



The Influence of Learning Aqidah Akhlak with Game Methods on Student Behavior at Miftahul Ihsan Elementary School

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Abstract: This study aims to examine the effect of learning Aqidah Akhlak with the game method on student behavior at Madrasah Ibtidaiyah Miftahul Ihsan. Learning Aqidah Akhlak presented through a game method approach is believed to be able to improve students' understanding of moral and religious values more enjoyable and effective. The educational game method not only teaches material theoretically, but also actively involves students in the learning process, so that they can more easily understand and apply the teachings in everyday life. This study uses a quantitative design with an experimental method. The sample taken was grade V students of Madrasah Ibtidaiyah Miftahul Ihsan who were divided into two groups, namely the experimental group that received learning with the game method and the control group that followed conventional learning. Data collection was carried out through observation, questionnaires, and interviews to measure changes in student behavior in the aspects of morals, morals, and social. The results of the study showed a significant influence between learning Aqidah Akhlak with the game method on student behavior. Students who follow learning with the game method show better improvements in terms of mastery of moral values, discipline, and positive social behavior. The educational game method has proven to be more effective in making students interested and easier in understanding and applying Aqidah Akhlak lessons in everyday life. This research is expected to contribute to the development of learning methods in madrasahs, especially in the application of character education through a fun and interactive approach. Thus, it is expected to produce a generation that is not only intelligent in religious knowledge, but also behaves well in accordance with the teachings of Islamic morals.

Keywords : Game Methods, The Influence

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INTRODUCTION

Character education has an important role in shaping students' personalities and morals, especially at an early age. Education based on Aqidah Akhlak provides a strong foundation for students to understand religious and moral values. In Indonesia, Aqidah Akhlak education is taught at the Madrasah Ibtidaiyah level as an effort to instill the principles of a good life based on the teachings of Islam. However, even though the Aqidah Akhlak material has a noble purpose, there are often obstacles in the learning process that result in students having difficulty in applying these values in their lives. In the context of

learning at Madrasah Ibtidaiyah Miftahul Ihsan, the teaching of Aqidah Akhlak still uses conventional methods that tend to be less attractive to students. This makes the material taught seem monotonous and less relevant, so that students' understanding of moral teachings is often not optimal.

Therefore, a more engaging and effective approach is needed to help students more easily understand and practice these values in their lives. One alternative that can be applied is the educational game method. This method utilizes fun and interactive activities to teach learning materials. Educational games have great potential to increase student engagement in learning as well as make it easier for them to accept and apply the material provided. In addition, with the game method, students not only learn theoretically but can also experience first-hand experiences that connect knowledge with real life.

Through the educational play method, students can be exposed to situations that allow them to develop social skills, cooperation, and self-discipline. In this case, learning Aqidah Akhlak will not only equip students with religious knowledge, but also develop positive attitudes and behaviors that reflect moral values in their daily lives. In this way, it is hoped that Aqidah Akhlak learning can be more effective in shaping students' character. However, to ensure the effectiveness of the educational game method in learning Aqidah Akhlak, more in-depth research is needed. This study aims to explore the influence of the application of the educational game method on student behavior at Madrasah Ibtidaiyah Miftahul Ihsan. By knowing the impact of this method, it is hoped that it can contribute to improving the quality of education, especially in the teaching of Aqidah Akhlak.

This research also aims to provide solutions to problems that are often faced in learning Aqidah Akhlak at Madrasah Ibtidaiyah. One of the main problems faced is the low motivation of students in participating in Aqidah Akhlak lessons. Methods that are monotonous and less varied often make students feel bored and not interested in exploring the material. Therefore, it is important to look for methods that can increase student participation as well as help them in better understanding and applying religious values. By using a more creative and innovative approach such as educational games, it is hoped that learning Aqidah Akhlak at Madrasah Ibtidaiyah Miftahul Ihsan can be more interesting and useful.

This research is expected to provide new insights into how game methods can be used to improve students' behavior and improve their understanding of religious teachings, so that they can form a better character in themselves. The Problem of Gaps Although Aqidah Akhlak education has a very important role in shaping students' character, in practice there are still many gaps between educational goals and desired achievements. One of the problems that often arise is the low interest and motivation of students in participating in Aqidah Akhlak lessons. Learning that is dominated by lectures or conventional methods tends to make students feel bored and uninterested, so they lack focus in understanding the material being taught. Another gap that can be seen is the lack of understanding of students with moral and moral concepts that they should internalize in their daily lives. Although students are provided with knowledge of religious values, their application in their lives is still limited.

This happens because learning Aqidah Akhlak focuses more on theoretical aspects without giving space for students to practice or directly experience these values in real-life practice. In addition, the methods used in learning Aqidah Akhlak in many madrasas, including Madrasah Ibtidaiyah Miftahul Ihsan, tend to be traditional and monotonous. The use of conventional methods such as lectures and memorization does not provide many opportunities for students to interact or actively participate in the learning process. As a result, the learning process becomes less effective and students feel uninvolved in the lesson, which has an impact on the low application of moral values in their daily lives.

Another gap to note is the lack of variety in teaching strategies that can accommodate different students' learning needs. Not all students can learn in the same way, so the use of one general and static learning method is not always effective for all

students. Therefore, it is important to develop learning methods that are more flexible and can adapt to different learning styles of students.

In addition, there is also a gap between parents' expectations and teaching in madrasas. Parents often hope that the religious education received by their children can form a good and useful character in daily life. However, if the learning of Aqidah Akhlak is not carried out with the right method, these expectations will be difficult to achieve. This shows the need for a more creative and innovative approach to achieve more optimal educational goals. Another gap that occurs is the lack of evaluation and monitoring of the effectiveness of learning Aqidah Akhlak. In many cases, despite the various methods that have been applied, there is no comprehensive evaluation of the effect of these methods on changes in student behavior. A more systematic evaluation is needed to measure the extent to which a method can have a positive impact on shaping students' morals and character. Finally, there is still a gap between learning Aqidah Akhlak in schools and the application of these values outside of school.

Many students are unable to apply the values they learn in madrasas when they are at home or in society. This shows the importance of sustainability in learning that is not only limited to the classroom, but can also be implemented in the social and personal life of students. Based on the problems that have been identified, this study aims to explore the influence of Aqidah Akhlak learning with the educational game method on the behavior of students at Madrasah Ibtidaiyah Miftahul Ihsan. The educational game method was chosen because it can provide a fun and interactive learning experience, which is expected to improve students' understanding of the material and change their behavior for the better. This study uses an experimental design with a quantitative approach. The sample of this study is grade V students of Madrasah Ibtidaiyah Miftahul Ihsan who are divided into two groups: the experimental group that will be given Aqidah Akhlak learning using the educational game method, and the control group that will receive learning with conventional methods. Data will be collected through observations, questionnaires, and interviews to measure changes in student behavior after participating in learning.

The main purpose of this study is to find out whether the application of educational game methods can affect changes in student behavior, both in terms of morals and the application of religious values in daily life. This research also aims to provide empirical evidence that can be used to develop more effective learning methods in the context of religious education in madrasas. In addition, this research is expected to contribute to the development of curriculum and learning methods at Madrasah Ibtidaiyah Miftahul Ihsan. By integrating educational game methods in learning Aqidah Akhlak,

It is hoped that students can more easily understand the moral values and morals taught, and can apply them in their lives. Therefore, the results of this study can be a reference for educators in improving the quality of Aqidah Akhlak teaching in madrasas. More broadly, this research can also have a positive impact on the development of religious education in Indonesia, by offering alternative methods that are more interesting and effective. Fun and interactive learning will motivate students to delve deeper into religious teachings, which in turn can help produce a generation with noble character and noble ethics. As a first step, this research will be carried out by preparing educational game-based Aqidah Akhlak learning materials that are relevant and in accordance with the applicable curriculum. After that, the instructor or educator involved in the research will be given training to ensure that the educational play method can be applied effectively in the classroom.

METHODS

This study aims to examine the impact of using game-based methods in Aqidah Akhlak learning on the behavior of students at Madrasah Ibtidaiyah Miftahul Ihsan. The research employs a qualitative and quantitative approach to provide a comprehensive analysis of how educational games influence students' moral and ethical behavior in a

religious learning context. The research uses a quasi-experimental design to compare the behavior of students before and after the implementation of game-based learning methods. A control group and an experimental group are established to determine the effectiveness of the method in fostering positive behavioral changes.

The study population consists of students enrolled in Aqidah Akhlak classes at Madrasah Ibtidaiyah Miftahul Ihsan. The sample is selected using purposive sampling, ensuring that students from different grades and academic backgrounds are included to represent a diverse group. Data collection techniques include classroom observations, structured interviews with teachers, student questionnaires, and behavioral assessments. Observations are conducted to assess students' engagement, participation, and interaction during the learning process. Questionnaires are distributed to students before and after the implementation of game-based learning to measure their attitudes and perceptions toward Aqidah Akhlak.

The responses are analyzed to determine any significant changes in moral reasoning and ethical decision-making. Teachers play a critical role in the implementation of the game-based method. Their experiences, insights, and observations are recorded through interviews to evaluate the effectiveness of the approach and identify any challenges encountered during the process. Behavioral assessments involve tracking specific indicators of moral behavior, such as honesty, cooperation, respect, and responsibility. These indicators are measured through peer evaluations, teacher feedback, and classroom interactions. The game-based learning activities incorporate elements of role-playing, storytelling, and interactive challenges designed to reinforce moral values and ethical principles. Games are carefully selected to align with the core teachings of Aqidah Akhlak, ensuring that students engage in meaningful learning experiences. Data analysis is conducted using both qualitative and quantitative methods.

Statistical analysis is applied to survey data to measure the significance of changes in student attitudes and behaviors. Qualitative data from observations and interviews are thematically analyzed to identify patterns and trends. Ethical considerations are prioritized in this research. Parental consent is obtained for student participation, and anonymity is ensured in the collection and analysis of data. The study follows ethical guidelines to maintain the integrity and confidentiality of the participants. The research timeline is structured into several phases, including the preparatory phase, implementation phase, data collection phase, and analysis phase. Each phase is carefully planned to ensure a systematic approach to evaluating the impact of game-based learning. Preliminary findings indicate that students respond positively to interactive learning experiences.

The use of games fosters a more engaging and enjoyable learning environment, leading to increased participation and motivation in Aqidah Akhlak lessons. The study acknowledges potential challenges, such as the need for well-designed educational games, teacher training, and classroom management strategies. Addressing these challenges is essential to maximizing the effectiveness of game-based learning methods. Future research directions include exploring the long-term effects of game-based learning on moral development and expanding the study to other educational institutions. Understanding the sustainability and scalability of this approach can contribute to broader educational improvements. The findings from this study are expected to provide valuable insights for educators, policymakers, and curriculum developers in enhancing Aqidah Akhlak education through innovative teaching methods. By integrating engaging and interactive strategies, moral education can be made more impactful and meaningful for students.

RESULTS

The study revealed that the implementation of game-based methods in Aqidah Akhlak learning had a significant positive impact on student behavior at Madrasah

Ibtidaiyah Miftahul Ihsan. Observations and assessments showed that students became more engaged and motivated in moral learning activities compared to traditional teaching methods. One of the primary findings was that students demonstrated increased participation in classroom discussions. The interactive nature of games encouraged students to express their thoughts and opinions, leading to a more dynamic learning environment. Students displayed noticeable improvements in their ability to collaborate with peers.

Many of the games used in the lessons required teamwork, fostering cooperation, mutual respect, and effective communication among students. The study also recorded an increase in student enthusiasm for Aqidah Akhlak lessons. Many students reported that learning through games made moral education more enjoyable and meaningful, reducing boredom and disengagement. Teachers observed that students became more confident in applying ethical principles in daily life. The practical scenarios embedded in games allowed students to practice moral decision-making in a safe and supportive setting. Behavioral assessments showed a decline in instances of dishonesty and rule-breaking. Many students internalized the values emphasized in the games, leading to greater integrity and responsibility in their actions. One of the most significant improvements was seen in students' ability to resolve conflicts peacefully.

Through role-playing and ethical decision-making exercises, students learned constructive ways to handle disagreements. Peer evaluations and teacher feedback highlighted an increase in empathy and compassion among students. The study found that game-based learning encouraged students to consider the perspectives of others and develop a stronger sense of moral responsibility. A key finding was that students showed greater attentiveness during lessons. The engaging and participatory nature of the games reduced distractions and improved focus on moral teachings.

Parental feedback indicated that students carried their classroom learning into their home lives. Many parents noticed positive changes in their children's behavior, including increased politeness, respect, and willingness to help others. The research also revealed that students developed stronger problem-solving skills. Many of the games incorporated ethical dilemmas that required critical thinking, allowing students to practice making ethical choices in real-life situations. Students displayed a greater willingness to take responsibility for their actions. By participating in structured learning activities, they developed a deeper understanding of accountability and the impact of their decisions. The study identified that students became more patient and resilient. Many of the games required persistence and effort, helping students develop perseverance and a positive attitude toward challenges.

Teachers reported that students exhibited a stronger connection to the values being taught. The hands-on nature of game-based learning helped students internalize moral lessons more effectively than traditional lecture-based approaches. One of the most remarkable findings was the reduction in classroom behavioral issues. Disruptive behavior, such as talking out of turn and lack of focus, decreased significantly after the introduction of educational games. The study found that students developed a greater sense of fairness and justice.

Many of the game activities reinforced the importance of treating others with respect and making ethical decisions. Students demonstrated an improved ability to listen actively. Many of the educational games required careful listening to rules and instructions, enhancing their attentiveness and comprehension skills. An increase in student self-discipline was also noted. Many students showed greater self-control and adherence to class rules as they became more aware of the consequences of their actions. Another key finding was that students became more curious and engaged in ethical discussions. Many started asking more questions and exploring different perspectives on moral issues.

The research highlighted the effectiveness of storytelling in game-based learning. Many of the games included moral narratives that helped students relate to ethical

teachings on a deeper level. Students exhibited a higher level of respect toward teachers and classmates. The interactive nature of the lessons fostered a culture of mutual respect and consideration for others. The study found that integrating games into Aqidah Akhlak lessons led to better retention of moral concepts.

Many students were able to recall and apply the lessons learned in their daily interactions. One of the most unexpected findings was that students who were previously shy or reserved became more vocal and confident in expressing their opinions during class discussions. Teachers reported that students became more proactive in helping their peers. Many students began offering support to classmates, demonstrating kindness and generosity beyond the classroom setting. A significant improvement in student initiative was noted. Many students took the lead in organizing group activities, demonstrating leadership skills and a sense of responsibility.

The study also found that students developed a stronger sense of gratitude. Many of the games encouraged reflection on personal blessings, helping students cultivate appreciation for what they have. Another impact of game-based learning was the development of better time management skills. Many of the games required students to complete tasks within a specific timeframe, helping them learn to prioritize and plan effectively. Students exhibited a deeper understanding of the consequences of their actions. The structured nature of the games allowed them to see how moral and ethical decisions impact themselves and others.

A noticeable increase in teamwork skills was observed. Many of the educational games emphasized collaboration, teaching students the importance of working together to achieve common goals. The study suggested that students developed a stronger moral identity. Many expressed a greater commitment to upholding ethical values in their personal lives. The research indicated that integrating educational games into religious education led to improved classroom harmony. Teachers reported fewer behavioral disruptions and a more positive classroom atmosphere.

A key finding was that students became more confident in standing up for what is right. Many expressed a willingness to challenge unfair behavior and support their peers in making ethical choices. Students also showed increased resilience in handling failure. Many games involved challenges that required multiple attempts, helping students develop a growth mindset and perseverance. Teachers found that students became more reflective about their actions. Many started engaging in self-assessment, evaluating their behavior and making efforts to improve.

The study highlighted the potential of game-based learning to make moral education more meaningful and relevant to students. Many students reported that they enjoyed learning about ethics through interactive experiences. Another finding was that students exhibited improved social interactions. Many became more comfortable engaging in discussions and forming connections with their classmates. The research found that educational games helped bridge gaps between students of different backgrounds, fostering inclusivity and unity within the classroom.

A key takeaway was that students developed a greater appreciation for the importance of ethical living. Many expressed an interest in continuing their moral development beyond the classroom setting. Teachers noted that students displayed higher levels of kindness and generosity. Many became more considerate of others' feelings and needs. The study suggested that integrating game-based learning into religious education should be expanded to other subjects to enhance student engagement and moral comprehension. Students also exhibited a stronger sense of civic responsibility. Many expressed an understanding of their role in contributing to their communities in positive ways. The findings indicated that students developed a more positive attitude toward religious education. Many became more enthusiastic about learning Aqidah Akhlak and its application in daily life. The study concluded that game-based learning effectively enhanced student moral behavior, creating a more engaging and impactful learning experience.

By making ethical education interactive and enjoyable, students were more likely to internalize and apply moral lessons in their everyday lives. These findings support the adoption of game-based learning as a valuable tool for fostering ethical awareness and character development in young students.

DISCUSSION

The application of game-based methods in Aqidah Akhlak learning has proven to be an innovative approach in fostering moral development among students. This section will discuss how this method contributes to positive behavioral changes, engagement, and retention of moral values. Game-based learning introduces an interactive environment where students actively participate in the learning process rather than passively receiving information. This shift in teaching methodology results in increased enthusiasm and attentiveness among students, leading to improved comprehension of ethical values. Students are naturally drawn to activities that are engaging and enjoyable. Games introduce a sense of excitement, which significantly reduces resistance to learning. As a result, moral lessons become less abstract and more relatable to students' daily experiences.

One of the main advantages of using games in religious education is that it promotes experiential learning. Through role-playing and simulated ethical dilemmas, students can actively practice decision-making and moral reasoning in a safe environment. By integrating ethical lessons into games, students develop an intrinsic motivation to follow moral principles. Rather than being told what is right or wrong, they experience the outcomes of their decisions firsthand, reinforcing the significance of ethical behavior. Games encourage collaborative learning, where students must work together to achieve common objectives. This fosters cooperation, communication, and teamwork, all of which are essential components of moral character development. The element of competition in game-based learning serves as a motivation for students to perform well. However, the competitive nature is balanced with lessons on sportsmanship, fairness, and integrity, ensuring that students learn to win and lose graciously. Game-based learning strengthens teacher-student relationships by breaking down formal barriers in the classroom.

The teacher transitions from being an authoritative figure to a facilitator, guiding students through ethical discussions in a supportive manner. The incorporation of storytelling in educational games helps students relate to moral dilemmas more personally. Narratives allow students to empathize with characters facing ethical choices, making moral lessons more impactful. Another advantage of game-based learning is that it helps students retain moral concepts more effectively. Traditional rote memorization is replaced with meaningful interactions, allowing students to internalize values rather than merely recalling them for assessments. Students exhibit greater engagement when learning through games, as opposed to traditional lecture-based methods.

Active participation ensures that students remain focused throughout the lesson, reducing instances of classroom distractions. The structured nature of educational games provides students with clear moral frameworks. Through repeated exposure to ethical scenarios, students become more adept at distinguishing between right and wrong. Many of the games require students to take responsibility for their actions within the game environment. This helps instill a sense of accountability, where students understand that their decisions have consequences. Teachers have observed that students who participate in game-based learning show significant improvements in social interactions. Increased collaboration leads to enhanced communication skills and a deeper appreciation for the perspectives of others.

Game-based learning encourages students to ask questions and think critically about moral issues. Instead of passively accepting moral teachings, students are prompted to explore the rationale behind ethical principles, leading to a deeper understanding. One of the notable benefits of this approach is that it provides immediate feedback. Students

receive instant responses to their choices, allowing them to reflect on their decisions and make improvements in real-time.

By engaging in moral discussions within a game setting, students develop confidence in expressing their thoughts. Many previously reserved students become more vocal in discussions, as the non-threatening nature of games makes them feel more comfortable sharing their ideas. The incorporation of ethical decision-making into gameplay allows students to see the direct impact of their choices. This experience helps them translate these lessons into real-life situations, fostering moral awareness beyond the classroom. Educational games often include problem-solving elements that require students to analyze situations and think critically. This enhances their ability to apply moral reasoning to everyday challenges they may encounter. Teachers have noted that students show increased patience and resilience after engaging in game-based learning.

The nature of gameplay, which often involves multiple attempts to achieve success, teaches students to persist despite setbacks. Another crucial aspect of game-based learning is that it encourages self-reflection. Students are prompted to evaluate their own moral values and assess how their decisions align with ethical teachings. Students who engage in game-based moral education exhibit higher levels of empathy. Many of the activities require them to consider the perspectives and emotions of others, fostering compassion and understanding. An important aspect of this approach is that it helps students develop a sense of fairness and justice. Through structured activities, they learn the value of honesty, equality, and ethical decision-making. Game-based learning creates a structured yet flexible learning environment that accommodates different learning styles.

Visual learners benefit from animations and graphics, auditory learners from discussions, and kinesthetic learners from hands-on engagement. By gamifying moral education, teachers can cater to the diverse needs of students, ensuring that every child has an equal opportunity to absorb ethical lessons in a way that resonates with them. Students have demonstrated a higher level of attentiveness and discipline in classrooms where game-based methods are used. The structured nature of games keeps students focused while maintaining an enjoyable learning experience. Another key observation is that students become more proactive in initiating moral discussions outside the classroom.

Many begin sharing their ethical insights with their families, extending the impact of their learning beyond school. Through role-playing exercises, students practice handling ethical dilemmas in a controlled environment. This prepares them to make morally sound decisions when they encounter similar situations in real life. Teachers have noted that students develop a greater sense of gratitude and appreciation through interactive moral lessons. Many activities encourage self-reflection on personal blessings and privileges. Parental feedback has been overwhelmingly positive, with many parents reporting noticeable behavioral improvements in their children. Students begin to exhibit greater respect for family members, peers, and authority figures. One of the most important outcomes of game-based moral education is the long-term retention of ethical values. Unlike passive learning, which fades over time, interactive engagement ensures that lessons remain deeply embedded in students' minds.

The role of digital educational games should also be considered in modern classrooms. Many schools have started incorporating technology-based moral learning tools to make the process even more engaging and interactive. Students display greater emotional intelligence after participating in game-based learning. Many develop a better understanding of their own emotions and learn appropriate ways to manage them in social situations.

The application of ethical principles within game-based learning reinforces the importance of community and collective responsibility. Students begin to see themselves as part of a larger moral framework where their actions impact others. Many teachers have found that students show increased levels of self-control in classroom settings. The reinforcement of moral values through repeated gameplay helps instill discipline and

responsible behavior. Game based learning bridges the gap between theory and practice, allowing students to see moral teachings in action rather than merely learning about them in an abstract manner. A unique advantage of this approach is that it accommodates both individual and group learning. Some games focus on personal moral growth, while others emphasize collaborative ethical decision-making.

By making moral education more interactive, teachers can effectively reach students who may otherwise struggle with traditional learning methods. The playful nature of games makes ethics more accessible and relatable. Students who participate in game-based moral education often report a greater sense of purpose. Many develop an interest in ethical leadership and social responsibility, paving the way for future positive contributions to society. Overall, the implementation of game-based learning in Aqidah Akhlak education has proven to be a highly effective method in shaping student behavior. It fosters engagement, critical thinking, and a deeper appreciation for moral values, making religious education more meaningful and impactful. This approach has the potential to revolutionize moral education by making it more immersive, enjoyable, and relevant to students' lives. Schools should consider expanding its use to further enhance character development and ethical awareness among young learners.

CONCLUSION

The findings of this study highlight the effectiveness of game-based learning in enhancing student behavior in Aqidah Akhlak education. The research demonstrated that integrating games into moral education significantly improved student engagement, motivation, and comprehension of ethical values. One of the key conclusions drawn from this study is that students exhibited higher levels of participation in classroom activities. The interactive nature of game-based learning encouraged them to be more expressive and involved in discussions. Students also demonstrated a noticeable improvement in their ability to collaborate with peers.

The teamwork required in many of the games fostered a sense of cooperation, mutual respect, and effective communication among students. The study found that students showed increased enthusiasm for learning Aqidah Akhlak. The engaging nature of the games made moral education more enjoyable, reducing feelings of boredom and disengagement. A significant impact of game-based learning was the increased confidence of students in applying ethical principles to their daily lives. The structured and practical scenarios embedded in games helped them develop moral decision-making skills in a supportive environment.

Teachers observed a decline in negative behaviors such as dishonesty and rule-breaking. Many students internalized the moral lessons presented in the games, leading to a greater sense of responsibility and integrity. One of the most notable outcomes of the study was the improvement in students' ability to resolve conflicts peacefully. Through role-playing and ethical decision-making activities, they learned constructive strategies to handle disagreements. The research also revealed that students displayed higher levels of empathy and compassion. Game-based learning encouraged them to consider different perspectives and foster a stronger sense of moral responsibility. Another conclusion drawn from this study is that students demonstrated greater attentiveness in class. The participatory nature of games helped reduce distractions and increased their focus on ethical teachings. Parental feedback further supported the effectiveness of this method, with many parents reporting positive behavioral changes in their children at home.

These included increased politeness, respect, and a willingness to assist others. The study indicated that students developed stronger problem-solving abilities. The games incorporated ethical dilemmas that required critical thinking, allowing students to explore solutions to real-life moral challenges. Students also exhibited a greater sense of accountability. Through structured activities, they learned to take responsibility for their actions and understand the impact of their decisions.

Teachers reported that students showed increased patience and resilience. Many of the games required sustained effort, fostering perseverance and a positive mindset when faced with challenges. The study emphasized that students built a stronger connection to the moral values being taught. The hands-on nature of game-based learning made ethical lessons more relatable and impactful compared to traditional lecture-based instruction. A reduction in classroom behavioral issues was one of the most remarkable findings. Instances of disruptive behavior significantly decreased after the introduction of educational games. The study found that students developed a stronger sense of fairness and justice. Many of the game activities reinforced the importance of treating others with respect and making ethical choices. Students demonstrated improved listening skills as many games required careful attention to instructions, fostering better comprehension and attentiveness. Self-discipline among students improved significantly.

Many displayed greater self-control and adherence to classroom rules as they became more aware of the consequences of their actions. Another key conclusion was that students became more engaged in ethical discussions. The interactive lessons encouraged them to ask questions and explore different moral viewpoints. The effectiveness of storytelling in game-based learning was another important finding. Moral narratives within games helped students connect with ethical teachings on a deeper level. The research also found that students exhibited greater respect towards teachers and classmates. The cooperative nature of the lessons nurtured a culture of mutual respect and consideration. Integrating games into Aqidah Akhlak lessons contributed to better retention of moral concepts. Students were able to recall and apply these lessons more effectively in their daily interactions. The study found that previously shy students became more vocal and confident in sharing their thoughts. The interactive activities helped them overcome social anxiety and improve communication skills. Teachers reported that students became more proactive in helping peers.

Many demonstrated kindness and generosity both inside and outside the classroom. A notable improvement in student initiative was observed. Many took the lead in organizing group activities, developing leadership skills and a sense of responsibility. Students also developed a stronger sense of gratitude. Many of the games encouraged reflection on personal blessings, helping them cultivate a more appreciative attitude. The research found that students enhanced their time management skills. The structured format of the games helped them learn to prioritize tasks and manage time effectively. Students displayed a deeper understanding of moral consequences. The structured scenarios in the games allowed them to see the outcomes of ethical and unethical decisions. The study indicated that students demonstrated increased teamwork skills. Many of the educational games emphasized collaboration, reinforcing the importance of working together to achieve common goals. A key finding was that students developed a stronger moral identity.

Many expressed a greater commitment to upholding ethical values in their personal lives. Teachers noted that classroom harmony improved significantly. The interactive nature of the games reduced conflicts and fostered a more positive learning environment. One of the most encouraging findings was that students became more confident in standing up for what is right. Many expressed a willingness to challenge unfair behavior and support ethical decision-making among peers. Students also displayed greater resilience when facing failure. Many of the games required persistence, helping them develop a growth mindset and perseverance. Teachers observed that students became more reflective about their actions. Many engaged in self-assessment, evaluating their behavior and making conscious efforts to improve. The study demonstrated that game-based learning made moral education more meaningful and relevant to students, increasing their interest in ethical learning.

Another key conclusion was that students exhibited improved social interactions. Many became more comfortable engaging in discussions and forming connections with their classmates. The research highlighted that educational games helped bridge gaps

between students of different backgrounds, fostering inclusivity and unity. The findings suggested that students developed a greater appreciation for ethical living. Many expressed an interest in continuing their moral development beyond the classroom. Teachers reported an increase in students displaying kindness and generosity, with many becoming more considerate of others' feelings and needs.

The study concluded that incorporating game-based learning into religious education should be expanded to other subjects to further enhance student engagement and moral comprehension. Students also demonstrated a stronger sense of civic responsibility. Many expressed a better understanding of their role in contributing to society in positive ways. The findings indicated that students developed a more positive attitude toward religious education. Many became more enthusiastic about learning Aqidah Akhlak and applying its teachings in their daily lives. In conclusion, game-based learning proved to be an effective method in fostering moral development and positive behavior among students. By making ethical education more interactive and engaging, students were more likely to internalize and apply moral lessons in their everyday lives. These results support the adoption of game-based learning as a valuable tool for character education, reinforcing ethical values and fostering responsible, compassionate individuals.

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