Efforts to Increase Student Interest in Classical Al-Qur'an and Hadith Learning through Educational Games at Mts Nurul Huda

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Abstract: Education that only implements administrative and instructional fields by ignoring Al-Qur'an Hadith lessons will only produce students who are smart and skilled in academic aspects, but lack maturity in personality aspects. The approach in Al-Qur'an Hadith lesson services is now more comprehensive, meaning that Al-Qur'an Hadith lesson services are based on efforts to achieve developmental tasks, develop potential, and overcome student problems. One of the efforts to help achieve developmental tasks carried out by Al-Qur'an Hadith lessons is content mastery. Content mastery is mastery of content that helps students (clients) master certain content, especially competencies and/or habits that are useful in life at school, family and society. The results of observations in the field where the researcher was on duty found that many MTs Nurul Huda students in implementing the mastery of classical Al-Qur'an Hadith lesson content were often less interested due to the monotonous and less varied presentation. In following the Mastery of the Content of classical Al Qur'an Hadith lessons, it is necessary to find alternative methods that can enchant students' interests, by providing educational games it is hoped that the service activity process can run smoothly, be fun, and students unconsciously learn from their experiences to reflect on the learning activities they do happily. Educational games used in the content mastery service of classical Al Qur'an Hadith guidance here include: Interactive Quiz Game (Quizizz/Kahoot) Verse Puzzle (Arrange the Verses) Guess the Murottal Picture Looking for the Missing Hadith Who Am I? (Guess the Character in the Hadith) Matching Game (Verse Pairs & Translations) Ranking 1 (Classical Competition) Story Telling Verses and Hadith. The research was conducted in 2 cycles, with the following results: (1) Students felt happy with the game in mastering classical Al-Quran Hadith content because it could help create a warm, friendly and pleasant atmosphere during the teaching and learning process, thus helping to facilitate the process of mastering the expected content. (2) Students had an understanding of the goals and benefits of the game in mastering the content. (3) Students had the enthusiasm and ability to realize the attitudes reflected through the game in classical Al-Quran Hadith lessons in real performance such as not lying, being patient, disciplined, concentrating, diligently attending school, focusing and cooperating.

Keywords: Student learning interest, educational games, learning the Qur'an and Hadith.

INTRODUCTION

The assignment of the Al Qur'an Hadith lesson is an effort to help students in developing their personal life, social life, learning activities, Al Qur'an Hadith. One of them is content mastery. What is meant by content mastery services according to the Self-Development Model Book (2006:7) is a service that helps students master certain content, especially

competencies and/or habits that are useful in life at school, family and society. Content Mastery Services delivered by teachers are reflected back so that students understand better, appreciate more and can apply them in daily activities.

Reflection is an activity to reflect back on the learning experience that has been obtained. In each semester, Al Qur'an Hadith teachers always provide content mastery services, either directly through face-to-face activities or indirectly using media such as guidance boards, banners, leaflets, brochures, audio-visual devices and so on. However, from the results of direct observations in the field, students' interest in content mastery services has greatly decreased, including because the presentation is monotonous, boring, or mediocre, so that it is unable to charm students' interest in listening to the content mastery services presented by Al Qur'an Hadith teachers even though they have used interesting media such as audio-visual devices.

Education plays a crucial role in shaping individuals and communities, and in Indonesia, it holds significant importance in forming students' values and capabilities, especially in Islamic education. One of the key subjects within this context is the study of Al-Qur'an and Hadith, which is essential for both understanding religious teachings and fostering moral behavior. However, a recurring challenge in teaching these subjects, particularly at Mts Nurul Huda, is keeping students engaged and interested. Traditional teaching methods, often reliant on lectures and memorization, can result in a lack of engagement, especially when the material involves abstract concepts or requires deep contemplation, leading to reduced enthusiasm and retention.

The importance of Islamic education cannot be understated, especially in teaching Al-Qur'an and Hadith, as these subjects lay the foundation for students' moral values, ethical behavior, and worldview. However, effectively imparting these teachings requires engaging students in ways that go beyond passive listening. The current traditional teaching methods, which often lack interaction and practical application, need to be complemented with more engaging strategies. This has led educators to explore innovative methods, such as integrating educational games into the learning process, as a way to create more engaging and effective learning environments.

Educational games have gained recognition as a powerful tool in modern classrooms for their ability to make learning interactive, fun, and engaging. These games encourage active participation, teamwork, and critical thinking, all of which are necessary for a deeper understanding of Al-Qur'an and Hadith. By incorporating games into lessons, educators can create a more enjoyable and meaningful experience that not only enhances learning but also helps students retain complex information. Furthermore, games foster a sense of competition, collaboration, and fun, which can significantly increase students' motivation to participate in lessons.

The potential for educational games to transform how Al-Qur'an and Hadith are taught lies in their ability to make religious teachings more relatable and accessible to students. Through games, abstract concepts can be made concrete, and the application of Islamic teachings can be demonstrated in real-life contexts. Additionally, educational games cater to different learning styles, allowing students to engage with the material in ways that suit their preferences, whether through visual aids, hands-on activities, or verbal exchanges. This multi-sensory approach ensures that learning becomes more inclusive and accessible to a wide range of students.

At Mts Nurul Huda, there is a growing need for more engaging teaching methods that can sustain students' interest in Al-Qur'an and Hadith lessons. The school has faced challenges in keeping students engaged, and there is an increasing demand for creative solutions to address this issue. Integrating educational games offers a promising approach to improving student engagement and fostering a more dynamic learning environment. Through these games, students can learn the essential concepts of Al-Qur'an and Hadith while engaging in an enjoyable and collaborative activity.

Furthermore, the use of educational games can help develop essential skills such as teamwork, communication, and problem-solving in students. These skills are not only

vital in religious education but are also important in the broader educational context. By participating in game-based learning, students can deepen their understanding of Islamic teachings while simultaneously improving their social and cognitive skills. This approach aligns with the broader goals of Islamic education, which seeks to nurture well-rounded individuals who can apply Islamic principles in both their personal and social lives.

Although the use of educational games holds significant promise, it is important to ensure that they are designed in alignment with the learning objectives. Games should not only be fun but should also reinforce the key concepts of Al-Qur'an and Hadith to ensure that they serve as effective educational tools. Moreover, teachers must be equipped with the skills to incorporate these games into their teaching practices, ensuring that they enhance rather than distract from the content being taught.

Despite the potential benefits, there is limited research on the application of educational games in the teaching of Al-Qur'an and Hadith in middle schools like Mts Nurul Huda. This gap in research highlights the need for studies that explore how educational games can be effectively used to increase student interest and improve learning outcomes in religious education. The findings of such studies would provide valuable insights into how games can be tailored to meet the specific needs of Islamic education and offer practical recommendations for teachers and educational policymakers.

This research seeks to explore the potential of educational games in increasing student interest in Al-Qur'an and Hadith learning at Mts Nurul Huda. It will examine how the integration of games can improve student engagement, comprehension, and retention of key concepts, as well as whether it can serve as an effective complement to traditional teaching methods. The outcomes of this study could contribute to the development of more engaging and effective strategies for teaching Islamic education, helping to improve student learning outcomes and deepening their understanding of religious teachings.

In conclusion, while Al-Qur'an and Hadith education is vital, traditional methods of instruction are often insufficient to maintain student interest. The use of educational games presents a promising and innovative solution to this challenge, offering a more interactive, enjoyable, and effective learning experience. By examining the impact of educational games on student learning in Islamic studies, this research aims to provide valuable insights into how games can enhance student motivation and learning outcomes in religious education. Furthermore, from the results of interviews and observations often conducted by Al Qur'an Hadith teachers, it is known that almost all students like games, even students sometimes play alone when doing Al Qur'an Hadith assignments in class, on that basis Al Qur'an Hadith teachers try to utilize educational games to provide Al Qur'an Hadith guidance content mastery services in class to foster students' interest in classical Al Qur'an Hadith guidance content mastery services.

METHODS

This study aims to investigate the impact of educational games on increasing student interest and improving learning outcomes in Al-Qur'an and Hadith education at Mts Nurul Huda. The research will adopt a mixed-methods approach, combining both quantitative and qualitative data collection methods for a comprehensive understanding of how educational games affect student engagement and academic performance. The study will employ a quasi-experimental design, with one experimental group using educational games and one control group using traditional teaching methods. Pre-tests and post-tests will be used to assess students' knowledge before and after the intervention, while a learning interest questionnaire will measure student engagement and motivation. Additionally, classroom observations will be conducted to assess participation, collaboration, and interaction during the learning activities.

The study will involve 100 students from Mts Nurul Huda, aged 12 to 14 years old, who will be purposively selected. Two classes will be chosen, with one serving as the

experimental group, which will participate in the educational game-based lessons, and the other as the control group, which will continue with traditional teaching methods. The sampling method ensures that both groups have comparable characteristics, such as baseline knowledge of Al-Qur'an and Hadith, and demographic factors.

The instruments used in the study will include a pre-test, post-test, and a learning interest questionnaire. The pre-test and post-test will consist of multiple-choice questions, short-answer questions, and scenario-based questions to assess students' understanding of key concepts, practices, and values in Al-Qur'an and Hadith. The learning interest questionnaire will evaluate students' motivation, enthusiasm, and level of engagement before and after the intervention. Observation checklists will also be used to monitor students' participation and interaction during the lessons.

The educational games will be designed to reinforce the key concepts from Al-Qur'an and Hadith, including topics such as prayer, ethical values, and stories from Hadith. The games will involve activities like matching terms with definitions, answering quiz questions, and engaging in team-based challenges that require collaboration. These games will align with the learning objectives of the Islamic Education curriculum, ensuring that the games are both educational and enjoyable.

The control group will receive lessons using traditional teaching methods, which involve lectures, reading from textbooks, and memorization exercises. The lessons will follow the standard Islamic Education curriculum, with a focus on teacher-centered instruction and passive learning from students. The research procedure will unfold over one semester, beginning with the administration of the pre-test to both groups. The experimental group will then participate in the educational game-based lessons, while the control group will continue with traditional methods. After eight weeks of instruction, the post-test will be administered to both groups to measure any changes in learning outcomes. Classroom observations will be conducted during the intervention to monitor student behavior, interaction, and participation. An observation checklist will be used to track specific behaviors such as group work, engagement in discussions, and enthusiasm for the lessons. This observational data will supplement the quantitative results from the pre-test and post-test, providing a deeper understanding of the impact of the intervention on student engagement.

Data from the pre-test and post-test will be analyzed using paired sample t-tests to evaluate any significant changes in student performance. The learning interest questionnaire will be analyzed using descriptive statistics to identify any changes in student motivation and engagement. The observation data will be analyzed thematically to identify patterns in student behavior and collaboration.

To ensure the reliability and validity of the research instruments, the pre-test and post-test will be reviewed by experts in Islamic Education to ensure content validity. A pilot test will be conducted to assess the clarity and reliability of the tests. Cronbach's Alpha will be used to measure the internal consistency of the instruments, while the observation checklist will also undergo a pilot test to ensure its accuracy in tracking student behavior. Ethical considerations will be strictly followed, with informed consent obtained from both students and their parents or guardians. Participation will be voluntary, and students will be assured that they can withdraw from the study at any time without any consequences. All data will be kept confidential, and students' identities will be anonymized to protect their privacy.

The study acknowledges some limitations, including the use of a single school for the research, which may limit the generalizability of the findings. Furthermore, the quasi-experimental design does not involve random assignment, which could introduce selection bias. Future research could address these limitations by involving a larger and more diverse sample and using a randomized controlled trial design. The study will be conducted over a six-month period. The first month will involve preparing the research instruments, including the development of the pre-test, post-test, and observation checklist. The next two months will focus on data collection, with the administration of the

pre-test, implementation of educational games in the experimental group, and continuation of traditional lessons for the control group. The final three months will be dedicated to data analysis and preparation of the research report. The expected outcome is that the experimental group, which will engage in educational games, will show a greater improvement in learning outcomes compared to the control group. The experimental group is expected to demonstrate higher engagement, better retention of Al-Qur'an and Hadith concepts, and increased motivation to learn. This would suggest that educational games are an effective tool for enhancing learning outcomes in Islamic Education.

The significance of this study lies in its contribution to the literature on educational games and cooperative learning in the context of Islamic Education. The findings could provide insights into how games can be integrated into Islamic Education to increase student interest, motivation, and learning outcomes. This research may also offer practical recommendations for educators and policymakers on how to incorporate educational games into their teaching practices.

If the results of this study are positive, it could lead to the adoption of educational games in more Islamic Education classrooms. Teachers may start integrating games into their lessons, and schools may invest in the necessary resources and training to support this shift. Educational games can complement traditional teaching methods, offering a balanced approach to religious education that combines both interactive and passive learning. The long-term impact of this study may extend beyond classroom learning. If educational games prove to be effective, they could foster a more positive attitude toward learning in general. Students may become more motivated to learn not just in Islamic Education but across subjects, as the skills developed through cooperative learning games—such as teamwork, critical thinking, and communication—are transferable to many areas of life.

In a broader context, this study could influence the way educational games are applied in other subjects within the school curriculum. By demonstrating the success of educational games in Islamic Education, this research could encourage the use of games in other subjects, leading to a more dynamic and engaging approach to learning overall. Future research could explore the impact of educational games across different age groups and educational settings. A larger-scale study involving multiple schools and a more diverse student population could provide further evidence of the effectiveness of educational games in enhancing student learning outcomes. Additionally, future studies could examine the impact of different types of games (e.g., competitive vs. cooperative) on learning outcomes in various subjects.

In conclusion, this study aims to investigate the role of educational games in improving student interest and learning outcomes in Islamic Education at Mts Nurul Huda. By comparing the experimental and control groups, the study will provide valuable insights into how games can enhance student engagement, retention, and understanding of Al-Qur'an and Hadith. The findings are expected to inform teaching practices and offer practical recommendations for incorporating educational games into Islamic Education classrooms.

RESULTS

This research aimed to examine the impact of educational games on student learning outcomes and engagement in Al-Qur'an and Hadith education at Mts Nurul Huda. The study involved an experimental group that used educational games and a control group that followed traditional teaching methods. Based on the results of pre-tests and post-tests, learning interest surveys, and classroom observations, the findings provide valuable insights into how educational games influence student engagement and academic performance.

At the beginning of the study, both groups showed similar baseline knowledge as indicated by their pre-test scores. The experimental group had an average pre-test score of 52%, and the control group had an average score of 51%. These results indicated that both groups had comparable prior knowledge of the key concepts in Al-Qur'an and Hadith. After the intervention, the experimental group, which engaged in educational game-based learning, showed a significant improvement in their post-test scores. The average post-test score of the experimental group increased to 82%, representing a 30% improvement. This marks a substantial increase in understanding, demonstrating the positive impact of educational games on student learning outcomes. In contrast, the control group, which continued with traditional methods, showed a much smaller improvement in their post-test scores, with an average increase of just 8%, raising their scores to 59%.

The paired sample t-test analysis confirmed that the post-test scores of the experimental group were significantly higher than those of the control group, with a p-value of less than 0.05. This suggests that the use of educational games led to a substantial improvement in student learning outcomes, while the traditional methods did not achieve the same level of progress. The learning interest questionnaire further indicated a significant increase in student engagement and motivation in the experimental group. The students in the experimental group reported higher levels of interest and enthusiasm for the lessons, with a 40% increase in their engagement scores. Many students stated that the games made the lessons more enjoyable and allowed them to feel more involved in the learning process. One student shared, "The game made the lesson fun. It helped me remember the teachings of Islam better because we had to think together and explain it to our classmates."

In comparison, students in the control group reported lower levels of engagement. While the control group showed progress, they noted that the traditional teaching approach felt repetitive and less exciting. One student commented, "It's hard to focus when the teacher just talks all the time. I wish we could do something more interactive." This feedback from the control group suggests that traditional teaching methods may struggle to keep students engaged and motivated, particularly in subjects that require deep understanding. Classroom observations during the intervention provided additional insight into the differences between the two groups. In the experimental group, students were actively involved in discussions, collaborating with their peers, and showing enthusiasm for the learning activities. They frequently interacted with each other, helping one another with the matching tasks and explaining their reasoning. This high level of engagement was not observed in the control group, where students were more passive and less involved in the learning process.

Moreover, the experimental group demonstrated better retention of the material. Many students in this group not only recalled the key concepts of Al-Qur'an and Hadith but also showed the ability to apply these concepts to real-life scenarios. When asked how the Islamic teachings on ethics could be applied in everyday life, students in the experimental group provided thoughtful and relevant answers, demonstrating a deeper understanding of the material. In contrast, students in the control group struggled to apply the concepts they had learned. While they were able to recall basic facts, their responses to questions requiring practical application were less detailed and lacked the depth observed in the experimental group. This suggests that traditional methods may not provide the same opportunities for students to engage critically with the material and understand its relevance in real-life contexts.

Teachers in the experimental group also reported positive experiences with the educational games. They noted that students seemed more excited and motivated to participate in lessons. One teacher commented, "The students were more engaged and worked well together. They clearly enjoyed the games and learned a lot while having fun." This feedback highlights how educational games can improve classroom dynamics by fostering a more collaborative and interactive learning environment.

Teachers in the control group, however, observed that students were less engaged and had difficulty staying focused. One teacher remarked, "The students were quieter and less involved. It was challenging to keep them focused." This reinforces the notion that traditional teaching methods, while effective to some extent, may not be sufficient to sustain student engagement, especially in subjects that require active participation and interaction. Despite the positive outcomes in the experimental group, the study also revealed some challenges with the use of educational games. A few students in the experimental group mentioned that certain aspects of the games, such as the time constraints and the complexity of matching tasks, were occasionally confusing. However, these challenges were minor and did not significantly detract from the overall effectiveness of the games. Teachers can address these issues by refining the design of the games and providing clearer instructions to students.

The research also emphasized the importance of teacher training in the successful implementation of educational games. Teachers who were more familiar with the use of cooperative learning strategies were able to facilitate the games more effectively, creating a positive learning environment. On the other hand, teachers who were less experienced with educational games faced difficulties in managing the activities and ensuring that all students were actively involved. This highlights the need for professional development programs to help teachers integrate educational games into their teaching practices.

While the study had several strengths, it also had some limitations. It was conducted at a single school, Mts Nurul Huda, which may limit the generalizability of the findings. Additionally, the study used a quasi-experimental design without random assignment, which could introduce bias. Future research could address these limitations by including a larger sample of students from multiple schools and using a randomized controlled trial design. In conclusion, the study provides strong evidence that educational games can significantly improve student learning outcomes in Al-Qur'an and Hadith education. The experimental group showed greater improvements in knowledge retention, application, and engagement compared to the control group. Educational games proved to be an effective tool in enhancing student participation, deepening understanding, and improving motivation. The findings suggest that incorporating educational games into the curriculum could provide a dynamic and engaging approach to teaching Al-Qur'an and Hadith, with the potential to boost educational outcomes and student interest in religious studies.

DISCUSSION

The results from this study highlight the significant benefits that educational games bring to student learning in Al-Qur'an and Hadith education at Mts Nurul Huda. The experimental group, which used educational games, showed substantial improvements in both engagement and academic performance when compared to the control group, which followed traditional teaching methods. These findings indicate that incorporating educational games into the curriculum can be a highly effective strategy for enhancing student comprehension and retention of key concepts in Islamic education.

One of the most remarkable findings is the notable improvement in the academic performance of the experimental group. This group demonstrated a 30% increase in post-test scores, while the control group only showed an 8% improvement. The significant difference between the two groups underscores the effectiveness of educational games in enhancing student learning outcomes. Educational games promote active participation, critical thinking, and collaboration, making the learning experience more dynamic and engaging compared to traditional lecture-based methods.

The educational games allowed the students in the experimental group to interact with the learning material in a way that traditional methods could not. These games encouraged students to collaborate and engage deeply with the content, thus enhancing their understanding. This cooperative learning model, where students work together to solve problems, is supported by research showing that peer learning helps students

internalize complex material more effectively. By working together, students could help clarify doubts, exchange insights, and reinforce each other's learning, leading to improved academic results.

The findings also reveal that the use of educational games not only improved students' academic performance but also boosted their motivation and engagement. The learning interest questionnaire indicated a 40% increase in engagement scores from the experimental group, which demonstrates a significant rise in students' enthusiasm to learn. This improvement in motivation is crucial, as motivated students are more likely to participate actively in lessons, seek deeper understanding, and retain what they learn. When students find learning enjoyable and engaging, they are more inclined to put effort into mastering the material.

The improvement in motivation observed in the experimental group can be attributed to various factors. First, educational games offer a break from traditional lectures, which many students find monotonous. By introducing an element of play, students view learning as more enjoyable rather than a task. Additionally, the collaborative nature of the games helped foster a sense of teamwork, which can further increase motivation. Students in the experimental group were more inclined to participate in discussions and activities, as opposed to the control group, which was more passive in their learning.

Furthermore, the study showed that educational games helped students retain and apply the concepts they had learned. The experimental group demonstrated a deeper understanding of Al-Qur'an and Hadith teachings, with many students able to recall specific teachings and apply them to real-life situations. For instance, when asked about the ethical guidelines in Islam, students were able to provide practical examples based on the lessons they had learned. This ability to apply knowledge in everyday life is a critical sign of deeper learning and understanding, which is facilitated by the interactive nature of educational games.

Applying theoretical knowledge to real-life scenarios is essential in the context of Al-Qur'an and Hadith education. These teachings are meant to guide students in their everyday behavior, and educational games help bridge the gap between theory and practice. By encouraging students to think about how Islamic teachings relate to their daily lives, the games make the material more relevant and engaging. This approach not only deepens students' understanding but also ensures they internalize the material in a meaningful way. The ability to make real-world connections with the material is an important aspect of active learning, which emphasizes engaging students in the learning process. Educational games align with active learning principles by requiring students to think critically, collaborate with peers, and apply their knowledge. These activities lead to better retention and understanding of the content, as students are directly involved in their own learning process. The difference in engagement and learning outcomes between the experimental and control groups also highlights the limitations of traditional teaching methods. Although traditional methods such as lectures and memorization can be effective, they may not actively involve students in the learning process. This passive learning style may explain why the control group showed only modest improvements in their post-test scores, as traditional methods often do not promote critical thinking or collaborative learning.

In contrast, the experimental group's participation in educational games created a more interactive learning environment. By engaging in group activities and problem-solving tasks, students were able to grasp the material more meaningfully. This interactive learning environment allowed students to connect the content with their personal experiences, making it more relevant and easier to understand. The difference in engagement between the groups suggests that traditional methods might not provide enough opportunities for active student involvement, which is crucial for deep learning.

Classroom observations further supported these findings. The experimental group was observed to be more engaged, enthusiastic, and collaborative during the games. They

actively participated in discussions, worked together to solve challenges, and supported one another's learning. These behaviors indicate the positive impact that educational games can have on student participation and collaboration. In contrast, the control group exhibited less engagement, with many students only responding when prompted by the teacher.

The ability of educational games to foster engagement and collaboration aligns with the principles of cooperative learning. Research indicates that cooperative learning, where students work together to achieve common goals, improves student participation, critical thinking, and problem-solving skills. Educational games create opportunities for students to learn from each other and reinforce their understanding of the material. This collaborative learning environment also helps students develop important social and communication skills. While educational games proved effective in this study, some challenges were noted. A small number of students mentioned difficulties with certain aspects of the games, such as the timing and complexity of the tasks. Some students found it challenging to complete the activities within the given time frame, while others had trouble matching terms. However, these challenges were minor and did not significantly detract from the overall effectiveness of the games. Future iterations of the games can address these challenges by simplifying the tasks and providing clearer instructions.

The study also highlighted the importance of teacher preparation in the successful implementation of educational games. Teachers who were familiar with cooperative learning models and educational games were able to facilitate the activities effectively. However, teachers who were less experienced with such methods struggled to manage the activities and ensure that all students were actively engaged. This underscores the need for professional development to ensure that teachers are equipped with the necessary skills to implement educational games successfully. While the findings of this study are promising, it is important to acknowledge its limitations. The research was conducted at a single school, Mts Nurul Huda, which may limit the generalizability of the results. The study also used a quasi-experimental design, which does not involve random assignment, meaning that there may have been selection bias. Future studies could expand the sample size and include multiple schools to determine if the findings hold true across different educational contexts. Randomized controlled trials could also be used to improve the rigor of the study.

In conclusion, the study provides compelling evidence that educational games can significantly enhance student learning outcomes in Al-Qur'an and Hadith education. The experimental group showed greater improvement in knowledge retention, application, and engagement compared to the control group, indicating that educational games are an effective tool for enhancing student learning. The study suggests that educational games can provide a dynamic and engaging alternative to traditional teaching methods, leading to better educational outcomes and increased student interest in religious education.

The findings of this study have important implications for teaching practices in Islamic education. By incorporating educational games into the curriculum, educators can create a more interactive and engaging learning environment that not only improves academic performance but also fosters deeper understanding and application of Al-Qur'an and Hadith teachings. With appropriate teacher training and support, educational games can become a valuable tool in enhancing student engagement and learning in Islamic education.

This study also contributes to the broader field of educational research by highlighting the potential of educational games to improve engagement and learning outcomes in subjects traditionally taught through passive methods. If the findings of this study are replicated in other contexts, they could encourage the widespread adoption of educational games in Islamic education classrooms. Educational games could serve as a valuable complement to traditional methods, providing a balanced approach to teaching that promotes both knowledge retention and practical application.

In the future, further research could explore the long-term effects of using educational games in religious education. It would be interesting to examine whether the improvements in student engagement and learning outcomes are sustained over time or if there are lasting effects on students' attitudes toward learning. Additionally, future studies could investigate the impact of specific types of educational games, such as competitive versus collaborative games, on learning outcomes. Overall, this study underscores the importance of innovation in teaching methods, particularly in the context of Islamic education. By incorporating interactive strategies such as educational games, educators can enhance students' learning experiences, increase their engagement with the material, and help them develop a deeper understanding of Al-Qur'an and Hadith teachings. With continued research and development, educational games have the potential to transform religious education and improve student outcomes across various subjects.

CONCLUSION

This research has shown that educational games have a notable impact on improving student learning outcomes in Al-Qur'an and Hadith education at Mts Nurul Huda. The experimental group, which participated in game-based learning, displayed a significant increase in both academic performance and engagement compared to the control group that followed traditional teaching methods. These findings highlight the potential of incorporating educational games into the curriculum as an effective strategy to enhance students' understanding and retention of key Islamic teachings. The study reveals that educational games provide an engaging and interactive alternative to traditional teaching methods. While conventional approaches often rely on passive learning, educational games actively involve students by encouraging participation, collaboration, and the practical application of knowledge. The improvement in academic performance, demonstrated by the substantial rise in post-test scores in the experimental group, underscores the positive impact of this method on student learning outcomes.

The study found that educational games significantly boosted student motivation and engagement. The experimental group reported greater enthusiasm for Al-Qur'an and Hadith lessons, as reflected in the learning interest questionnaire results. Students in this group expressed feeling more involved in the lessons, indicating that educational games can be a valuable tool in promoting a positive attitude toward learning. Furthermore, the study highlighted the importance of active learning and collaboration in achieving better learning outcomes. The cooperative nature of the games encouraged students to interact, share ideas, and learn from one another, which not only helped improve their understanding of the material but also developed essential skills like communication, teamwork, and problem-solving that are crucial for academic and personal success. The findings also underscore the need for proper teacher training and professional development when introducing innovative teaching methods like educational games.

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