

THE INFLUENCE OF DIGITAL QUR'AN-BASED GAME MEDIA ON THE LEARNING MOTIVATION OF SEVENTH GRADE STUDENTS AT MTSN 2 BEKASI CITY

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Abstract (In English). In the world of education, especially in learning activities, the continuity and success of the teaching and learning process is not only influenced by intellectual factors alone, but also by non-intellectual factors, one of which is a student's ability to motivate themselves. Motivation is very important in learning activities, because the presence of motivation encourages the spirit of learning, and conversely, the lack of motivation will weaken the spirit of learning. Motivation is an absolute requirement in learning; a student who learns without motivation will not succeed maximally. Digital game media provides a new stimulus that can increase students' interest in being more active in learning. The use of technology in religious education has a positive impact on students' learning motivation, especially when digital game media is used optimally in the learning process. This research uses a quasi-experiment design, which is a design that uses a control group but cannot fully to control external variables that may affect the implementation of the experiment. This model is used to test cause-and-effect hypotheses, namely, whether there is a significant effect of using Al-Qur'an digital game media on students' learning motivation. Based on the test results in this study using the Wilcoxon test, a p-value (Asymp. Sig. (2-tailed) = 0.000 was obtained. Thus, this p-value is smaller than the 5% alpha level. This can be seen from the increase in the average pre-test and post-test scores in the experimental class by 20.16 points, compared to the control class which only increased by 10.33 points. Based on the calculations above, it can be concluded that Al-Qur'an digital game media influences learning motivation among seventh-grade students at MTsN 02 Bekasi.

Keywords: Digital Game, Qur'anic Learning, Learning Motivation

Abstract (In Bahasa). Dalam dunia pendidikan, terutama dalam kegiatan belajar, bahwa kelangsungan dan keberhasilan proses belajar mengajar bukan hanya dipengaruhi oleh faktor intelektual saja, melainkan juga oleh faktor-faktor non intelektual, salah satunya adalah kemampuan seseorang siswa untuk memotivasi dirinya. Motivasi sangat penting artinya dalam kegiatan belajar, sebab adanya motivasi mendorong semangat belajar dan sebaliknya kurang adanya motivasi akan melemahkan semangat belajar. Motivasi merupakan syarat mutlak dalam belajar seorang siswa yang belajar tanpa motivasi tidak akan berhasil dengan maksimal.



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Media digital game memberikan stimulus baru yang dapat meningkatkan minat siswa untuk lebih aktif dalam belajar penggunaan teknologi dalam pendidikan agama memiliki dampak positif terhadap motivasi belajar siswa, terutama ketika Media digital game digunakan secara optimal dalam proses pembelajaran. Penelitian ini menggunakan Quasi Experiment (eksperimen semu) yaitu desain yang menggunakan kelompok kontrol, tetapi tidak dapat berfungsi sepenuhnya untuk mengontrol variabel-variabel luar yang dapat mempengaruhi pelaksanaan eksperimen, Model ini digunakan untuk menguji hipotesis sebab-akibat, yakni apakah terdapat pengaruh signifikan dari penggunaan media digital game Al-Qur'an terhadap motivasi belajar siswa. Berdasarkan hasil uji pada penelitian ini dengan menggunakan uji wilcoxon mendapatkan Nilai p (Asymp. Sig. (2-tailed) = 0.000. Sehingga Nilai p ini lebih kecil dari alpha 5%. Hal ini terlihat dari Peningkatan rata-rata nilai pre-test dan post-test pada kelas eksperimen sebesar 20,16 poin, dibandingkan kelas control yang hanya meningkat 10,33 poin. Berdasarkan penghitungan diatas maka bisa disimpulkan bahwa pada media digital game Al-Qur'an terdapat pengaruh terhadap motivasi belajar pada siswa kelas VII di Mtsn 02 Bekasi.

Kata Kunci: Digital Game, Pembelajaran Al-Qur'an, Motivasi Belajar

A. INTRODUCTIONS

In the world of education, especially in learning activities, the continuity and success of the teaching and learning process are not only influenced by intellectual factors but also by non-intellectual factors, one of which is a student's ability to motivate themselves. Motivation plays a crucial role in learning activities, as it encourages learning enthusiasm, while a lack of motivation weakens it. Motivation is an absolute requirement in learning; a student who learns without motivation (or with low motivation) will not achieve optimal results¹.

The concept of education is often expressed with several terms, such as al-ta'lim, al-tarbiyah, and al-ta'dib. Al-ta'lim refers to the teaching process that focuses on the transfer of knowledge and skills. Al-tarbiyah implies nurturing and education, while al-ta'dib emphasizes the process of education that aims to perfect the moral character of learners. However, the term tarbiyah is more commonly used to describe education in general².

Islamic religious education in the digital era has undergone many changes, in line with technological advancements that enable faster and broader dissemination of information. The use of digital game media in learning, including in understanding the Qur'an, has become one of the most promising innovations to improve the quality of education³. Digital game media offers more flexible access compared to conventional media, enabling students to learn at any time and from anywhere⁴.

¹ Suharni Suharni, "Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa," *G-Couns: Jurnal Bimbingan Dan Konseling* 6, no. 1 (2021): 172–84.

² Mardinal Tarigan and Aisyah Amini, "Konsep Dasar Dan Tujuan Pendidikan Dalam Islam: Ta'Lim, Tarbiyah Dan Ta'Dib," *Al-Anshor: Jurnal Pendidikan* 1, no. 1 (2025): 63–79, <https://doi.org/10.63911/jj2qq846>.

³ Nadlrah Naimi et al., "Transformasi Pembelajaran Pendidikan Agama Islam Di Era Digital: Sebuah Kajian Pustaka," *WASPADA (Jurnal Wawasan Pengembangan Pendidikan)* 13, no. 1 (2025): 105–9.

⁴ Mustofa Abi Hamid et al., *Media Pembelajaran Di Era Digital: Perkembangan, Konsep, Dan Fungsi* (Yayasan Kita Menulis, 2024).

Allah revealed the Qur'an in a form that is easy for mankind to learn, memorize, and understand. This shows that studying the Qur'an is not only an obligation but also a path to gaining accurate guidance in life. The Qur'an is the ultimate guide for Muslims and learning it is a duty for every Muslim. However, teaching the Qur'an using conventional methods often faces challenges such as limited time and monotonous methods. The use of digital game media is expected to overcome these issues by providing a more interactive and engaging learning experience for students⁵. Students can use digital applications or platforms that provide not only the Qur'anic text but also translations, interpretations (tafsir), and other interactive features to help them understand the Qur'an more easily⁶.

The implementation of professional teacher competence, along with personal, social, and pedagogical competencies, involves the ability to manage a more meaningful learning process. This, whether directly or indirectly, also affects the improvement of student learning outcomes. The same applies to the learning process of Islamic Religious Education. There are several indicators of professional competence that teachers, including Islamic studies teachers, must possess. These include designing good learning programs, implementing effective and efficient learning, conducting evaluations and assessments, and mastering educational technology⁷.

In the context of learning motivation, digital game media provides a new stimulus that can increase students' interest in becoming more active learners. According to motivation theory, one factor influencing learning motivation is the availability of media that supports the learning process. When students feel comfortable and interested in methods like digital game media, they are more motivated to engage in learning activities fully. The use of digital game media also accommodates students' individual learning styles, allowing them to learn at their own pace and ability⁸.

Previous studies have shown that students who use digital technology in Islamic religious education tend to have higher levels of participation and motivation than those who only use conventional methods⁹. However, the extent to which the use of digital game media, specifically for learning the Qur'an, can improve student motivation still requires further study. Therefore, this research aims to analyze the influence of using Qur'anic digital game media on students' learning motivation, especially in the context of Islamic education in schools.

The development of digital technology has brought significant changes in various aspects of life, including education. One of the innovations that has emerged is the use of digital game media for learning the Qur'an. Digital game

⁵ Yusron Masduki, "Implikasi Psikologis Bagi Penghafal Al-Qur'an," *Medina-Te: Jurnal Studi Islam* 14, no. 1 (2018): 18–35.

⁶ Rizky Ahmadi Hasibuan, "Metode Tafsir Al-Qur'an Analisis Perbandingan Antara Era Digital Dan Tradisional," *Jurnal Kajian Al-Qur'an Dan Hadis* 6, no. 1 (2025): 1–23.

⁷ Marliza Oktapiani and Syarifah Soraya, "Penerapan Model Pembelajaran Inkuiri Untuk Meningkatkan Hasil Belajar Pendidikan Agama Islam (Penelitian Tindakan Kelas Di Kelas VII SMP PKP JIS DKI Jakarta)," *EDUKASIA Jurnal Pendidikan Dan Pembelajaran* 4, no. 1 (2023): 649–60.

⁸ Munawir Munawir, Ainur Rofiqoh, and Ismi Khairani, "Peran Media Interaktif Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran SKI Di Madrasah Ibtidaiyah," *Jurnal Al-Azhar Indonesia Seri Humaniora* 9, no. 1 (2024): 63–71.

⁹ Herlina Rusdi et al., "PENGARUH MEDIA PEMBELAJARAN DIGITAL TERHADAP MOTIVASI BELAJAR SISWA SEKOLAH DASAR," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 02 (2025).

media, such as Qur'anic apps and other online platforms, provide students with easy access to read and understand the holy book anytime and anywhere. This is expected to increase student motivation in understanding the contents of the Qur'an¹⁰. According to previous research, the use of technology in religious education positively impacts students' learning motivation, particularly when digital game media is optimally integrated into the learning process. This research is relevant in assessing how Qur'anic digital game media influences student motivation in the modern era¹¹.

Student learning motivation is a crucial factor that affects the success of the learning process. Students with high motivation tend to be more active in learning and achieve better results. Therefore, it is essential to examine whether the use of Qur'anic digital game media can be one of the factors that increase such motivation. Their level of motivation greatly influences the success of students' learning. Students with high learning motivation tend to achieve higher results, while those with low motivation tend to achieve lower results¹².

In addition, with the availability of various interactive Qur'an applications, it is expected that students will not only be more motivated to read the Qur'an but also to understand its interpretations and contents more deeply. The use of digital game media in this context not only enriches the learning method but also provides a new alternative for students to study the Qur'an engagingly and interactively. This study will examine the influence of using Qur'anic digital game media on students' learning motivation and identify whether this media can be an effective solution to increase student interest and participation in Qur'anic learning at schools¹³. Based on the background explained above, the researcher is interested in conducting a study titled ***“The Influence of Digital Qur'an-Based Game Media on the Learning Motivation of Seventh Grade Students at MTsN 2 Bekasi City”***.

B. METHOD

This research employed an experimental design with a quantitative approach to objectively measure the effect of Qur'an-based digital game media on students' learning motivation. The research was conducted at MTsN 02 Kota Bekasi, located at Jl. Pedurenan No.10, RT.001/RW.003, Jatiluhur Subdistrict, Jatiasih District, Bekasi City, West Java 17425, over approximately two months during the even semester of the 2024/2025 academic year, from May to July 2025.

¹⁰ S Putrawangsa and U Hasanah, “Integrasi Teknologi Digital Dalam,” *AT-TARBIYAH: Jurnal Penelitian Dan Pendidikan Agama Islam* 2, no. 2 (2025): 391–402.

¹¹ Siti Raudhatul Jannah and Agus Setiawan, “Implementasi Pembelajaran Al-Qur'an Berbasis Digital Dalam Meningkatkan Literasi Dan Motivasi Belajar Siswa MTs Darussalam Banjar Negeri Kecamatan Natar Lampung Selatan,” *Al Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan* 23, no. 1 (2025): 138–55.

¹² Difa Sri Utami et al., “Pentingnya Motivasi Dalam Meningkatkan Hasil Belajar Peserta Didik Sekolah Dasar,” *MARAS: Jurnal Penelitian Multidisiplin* 2, no. 4 (2024): 2071–82.

¹³ Miranda Miranda, Sutarto Sutarto, and Siswanto Siswanto, “Media Audio Visual Dalam Pembelajaran Dan Implementasi Terhadap Pemahaman Siswa Pada Mata Pelajaran Al-Qur'an Penggunaan Hadis” (Institut Agama Islam Negeri Curup, 2024).

This research is categorized as experimental research with a quantitative approach. The quantitative approach was employed to objectively measure the extent of the effect of the treatment on students' learning motivation. A quasi-experimental method was applied using a Pretest-Posttest Control Group Design, involving two groups: an experimental group and a control group¹⁴.

Before treatment, both groups completed a pretest to measure their initial learning motivation. The experimental group then received a lesson using Qur'an-based digital game media, while the control group received a conventional lesson without the intervention. After the instructional period, both groups completed a post-test to assess changes in learning motivation. The differences in posttest scores between the two groups served as the basis for determining the significance of the intervention. This design enabled the researcher to identify causal changes in learning motivation attributable to the use of Qur'an-based digital game media.

The population of this study comprised all 224 seventh-grade students at MTsN 02 Kota Bekasi. In research, the population refers to a group of objects or subjects possessing specific characteristics and serving as the basis for generalizing research findings. This study did not use the entire population; instead, a subset was deliberately selected as the sample. The sample represents a portion of the population considered capable of reflecting the whole. A purposive sampling technique was employed to select two representative classes. Class VII-7 was designated as the experimental group, and class VII-5 as the control group, with 32 students in each class. Class VII-7 was chosen as the experimental group because it has a relatively lower average academic performance compared to other courses, providing a stronger basis for observing potential improvements after the intervention.

Data were collected using three techniques: observation, questionnaires, and documentation. These techniques were used to measure students' learning motivation (variable Y) related to the use of digital media based on the Quran. Data analysis involved simplifying and organizing the collected data into understandable information that could be used to answer research questions and test hypotheses. In this study, data were analyzed through several stages to ensure validity, reliability, and the suitability of statistical assumptions before hypothesis testing.

1. *Validity Testing*: Instrument validity was assessed using *Pearson's Product-Moment Correlation* with the assistance of IBM SPSS Statistics version 25. Each item's correlation coefficient was compared against the critical r value at a significance level of 0.05. Items with r values greater than the critical value were considered valid¹⁵.
2. *Reliability Testing*: The internal consistency of the instrument was measured using *Cronbach's Alpha*. A coefficient (α) value of 0.70 or higher was considered acceptable, indicating that the instrument demonstrated adequate reliability¹⁶.

¹⁴ Siti Zakiyah, "Metodologi Penelitian Quasi Eksperimen," *Journal of Education* 5, no. 2 (2020): 183–92.

¹⁵ Andy Field, *Discovering Statistics Using IBM SPSS Statistics* (Sage publications limited, 2024).

¹⁶ Joseph F Hair, "Multivariate Data Analysis," 2009.

3. *Normality Testing*: The data distribution was examined using the *Shapiro–Wilk Test*, which is appropriate for small to moderate sample sizes. A p -value greater than 0.05 indicated that the data were normally distributed¹⁷.
4. *Homogeneity Testing*: To determine whether the data variances among groups were equal, *Levene’s Test* was conducted. A p -value greater than 0.05 indicated homogeneity of variances¹⁸.
5. *Hypothesis Testing*: The hypotheses were formulated as follows:
 - H_0 (Null Hypothesis): The use of Qur’an-based digital game media has no significant effect on students’ learning motivation.
 - H_1 (Alternative Hypothesis): The use of Qur’an-based digital game media has a significant effect on students’ learning motivation.

Decision-making in hypothesis testing was based on the statistical results obtained from the SPSS output. A significance level of $p < 0.05$ indicated the rejection of H_0 and the acceptance of H_1 , implying that Qur’an-based digital game media significantly affected students’ learning motivation. Conversely, a significance level of $p > 0.05$ indicated the acceptance of H_0 and the rejection of H_1 , implying no significant effect.

C. RESULTS

1. Description of the Use of Qur’an-Based Digital Game Media

The Qur’an-Based Digital Game Learning Method represents an instructional innovation that integrates elements of digital gaming with Qur’anic content to enhance students’ motivation, comprehension, and engagement. This approach utilizes interactive technologies, including educational game applications, animations, audio, and visual components, making the learning process more dynamic and enjoyable.

The study employed a quasi-experimental design, collecting data through questionnaires, pretests, and posttests within the *Tahfizh al-Qur’an* subject. The research was conducted at MTsN 2 Kota Bekasi, where the digital game learning method was implemented.

For the independent variable (X) Qur’an-based digital game media the researcher developed a 50-item questionnaire distributed to 64 seventh-grade students. Through the validation process, 32 items were deemed valid, while 18 were found invalid, leaving 32 reliable indicators for further analysis.

2. Description of Data on the Use of Qur’an-Based Digital Game Media

During implementation, participants were divided into two groups: an experimental class and a control class. Students in the experimental group used a digital game titled *Hafalan Al-Qur’an*, engaging in interactive activities such as continuing verses from *Surah Al-Ikhlās*, *Al-Falaq*, and *An-Nas*, as well as

¹⁷ Asghar Ghasemi and Saleh Zahediasl, “Normality Tests for Statistical Analysis: A Guide for Non-Statisticians,” *International Journal of Endocrinology and Metabolism* 10, no. 2 (2012): 486.

¹⁸ Julie Pallant, *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (Routledge, 2020).

identifying *tajwīd* rules. In contrast, the control group received conventional instruction without the digital game intervention. This design enabled a direct comparison of motivational outcomes between the two learning approaches.

Based on the results, the experimental group achieved an average pretest score of 59.45 and a posttest score of 79.61, reflecting an improvement of 20.16 points. Meanwhile, the control group showed an average pretest score of 60.06 and a posttest score of 70.39, indicating a smaller gain of 10.33 points.

The frequency distribution further illustrated performance shifts. In the experimental group's pretest, 24 students (37.5%) scored between 61–80 ("good"), while 40 students (62.5%) were in the 41–60 ("sufficient") range. In the posttest, 29 students (45.3%) reached the 81–100 range ("very good"), and 35 students (54.7%) were in the 61–80 range ("good").

For the control group's pretest, 33 students (51.6%) were in the "good" category, and 31 students (48.4%) were "sufficient." Posttest results showed only 3 students (4.7%) achieving "very good," while 61 students (95.3%) remained in the "good" range. These data demonstrate a stronger improvement in the experimental group compared to the control group.

3. Description of Data on the Learning Motivation Variable

The dependent variable (Y) learning motivation was measured through a 30-item questionnaire distributed to 32 seventh-grade students of MTsN 2 Kota Bekasi. The instrument validation yielded 23 valid and 7 invalid statements.

Descriptive statistical analysis revealed that the mean score was 130.72, with a maximum score of 150, a minimum score of 61, and a standard deviation of 19.218. Overall, students' learning motivation fell within the "good" category (score range 140–159). This finding indicates that most students displayed high motivation, characterized by active participation, curiosity, and enthusiasm during learning sessions.

However, a small subset of five students exhibited "very low" motivation levels, possibly due to limited interest in the subject, unsupportive learning environments, or personal factors such as low confidence and unclear learning goals. These results highlight the importance of individualized pedagogical support, such as motivational reinforcement, varied instructional activities, and effective teacher student communication, to enhance overall engagement and learning outcomes.

4. Prerequisite Tests for Data Analysis

a. Normality Test

The normality test, using the Kolmogorov Smirnov and Shapiro Wilk methods in SPSS, was applied to determine data distribution. A significance value (Sig.) greater than 0.05 indicated normal distribution. Results showed that for the experimental class, the pretest had a *Sig.* value of 0.365, and the posttest 0.367, both exceeding 0.05 indicating normally distributed data. For the control

class, the pretest *Sig.* value was 0.057 (normal), while the posttest was 0.001 (non-normal).

b. *Homogeneity Test*

Homogeneity testing assessed whether data variances across groups were uniform. SPSS output revealed a *Sig.* value of 0.233, exceeding 0.05, confirming homogeneous variances between groups.

5. Hypothesis Testing and Discussion

Following the prerequisite analyses, a paired sample t-test was conducted to compare the pretest, and posttest means of the same groups. The results yielded a *Sig.* (2-tailed) value of 0.000, which is below 0.05, indicating a statistically significant difference between the two tests. The formulated hypotheses were as follows:

- **H₀ (Null Hypothesis):** The Qur'an-based digital game learning method has no significant effect on students' learning motivation.
- **H₁ (Alternative Hypothesis):** The Qur'an-based digital game learning method significantly affects students' learning motivation.

Since the *p*-value was less than 0.05, H₀ was rejected and H₁ accepted, confirming that the Qur'an-based digital game learning method had a significant positive impact on students' motivation. The increased posttest performance in the experimental group demonstrates the effectiveness of interactive, Qur'an-integrated digital media in enhancing engagement and fostering a deeper enthusiasm for religious learning.

D. DISCUSSION

The findings of this study demonstrate that the Qur'an-based digital game learning method significantly improves students' motivation in learning the *Tahfizh al-Qur'an* subject. The increase in posttest scores within the experimental class compared to the control group reflects the strong pedagogical potential of interactive digital learning media rooted in Islamic values.

This outcome aligns with constructivist learning theory, which emphasizes that students actively construct knowledge through engagement and meaningful interaction with learning materials¹⁹. The use of digital game-based media transforms Qur'anic learning from a rote-memorization activity into a dynamic and enjoyable process. This approach fosters intrinsic motivation, encouraging students to learn not out of obligation, but due to genuine interest and curiosity.

In the context of Islamic education, integrating digital technology into Qur'anic learning also resonates with the pedagogical principle of *ta'lim* (instruction) and *tarbiyah* (nurturing of intellect and character). As Al-Attas notes, education in Islam aims not only to transfer knowledge but also to shape moral consciousness and spiritual awareness²⁰. By presenting Qur'anic materials

¹⁹ Jerome Seymour Bruner, *Toward a Theory of Instruction* (Harvard university press, 1974).

²⁰ Muhammad Naquib Al-Attas, *The Concept of Education in Islam* (Muslim Youth Movement of Malaysia Kuala Lumpur, 1980).

through interactive digital platforms, students experience learning that appeals both intellectually and emotionally, reinforcing memorization while internalizing ethical and spiritual messages.

The findings also support Deci and Ryan's Self-Determination Theory, which posits that motivation increases when students' needs for autonomy, competence, and relatedness are met²¹. The digital game media used in this study fulfilled these needs: students could independently navigate the game (autonomy), receive immediate feedback and rewards for correct answers (competence), and collaborate in group challenges (relatedness). These intrinsic motivational drivers explain the notable improvement in posttest results among students who engaged with the Qur'an-based game.

Furthermore, the results reinforce previous studies suggesting that gamification in religious education enhances engagement and retention. For instance, research by Zainuddin et al. (2020) found that gamified learning platforms significantly increased students' attention and satisfaction in Islamic studies courses²². Similarly, Alshammari (2021) highlighted that combining Islamic pedagogy with digital interactivity can transform passive learning environments into active ones, fostering both enjoyment and deep learning²³.

However, the presence of a small number of students with low motivation levels despite exposure to digital games suggests that technological tools alone cannot guarantee learning success. Factors such as students' prior interest, family encouragement, and classroom climate continue to play important roles. Therefore, teachers must adopt a blended pedagogical approach, combining digital media with empathetic guidance, moral reinforcement, and contextual teaching strategies.

This study's findings also have broader implications for the implementation of Education 5.0 in Islamic schools. By embedding spiritual content within digital learning ecosystems, educators can create learning experiences that are both technologically advanced and spiritually grounded. Such an approach supports the Indonesian government's vision of strengthening digital literacy and religious moderation in education, aligning with the values of *rahmatan lil 'alamin* Islam as a mercy to all creation.

E. CONCLUSION

In conclusion, this study confirms that the Qur'an-based digital game learning method significantly enhances students' learning motivation. Statistical analyses including normality, homogeneity, and paired sample *t*-tests show that students who engaged with digital Qur'an games demonstrated higher motivation and better performance than those who learned through conventional methods.

²¹ Edward L Deci and Richard M Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior* (Springer Science & Business Media, 2013).

²² Lanal Mauludah Zubrotus Salamah et al., "Jurnal Studi Islam Dan Humaniora," *Studi Islam Dan Humaniora* 15, no. Khazanah (2017): 212, file:///C:/Users/Azhar Alam/Downloads/1552-5179-1-PB.pdf.

²³ Fathi Abdullah and Khadijah Abdul Razak, "Tahap Minat Dan Penerimaan Pelajar Terhadap Gamifikasi Dalam Bidang Sirah: Level of Interest and Acceptance of Students towards Gamification in Islamic History," *Journal of Quran Sunnah Education & Special Needs* 5, no. 1 (2021): 27–38.

These results suggest that integrating digital gamification into Qur'anic education not only increases engagement but also supports the holistic objectives of Islamic pedagogy developing intellect (*'aql*), emotion (*qalb*), and character (*akhlaq*). Educators are encouraged to adopt and adapt similar interactive models that combine Islamic values with technological innovation to cultivate a generation of digitally literate and spiritually conscious learners.

Future research is recommended to explore long-term impacts of digital Qur'an-based learning on students' retention, character development, and moral behavior. Collaboration between Islamic educators, software developers, and curriculum designers is also essential to ensure that such innovations remain pedagogically sound, culturally relevant, and theologically grounded.

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