnya fasilitas sekolah yang memadai. Penelitian ini bertujuan untuk mengetahui minat belajar siswa kelas 3 Sekolah Dasar Negeri 1 Panican

dengan menerapkan metode pembelajaran yang berbeda dari sebelumnya. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus sebagai teknik pengumpulan data. Hasil penelitian menunjukkan adanya peningkatan minat belajar siswa secara jelas. Hal ini dibuktikan dari tingginya antusiasme dan partisipasi aktif siswa selama proses pembelajaran berlangsung. Dalam penerapan metode pembelajaran ini, Permainan Edukatif PAI “Ular Tangga Tahan Lapar” mengajak siswa memahami dan mengingat materi yang telah disampaikan guru sebelumnya. Dengan pendekatan yang lebih interaktif dan menyenangkan ini, siswa menjadi lebih termotivasi, kreatif, dan mampu memahami materi pelajaran dengan lebih baik

**Kata Kunci :** Minat belajar; Metode pembelajaran; Permainan edukatif; Ular Tangga; Efektifitas.

## Introduction

Learning is an essential process for students in developing knowledge, skills, and attitudes that are useful in daily life. This process is not merely about memorization or gathering information, but also involves deep understanding, practical application, and the development of critical thinking and creativity. Through effective learning, students can better recognize their own potential while preparing themselves to face various challenges and changes in the future. Effective learning is characterized by the active involvement of students in the learning process.<sup>1</sup>

In striving to achieve learning objectives, there are several important factors to consider, both internal and external. One influential internal factor is students' interest in learning. Students with a high interest in learning tend to demonstrate greater enthusiasm, motivation, and participation during the learning process. Teachers, as the primary facilitators, must be able to select strategies that align with students' characteristics so that the learning process becomes more meaningful and enjoyable.<sup>2</sup> These conditions will lead to optimal learning outcomes and make the learning process more enjoyable. Conversely, students with low interest in learning typically exhibit a lack of engagement, learn under pressure, and do not enjoy the learning process, which ultimately results in suboptimal outcomes.

In addition to internal factors, the selection of teaching methods and the availability of school facilities also influence learning success. In the modern era, teachers are expected to use methods relevant to students' needs so that the material is easier to understand. Adequate facilities and infrastructure, such as comfortable classrooms and supportive learning media, can also create a more interactive and effective learning environment.<sup>3</sup>

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<sup>1</sup> Bistari Basuni Yusuf, “Konsep Dan Indikator Pembelajaran Efektif,” *Jurnal Kajian Pembelajaran Dan Keilmuan*, 2017.

<sup>2</sup> Bella Tondang et al., “Tinjauan Teoritis: Faktor Internal Dan Eksternal Problematika Akademik Di Sekolah Dasar Theoretical Review: Internal and External Factors of Academic Problems in Elementary Schools,” *Jurnal Intelek Insan Cendikia* 2, no. 5 (2025): 8862–74.

<sup>3</sup> Farid Tri Febrian et al., “Pengaruh Fasilitas Sekolah Terhadap Pemahaman Dan Penerapan Kurikulum Merdeka Oleh Guru,” *Educatioanl Journal: General and Specific Research* 4, no. Oktober (2024): hlm 508–517.

These two factors constitute the main obstacles in the learning process in Grade 3 at STATE ELEMENTARY SCHOOLegeri 1 Panican, the subject of this study. Teaching methods influence students' interest in learning, particularly at STATE ELEMENTARY SCHOOLegeri 1 Panican. Effective and relevant teaching methods can boost students' interest in learning, making them more motivated and enthusiastic about participating in the learning process. Based on the results of initial observations in the third-grade class at STATE ELEMENTARY SCHOOLegeri 1 Panican, the PAI learning process still faces challenges in the form of limited facilities and the need for a variety of methods that are better suited to the students' characteristics. These conditions indicate that students' interest in learning needs to be enhanced through a more active and enjoyable approach.

This study aims to determine the extent to which the educational PAI “ular tangga” game can increase student engagement and interest in learning in third grade at STATE ELEMENTARY SCHOOL 1 Panican. The benefits of this study include providing a clear picture of the effectiveness of using educational games to increase students' interest and motivation in learning, and serving as a reference for teachers and educators in developing learning methods that are more engaging and tailored to students' needs.

This study used the Islamic Education (PAI) educational game “Ular Tangga Tahan Lapar” as a learning medium to increase the interest in learning among third-grade students at STATE ELEMENTARY SCHOOLegeri 1 Panican. New findings in this study indicate that this educational game not only boosts students' enthusiasm but also helps them understand the material on Ramadan fasting through learning activities that are interactive, collaborative, and tailored to the characteristics of elementary school students. The educational game in the form of a “ular tangga” board was chosen because of its suitability for the cognitive development characteristics of third-grade elementary school students, who are in the concrete operational stage according to Piaget. At this stage, children learn most effectively through direct interaction, manipulation of concrete objects, and play situations that facilitate the understanding of abstract concepts through concrete experiences.<sup>4</sup>

Specifically, the “ular tangga” format allows for the gradual presentation of material through a game board featuring questions, challenges, or scenarios applying Ramadan fasting concepts on each square; the up-and-down mechanism and elements of chance reduce evaluative pressure, encouraging students to take risks and learn from their mistakes. Unlike previous research conducted by Muhammad Alvin Awwaluddin and Ainun Nadlif, which highlighted the use of “ular tangga” media in Islamic Education (PAI) learning in general, this study developed a game specifically tailored to Ramadan fasting material and the needs of third-grade students. Therefore, this

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<sup>4</sup> Mu'min Sitti Aisyah, “Teori Pengembangan Kognitif Jian Piaget,” *Jurnal AL-Ta'dib* 6, no. 1 (2013): hlm 90–93, <https://ejournal.iainkendari.ac.id>.

study is expected to provide a new contribution to the development of more engaging and effective PAI learning media.

## **Method**

The study was conducted at Panican State Elementary School 1, located in Panican Village, Kemangkong Subdistrict, Purbalingga Regency, Central Java. An initial observation of the learning process was conducted on September 13, 2025, to assess the state of Islamic Education instruction prior to the implementation of the educational game. Subsequently, the implementation of the “Ular Tangga Tahan Lapar” Islamic Education educational game took place on November 14, 2025, covering the topic of Ramadan fasting in the third-grade class at Panican State Elementary School 1. Both activities were conducted during school hours and formed part of the research data collection process.

The research subjects consisted of the Islamic Religious Education teacher and third-grade students at Panican State Elementary School 1. Subject selection was conducted using a purposive approach because this class served as the location for the implementation of the educational game under study and was deemed capable of providing relevant information aligned with the research focus.

Research data were collected through observation, interviews, and documentation. Participatory observation was conducted by monitoring the learning process, student responses, student engagement levels, and interactions that occurred during the implementation of the educational game. Semi-structured interviews were conducted with the Islamic Religious Education teacher to obtain information regarding learning conditions prior to the game’s implementation, student characteristics, and the teacher’s views on the use of educational games as a learning medium. Documentation was used as supporting data, including photos of activities, field notes, learning materials, and other documents relevant to the research implementation.

Data validity was tested through methodological triangulation and source triangulation. Methodological triangulation was conducted by comparing data from observations, interviews, and documentation, while source triangulation was performed by comparing information obtained from various data sources to obtain a more credible picture of the phenomenon under study.

Data analysis utilized the Miles and Huberman model, which comprises three stages: data reduction, data presentation, and drawing conclusions. During the data reduction stage, the researcher selected, focused, and grouped data relevant to the research objectives. Subsequently, the data were presented in the form of descriptive narratives to illustrate the implementation of educational games and students’

responses during the learning process. The final stage involves drawing conclusions based on patterns of findings that emerge consistently from various data sources. Through these stages, this study aims to provide an in-depth overview of the implementation of the “Ular Tangga Tahan Lapar” PAI educational game in supporting the development of learning interest among third-grade students at STATE ELEMENTARY SCHOOLegeri 1 Panican.

## **Discussion**

### **Learning Conditions Before the Implementation of the Educational Game**

Results of the first observation visit conducted by the researcher on Saturday, September 13, 2025. During this visit, the researcher observed the learning process conducted by the Islamic Religious Education (PAI) teacher at Panican State Elementary School 1. The observation results showed that the teaching methods used by the teacher were already oriented toward a modern approach. The teacher did not merely deliver material verbally but also utilized other approaches. One approach the teacher frequently used was the singing method. This method was chosen because singing can serve as an enjoyable learning medium to enhance students’ memory retention. By incorporating lesson material into song lyrics, students are expected to be more motivated to memorize and understand the concepts being taught. Additionally, it was observed that the majority of students had a dominant kinesthetic learning style.

During the learning process, there were variations in students’ levels of enthusiasm. Some students showed high enthusiasm by actively participating in the singing and engaging with the taught material, making it easier for them to grasp and understand the lesson. However, there were also some students who were less interested or had difficulty focusing, causing them to appear less engaged in the learning activities. This was influenced by factors such as individual interests, learning styles, or the learning environment of each student.<sup>5</sup>

The results of an interview with Purjiani, a PAI teacher, reinforce these observational findings, explaining that while teaching, she sometimes uses varied teaching methods, such as a singing-based approach to strengthen students’ memory. Short attention spans make it difficult for children to remain focused and attentive during music learning activities.<sup>6</sup> In addition, she sometimes uses conventional methods, such as lectures, to deliver material directly. On some occasions, she combines conventional methods with singing to make the lessons more engaging.<sup>7</sup>

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<sup>5</sup> Asnawati Matondang, “PENGARUH ANTARA MINAT DAN MOTIVASI DENGAN PRESTASI BELAJAR,” *Jurnal Pendidikan Bahasa dan Sastra Indonesia* 2, no. 2 (2018): 24–32.

<sup>6</sup> Ahmad Syawaluddin, *Media Pembelajaran* (Gunungsari: Badan Penerbit Unm, 2022).

<sup>7</sup> Indra Yeni, “Kesulitan Yang Ditemui Pendidik Dalam Pembelajaran Musik Melalui Kegiatan Menyanyi,” *Jurnal Pendidikan Dan Pengajaran*, 2013, hlm 3.

Conventional methods, such as lectures, are used to explain the material directly. The teacher serves as the primary controller in the teaching-learning process. The advantages of this method include teaching efficiency and a well-organized classroom structure. However, the drawback is that it makes students passive; they quickly become bored and lose their motivation to learn. Furthermore, the combination of lectures with singing is used to make the learning process more varied. This blended approach aims to maximize students' understanding by conveying information verbally and reinforcing memory through interactive musical media.<sup>8</sup>

On the other hand, the school's facilities and infrastructure are still inadequate. The cramped classrooms and the disproportionate number of students limit students' freedom of movement, making it difficult to implement teaching methods that prioritize physical activity. Furthermore, the lack of projectors in the classrooms indicates that the school is not yet fully prepared to deliver instructional content using modern technology.<sup>9</sup>

From the above description, the main obstacles lie in the teaching methods and the inadequacy of facilities and infrastructure relative to students' predominantly kinesthetic learning styles. The teaching methods used by teachers are not yet fully effective in significantly increasing students' interest in learning. Therefore, the teaching approach needs to be adapted to the times and to the characteristics of students' predominantly kinesthetic learning styles in order to be more effective and capture their interest. Methods that actively engage students and provide opportunities for direct participation will better motivate them and increase their involvement. Additionally, facilities and infrastructure must be adapted to meet students' current learning needs—such as classrooms sized appropriately for student numbers and equipped with supporting technology—to optimally facilitate the implementation of innovative teaching methods.<sup>10</sup>

### **Implementation of the “Ular Tangga Tahan Lapar” PAI Educational Game**

During the second visit, the researcher implemented the “Ular Tangga Tahan Lapar” PAI educational game in a lesson on Ramadan fasting for third-grade students at STATE ELEMENTARY SCHOOLegeri 1 Panican. The teaching session lasted for 4 class hours, beginning at 07:50 and ending at 11:15 WIB. Each learning hour lasted 35 minutes, followed by a 30-minute break from 09:00 to 09:15 WIB to eat the

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<sup>8</sup> Erni Ratna Dewi, “Metode Pembelajaran Modern Dan Konvensional Pada Sekolah Menengah Atas,” *Jurnal Ilmu Pendidikan, Keguruan dan Pembelajaran* 2, no. April (2018): 44–52, <https://doi.org/https://doi.org/10.26858/pembelajar.v2i1.5442>.

<sup>9</sup> Oda Kinata Banurea Rusydi Ananda, *Manajemen Sarana dan Prasarana Pendidikan* (Medan: CV. Widya Puspita, 2017).

<sup>10</sup> Ahmad Syauky et al., “PENGARUH GAYA BELAJAR VISUAL AUDITORIAL KINESTETIK TERHADAP PEMAHAMAN SISWA PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI MAN 2 DAN SD NEGERI 53 BANDA ACEH,” *Jurnal Satya Widya* 1 (2025): 89–103, <https://doi.org/https://doi.org/10.24246/j.sw.2025.v41.i1.p89-103>.

Free Nutritious Meal (MBG), which is the latest program from the Indonesian government.

The lesson began with an icebreaker to liven up the classroom atmosphere and help students focus. Afterward, the material on Ramadan fasting was presented using simple visual aids designed to be easily understood by the students. Since a projector was only available in the fifth-grade classroom, the third- and fifth-grade students swapped classrooms until the lesson ended. The material on Ramadan fasting was kept as simple as possible to help students grasp the content through engaging visuals. This approach is based on a combination of cognitive learning theory and multimedia learning theory.

Cognitive learning theory states that the presentation of material must be adapted to students' memory capacity so that information can be processed effectively. A simple and visually engaging presentation helps students process information more easily and improves their understanding.<sup>11</sup> Meanwhile, multimedia learning theory suggests that combining visuals, text, and sound in learning can boost students' motivation and memory retention. With an engaging presentation, students become more interested and actively involved in the learning process, leading to a more optimal understanding of topics such as Ramadan fasting. During the lesson, students were encouraged to communicate and discuss the material until the end of the second class period. After the lesson concluded, from exactly 9:00 a.m. to 9:30 a.m., students took a break for a nutritious lunch.

Next, the educational PAI game "Ular Tangga Tahan Lapar" served as the main activity observed by the researcher, conducted during the remaining two class hours. The game was displayed via a projector, featuring charming game pieces designed as images of cute, pious children's faces. Each square on the "ular tangga" board was designed to contain various engaging elements, such as questions, attractive prizes, and exciting challenges attached to special sheets of paper provided in advance.

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<sup>11</sup> Amirul Haqi et al., "Teori Pemrosesan Informasi dan Implikasinya Dalam Pembelajaran," *Jurnal Ilmiah Mandala Education* 9, no. 3 (2023): 1632–41, <https://doi.org/10.58258/jime.v9i1.5256/http>.  
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Students were divided into four groups to ensure equal participation throughout the game. The game was played in turns among the groups, with each group designating one student representative to step forward and play one at a time, followed by the next group in sequence. The key focus was on the question cards; students were presented with various questions about the material on Ramadan fasting, aimed at helping them recall, reflect on, and reinforce their understanding of the material previously taught, thereby making the learning process more interactive and enjoyable. Observations show that students became more enthusiastic, more active, and demonstrated a greater interest in learning. Students not only enjoyed the game but also deepened their understanding and retention of the material on Ramadan fasting.

The implementation of the educational “Ular Tangga Tahan Lapar” game had a positive impact on student engagement in learning. This play-based activity, which involves movement and direct interaction, not only made students feel happy and enjoy the learning atmosphere but also encouraged them to actively delve deeper into the material on Ramadan fasting.

This finding aligns with the characteristics of students who tend to have a kinesthetic learning style that is, they learn more easily through hands-on activities and concrete experiences. Through games that involve movement and active participation, students absorb information more easily, strengthen their memory, and understand concepts better. Therefore, a learning approach that accommodates this kinesthetic learning style has a positive impact on improving students’ overall motivation and engagement. Although effective, this game still has limitations that need to be considered in its implementation. The findings of this study indicate that the “Ular Tangga Tahan Lapar” educational game not only increases students’ interest

in learning but also fosters courage, focus, cooperation, and students' understanding of Islamic Education (PAI) material.<sup>12</sup>

### The Effectiveness of Using the “Ular Tangga Tahan Lapar” Islamic Education Game in Enhancing Students' Interest in Learning



This game was designed in the form of a “ular tangga” board displayed via a projector for third-grade elementary school students, focusing on the topic of Ramadan fasting. The theme was chosen based on the alignment of the game's content with the learning material taught during the lesson. The objective of this game is to introduce and reinforce students' understanding of the intention behind fasting, the valid conditions of fasting, acts that invalidate fasting, the pillars of fasting, and the accompanying Islamic values. Values such as patience, trust in God, and guarding one's speech are also highlighted through everyday situations relevant to children's lives. This game encourages children to learn while playing, reinforcing noble character in a fun and engaging atmosphere.

This game encourages students to become more interested and focused on learning the recitation of the intention for Ramadan fasting. Through high emotional engagement in game-based learning, students find it easier to memorize the correct wording of the fasting intention, such as “*Navaitu shauma ghadin 'an ada'i fardbi syabri Ramadhana hadzihis sanati lillahi ta'ala,*” which means “I intend to fast tomorrow to fulfill the obligatory fast of the month of Ramadan for the sake of Allah Ta'ala.” The interest generated by fun learning media, such as the “ular tangga” game, makes students more active and strengthens their ability to memorize the intention.

Students' attention to the explanations provided indicates an increase in their focus on learning. Motivation and interest in learning activities greatly influence students' level of attention. The learning process will be successful if students are motivated to learn.<sup>13</sup> The more students enjoy learning activities, the better their focus and concentration become.

<sup>12</sup> olivia Ayu Wulandari Et Al., “Media Dan Gaya Belajar Siswa : Strategi Dalam,” *Jurnal Media Akademik* 2, no. 11 (2024) hlm 11-12.

<sup>13</sup> Jurnal Serunai et al., “Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ips Terpadu Di Kelas Viii Smp Negeri 1 Alasa Tahun Pelajaran 2023/2024” 10, no. 2 (2024): 295–303.

Students are expected to understand and recall previous material explained by the researcher, which indicates a strengthening of learning memory. This demonstrates the positive results of the learning method used by the researcher in enhancing student learning.

Students appeared more active in asking questions and displayed expressions of joy as a sign of their engagement and interest in the learning process. Students actively participated in the learning process by asking questions. Additionally, their cheerful facial expressions indicated that they felt happy and interested in what they were learning.<sup>14</sup> This kind of engagement signifies a positive learning environment, where students are not merely passive recipients of information but are actively involved both emotionally and intellectually. The students' responses to this game largely indicate a strong interest in being more active in their learning. One student remarked that he enjoys learning through play, explaining that it helps alleviate drowsiness and boredom during lessons.

Through group work, students are able to collaborate in solving problems and overcoming challenges within the game. Students can help one another and interact effectively while working on problems or completing challenges in the game. This cooperation trains and develops their social skills for collaboration, such as communication, mutual respect, and task sharing. Thus, this process not only enhances academic skills but also strengthens social skills that are essential in daily life.<sup>15</sup> This game requires students to work together and follow rules, so they learn positive values such as honesty, patience, and discipline in a practical way within the context of learning about fasting. These attitudes are gradually honed during game activities and reflected in daily behavior, so that the focus of learning is not only on cognitive material but also on character development in accordance with the Sunnah of Ramadan fasting.

The implementation of the PAI educational game "Ular Tangga Tahan Lapar" at SDN 1 Panican is supported by *game-based learning* theory. This theory emphasizes increasing student interest and engagement in the learning process through interactive media. Using "ular tangga" game as a learning medium fosters an interactive atmosphere that helps students focus more intently, retain material, and collaborate to solve problems and overcome challenges within the game. This also encourages students to actively ask questions and express their enthusiasm during the learning process. There is also a noticeable difference in students' interest in learning and conceptual understanding between the group that used *game-based learning* and the group that followed conventional teaching methods.<sup>16</sup>

Educational games like "ular tangga" provide cognitive benefits by enhancing students' visual and interactive skills, as well as developing problem-solving abilities and peer collaboration. This approach ensures students are not merely passive listeners to the

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<sup>14</sup> Amda Kaputa, "Membaca Ekspresi Wajah". (Depok: Huta Publisier, 2016).

<sup>15</sup> Haerul Annuar, *Model Pembelajaran Sainifik Berbasis Game-Based Learning* (Malang: PT. Literasi Nusantara Abadi Group, 2025 hlm 69-73).

<sup>16</sup> Wayan Widiana I, "Game Based Learning Dan Dampaknya Terhadap Peningkatan Minat Belajar Dan Pemahaman Konsep Siswa Dalam Pembelajaran Sains Di Sekolah Dasar," *Jurnal Edutech Undiksha* 10, no. 1 (2022): hlm 1–10.

teacher but actively participate and create according to their preferences, thereby deepening their understanding of the taught material.

With high levels of interest, students do not merely passively receive information but also participate actively and creatively according to their preferences. This boosts students' intrinsic motivation, which is crucial for gaining a deep understanding of the material and making the learning process more enjoyable and meaningful. These educational games not only develop cognitive and social aspects but also strengthen students' overall interest in learning.

Research results show an increase in students' interest in Islamic Education (PAI) following the implementation of the "Ular Tangga Tahan Lapar" game. Students demonstrated higher enthusiasm during the learning process. The students' joyful expressions during the game reflected high emotional engagement and the intrinsic motivation that had been fostered. The combination of games and learning is highly effective in capturing students' attention. They participated in the learning process more actively and enthusiastically from start to finish.

A student's success in the learning process is influenced by both internal and external factors. One important factor affecting learning achievement is interest in learning. High interest can enhance understanding and motivation, while low interest can hinder the learning process and academic performance. Interest in learning serves as the primary driving force that fosters students' enthusiasm while participating in learning activities over a specific period of time.<sup>17</sup>

Thus, interest in learning can be identified through several indicators, namely: (a) a sense of enjoyment and interest in the subject; (b) high levels of attention during the learning process; (c) a strong curiosity about the subject; (d) perseverance in learning; and (e) a willingness to participate more actively in various activities.<sup>18</sup>

## Conclusion

The implementation of the PAI educational game "Ular Tangga Tahan Lapar" was able to create a more interactive and enjoyable learning experience for third-grade students at STATE ELEMENTARY SCHOOLegeri 1 Panican. Based on the results of observations, interviews, and documentation, the use of this game encouraged increased student engagement, enthusiasm, and interest in learning throughout the learning process. In addition to helping students better understand the material on Ramadan fasting, this game also encourages students to participate more actively, ask questions boldly, and collaborate in learning activities.

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<sup>17</sup> Afriantoni et al., "Online Journal System 01.," *Manjerial: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan* 5, no. 1 (2025): hlm 10–17.

<sup>18</sup> Asnawati Matondang, "Pengaruh Antara Minat Dan Motivasi Dengan Prestasi Belajar," *Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 2, no. 2 (2018): hlm 24–32.

The research findings indicate that game-based learning media can be a suitable alternative for elementary school students, particularly in supporting more meaningful Islamic Education (PAI) learning. Therefore, the development and use of educational games can be considered as a learning strategy to create an active, engaging learning environment that supports the achievement of learning objectives more effectively.

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