

# PAI Teachers' Experiences In Using Learning Media At SDTQ Al-Musthofa Kuwayuhan Kebumen

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**Abstract:** This study aims to explore and describe the essential structure of the experiences of Islamic Education teachers at SDTQ Al-Musthofa Kuwayuhan Kebumen in utilizing learning media, as well as to identify and describe the meaning of these experiences. The research approach used is qualitative with a phenomenological type. Through interviews, observations, and documentation, the researcher collected data and analyzed it through several stages, namely data condensation, data presentation, and data verification. The results showed that the learning media used by PAI teachers at SDTQ Al-Musthofa Kuwayuhan were print media in the form of worksheets and offset printing (printed images) tailored to the material being delivered. Another medium used in learning is a blackboard for delivering material at the school. The material delivery model combines print-based learning media with the Game-Based Learning method. With the innovative strategy of the PAI teacher in utilizing these types of learning media, it has been possible to make progress in the learning process at SDTQ Al-Musthofa Kuwayuhan Kebumen.

**Keywords:** Experience, Elementary School Islamic Education Teacher, Learning Media.

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## Introduction

According to Government Regulation No. 55 of 2007 Chapter I Article 2, religious education is education that provides knowledge, shapes attitudes, personalities, and skills of students in practicing their religious teachings, which is carried out at least through subjects/lectures in all education paths, levels, and types. Islamic religious education is an effort to nurture and guide students so that they can always understand Islamic teachings comprehensively. According to Zakiyah Darajat, Islamic Religious Education is defined as an effort to nurture and guide students so that they can always understand Islamic teachings comprehensively, appreciate its objectives, and ultimately practice and make Islam their way of life. Therefore, when we refer to Islamic education, it covers two things: first, educating students to

behave in accordance with Islamic values or morals; second, educating students to learn Islamic teachings (subjects in the form of knowledge about Islamic teachings) (Utomo, 2018). The subject of Islamic Religious Education (PAI) in elementary school (SD) as a whole covers the Qur'an and Hadith, faith, morals, fiqh, and history. The scope of Islamic religious education includes the realization of harmony, balance, and equilibrium in human relationships with Allah, oneself, fellow human beings, other creatures, and the environment (Hablun minallah wa hablun minannas). The general objective of Islamic Religious Education is to achieve the qualities mentioned in the Qur'an and Hadith, while the function of national education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation, as well as to develop the potential of students to become people who believe in and fear

God Almighty, have noble morals, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. Thus, Islamic religious education is a conscious effort made by educators in order to prepare students to believe in, understand, and practice Islamic teachings through guidance, teaching, or training activities that have been determined to achieve the objectives that have been set (Sulistiyowati, 2012).

In an engaging and innovative learning process, learning media is essential. Learning media is a means of conveying information from the communicator (teacher) to the communicant (student) as the recipient. Learning media can be a tool or material to help educators convey learning material to students in teaching and learning activities. If the learning environment is designed systematically, learning objectives will be achieved optimally. The main function of learning media is to make it easier for students to acquire knowledge accurately and deeply, to help develop their cognitive abilities, and to shape their personalities. In the learning process in general, learning media has proven its role in creating motivation and interest in learning among students. Well-designed and well-planned learning media can serve as a center of attention for students, especially for elementary school students. This is especially true if the learning media is interesting, interactive, and presents something new.

Learning media are important in PAI learning, to facilitate students' understanding of religious concepts, ethics, and moral values. PAI learning media can take various forms, such as images, videos, audio, multimedia presentations, printed teaching materials, and interactive software. The use of these media helps visualize religious concepts, Islamic history, and other important aspects, making it easier for students to understand and absorb them. With a variety of media, teachers can adjust their teaching style to suit the characteristics of their students, so that religious messages can be conveyed more effectively. In formal educational institutions, various educational media, such as purchased or self-made media, as well as those prepared by the school, can be used as tools in teaching and learning activities. It is important for teachers to be adept at choosing media that is appropriate for the established

teaching objectives, taking certain factors into consideration. By considering several factors, a teacher can avoid mistakes in choosing and using media, or at least reduce mistakes in media selection. Furthermore, this also confirms that the effectiveness of achieving objectives does not only depend on the high or low price of the media. Appropriateness in the selection and use of learning media will have a significant impact on the achievement of learning objectives.

Based on the results of interviews conducted by researchers at SDTQ Al-Musthofa Kuwayuhan, it was found that learning media had a significant effect on the progress of the teaching and learning process. This was evidenced by increased interest, motivation, and understanding of PAI learning concepts. The use of appropriate media, such as worksheets and offset printing, as well as the game-based learning teaching method, has proven to be effective in realizing the phenomenological concept of learning media in PAI subjects. These media help students understand and implement the religious knowledge they have acquired, in accordance with the objectives of the learning media strategy applied by PAI teachers at SDTQ Al-Musthofa. It can be concluded that the strategy applied by PAI teachers through learning media creates an active, interactive, and effective learning environment.

With the rapid advancement of technology and the challenges of teaching Islamic Education in elementary schools, this study highlights the experiences of Islamic Education teachers in utilizing learning media from a phenomenological approach, which has been minimally explored (Sari & Putra, 2024; Edukatif, 2025). The novelty of this research lies in exploring the subjective meanings of teachers in selecting and adapting media, including print media that is appropriate for real classroom conditions, while also exploring their creativity in dealing with limited resources.

Media is an intermediary for conveying messages (Dewi & Handayani, 2021; Suryana & Hijriani, 2021). With the existence of learning media, students can be motivated and show interest in understanding the material presented by the teacher. Teaching and learning activities also require learning strategies to suit the learning objectives set by the teacher. With the existence of various learning strategies and media, it is hoped

that teachers can use them in teaching and learning activities in the classroom (Meyer et al., 2019; Nurhayati et al., 2018). Therefore, teachers must innovate with learning media that can support the learning process. One of the media that can be used is video learning media. Learning videos can make it easier for students to understand the material, thereby increasing their interest in learning (Heo & Toomey, 2020; Tegeh et al., 2019; Yusnia, 2019). Video is a medium that contains both audio and visual elements. Through video media, students will be able to understand abstract subject matter because videos can concretize messages (Andriyani & Suniasih, 2021; Soucy et al., 2016; Taqiya et al., 2019). This will stimulate and increase students' motivation to learn.

Unlike previous studies that generally discuss the effectiveness of learning media, this study focuses on the in-depth life experiences of Islamic education teachers (Hikmatunazila, 2021). The phenomenological approach used enriches our understanding of how learning media plays a role in increasing student engagement and understanding of religious material in elementary schools. Recent research by Mukhlas et al. (2024) highlights innovations in Islamic Education learning by integrating interactive media and project-based methods that can increase student interest and participation in elementary schools. The uniqueness of this research lies in exploring teachers' experiences in adapting digital and multimedia media contextually, which is relevant to students' daily lives and challenges in the field, thereby contributing new insights to the development of Islamic Education learning media.

Research on Islamic Religious Education (IRE) learning media at the elementary school level is still rare, so this study presents significant new findings. Using a phenomenological approach, this study successfully reveals the meaning and process behind the selection and adaptation of learning media by teachers in the real context of elementary schools. The focus is on revealing the authentic experiences and deep meanings of teachers regarding the use of PAI learning media. The use of PAI learning media has not been widely discussed in previous studies, making the findings of this study a new contribution to the development of

more contextual and effective PAI learning theory and practice. The results can serve as a strong theoretical foundation for the development of a more contextual, reflective, and effective PAI curriculum and teacher training. In short, this study offers a unique and in-depth perspective and enriches our understanding of the central role of PAI teachers as designers and mediators of learning media.

Specifically, this study aims to explore and describe the experiences and subjective meanings constructed by Islamic Education (PAI) teachers in utilizing learning media at SDTQ Al-Musthofa Kuwayuhan, including understanding the basic considerations behind the process of selecting and applying these media. In addition, this study also aims to determine how learning media are implemented by PAI teachers at SDTQ Al-Musthofa Kuwayuhan, as well as to analyze the impact of these learning media on students in the teaching and learning process. Thus, this study is expected to contribute theoretically and practically to the development of more contextual, innovative, and effective PAI learning at the elementary school level, while enriching the understanding of the central role of teachers as designers and mediators of learning media.

The problems formulated in this study are:

1. How are learning media implemented by PAI teachers at SDTQ Al-Musthofa Kuwayuhan?
2. What is the impact of the PAI learning media implemented on students at SDTQ Al-Musthofa Kuwayuhan?

## Materials and Methods

This research method uses a qualitative approach in which the research is conducted using descriptive data in the form of written (narrative) and oral language from sources and observable contexts. The aim is to explain and analyze, describe and interpret social phenomena, individuals, groups, events, social dynamics, and others. The type of research used is phenomenology. Phenomenological research clarifies the meaning of life experiences for different individuals in relation to a concept or phenomenon (Creswell, 2023).

This study focuses on the use of print media in Islamic Education (PAI) and the Game Based Learning method in improving the quality of PAI learning at SDTQ Al-Musthofa Kuwayuhan. The main objective of this study is to explore and understand how the experience of Islamic Education (PAI) teachers in combining print media with worksheets and printed images with the game-based learning method at SDTQ A-l-Mustohfa can be maximized. Teachers, students, and the Vice Principal served as the three informants for this research. Respondents were selected based on their contributions to improving game-based learning standards by combining print media. Data collection techniques included observation, interviews, and documentation. Data analysis used the Miles and Huberman method, which includes data condensation, data presentation, and conclusion drawing (data verification), used for analysis (Huberman, 2014). Primary and secondary data were the sources of data for this study. Data collected directly from the original data source was referred to as primary data. Books and journals are examples of secondary data. Triangulation of sources and methodologies ensures the validity of the data in this study. In-depth interviews with key informants, including the Vice Principal, PAI teachers, and students, as well as direct observation of game-based learning and print media, were used to collect data. This was followed by data validity through data triangulation combining data from various sources, methods, and theories.

This study uses descriptive analysis, which is a form of data analysis used to characterize, illustrate, and include a set of data (Citriadin, 2020). With descriptive analysis, the data produced can describe in more detail the use of Game Based Learning and print media in improving the quality of PAI learning at SDTQ Al-Musthofa, Kuwayuhan, Kebumen. Data analysis was carried out systematically by following these stages: (1) Data condensation, which is selecting, focusing, and transforming data that emerged from field notes and interview transcripts; (2) Data presentation, which is compiling reduced data in the form of narratives or matrices to facilitate understanding; and (3) Data verification, which is checking the accuracy, consistency, and reliability of the data.

## Results and Discussion

### A. RESULT

#### 1. Implementation of Learning Media

The implementation of PAI learning media is an innovative learning model used to convey material from educators to students. The implementation of learning media is an important aspect in improving the quality of the teaching and learning process, especially in Islamic Religious Education subjects. In this case, a special approach is needed to support the material so that it can be deeply understood by students. The right learning media can be a bridge that connects abstract concepts in religious teachings with the real experiences of students. At SDTQ Al-Musthofa Kuwayuhan, Kebumen, the application of learning media by PAI teachers is carried out using an innovative approach that integrates print media in the form of Student Worksheets (LKS) and Offset Printing (printed images) and collaborates them through the Game Based Learning method. This collaboration is designed to create a more meaningful, interactive, and enjoyable learning experience for students. This approach was chosen considering that elementary school students need attractive learning methods that can accommodate various learning styles and are able to change students' perceptions of PAI from



something boring to an enjoyable and memorable experience.

Figure 1 Application of Learning Media in the form of Worksheets, Printed Pictures, and Game-Based

## Learning Methods at SDTQ Al-Mushtofa Kuwayuhan

Based on the results of observations and interviews conducted with Islamic Education teachers at SDTQ Al-Mushtofa Kuwayuhan, Kebumen, namely Mrs. Fatimah, S.Pd. and 5A students, comprehensive information was obtained regarding the implementation of learning media in Islamic Education subjects. In the interview conducted by the researcher with Mrs. Fatimah, S.Pd., an explanation was obtained regarding learning media and the use of the Game-Based Learning method in PAI learning, specifically through soccer games adapted to the material being taught. When the researcher asked about the media used in the PAI learning process in class 5A, Mrs. Fatimah explained the step by step learning process she carried out. She explained :

*"So before starting the lesson, I drew a soccer field on the blackboard with a ball in the middle of the field. After that, I briefly explained the purpose of drawing the field. Since the children already understood the concept of soccer, they immediately followed my instructions enthusiastically."*

Next, the teacher asked the students to form two teams for the educational game. After that, the rules of the game were explained, which was soccer with a system of stealing points from the opponent to break through their defense and score a goal in their goal. Every correct answer would move the ball towards the opponent's area, while a wrong answer would give the other team a chance to steal the ball. This mechanism created healthy competition and encouraged students to focus and actively participate in learning. This was confirmed by observations in class 5A, which showed that when the PAI teacher offered this soccer game, the students were immediately enthusiastic and eager to participate actively and were more motivated to follow the lesson.

In the next stage, Mrs. Fatimah explained the material step by step because it was about Asmaul Husna. So, she explained each point of Asmaul Husna using additional visual aids (offset printing), namely printed images that had been prepared and were related to the theme of the five Asmaul Husna. She explained each of the Asmaul Husna one by one

by placing the prepared printed images on the board, then asked the children to pay attention and understand them so that they would remember the images paired with the Asmaul Husna. After that, the students were asked to read the material in the workbook and understand it, which the PAI teacher had explained at the beginning of the lesson. This was important so that they would have a basic understanding before entering the game session. The PAI teacher started the game by pretending to blow a whistle using his own voice to signal the start of the game. Each student listened carefully to the questions in order to answer them correctly. If they answered correctly, they automatically earned points for their team. The PAI teacher awards points for correct answers and then moves the ball image to the area of the opposing team that failed to answer the question. This continues until the learning process is complete and one team wins the soccer game session. The evaluation of this game is explained by Mrs. Fatimah, the PAI teacher for class 5A, as follows:

*"If a student answers a question incorrectly or inaccurately, the opportunity to answer will be given to the opposing team until a student is able to answer the question I asked correctly. I ask questions related to the material we have discussed previously. So this game not only trains speed and concentration, but also strengthens their memory of the material."*

From the above explanation, it can be concluded that the use of game-based teaching methods in collaboration with print media in the form of printed images and workbooks in PAI learning in the classroom is effective. At the beginning of the lesson, the PAI teacher started by introducing the concept of a soccer-based game as part of a fun and interactive learning model. The teacher illustrated the soccer field as a game board by drawing the areas for team one and team two and a ball in the middle of the line. Each team paid attention to specific instructions in the game. After that, the teacher gave the signal for the game to start to the students by making a sound like a whistle, then explained that each question would be answered when the students raised their hands and said "binggo," indicating that they were ready to answer the question until they answered correctly. After a brief explanation of the rules of the game, the

teacher then instructed the students to stay focused and be quick in seizing the opportunity to answer the questions asked by the teacher. However, if a student gives an incorrect answer, their teammates may help them until they get the right answer. However, if a student from the opposing team seizes the opportunity to answer, they have the right to answer the question until the teacher gets the correct answer. Game-based learning has been shown to significantly improve logical thinking, student engagement, and effectiveness in understanding learning materials through structured play activities. In this way, the game not only tests the physical agility of students, but also encourages their memory and understanding of the material that has been learned, making Game Based Learning an effective means of increasing motivation, understanding, and student engagement in the learning process.

Game-based learning creates a lively, exciting, and dynamic learning environment. One feature of the game is that it creates a serious but enjoyable learning environment. With the help of games, the learning environment can be transformed from passive to active and from boring to exciting. Even though it covers complex material, game-based learning aims to achieve learning objectives effectively and efficiently in a fun environment. Games serve more than just entertainment or a way to pass the time; they are an important component of the educational process. Effective educational procedures must be able to meet the needs and satisfaction of students. Learning that is enjoyable for them is learning that creates a sense of security and comfort and allows them to be actively involved in the learning process. Intrinsic motivation, particularly the drive to continuously seek knowledge and new information, is a component of the enjoyment of learning. In order for students to think critically, try new things, and learn more carefully, as well as develop their independence and self-confidence to reach their full potential, learning must also provide challenges. If learners can connect newly taught concepts with ideas that are already part of their cognitive structure, learning will have deep meaning.

Based on the results of interviews conducted by researchers at SDTQ Al-Musthofa, Kuwayuhan, Kebumen, with PAI teacher Mrs. Fatimah, S.Pd, the

selection of the Game Based Learning model and print media (printed images) as learning media was intended to avoid boredom and increase the interest of students who were less active in understanding the material that had been explained. The implementation of learning media at SDTQ Al-Musthofa Kuwayuhan Kebumen shows that the use of Game Based Learning and print media (printed images) in PAI learning at SDTQ Al-Musthofa Kuwayuhan is very appropriate, because it encourages active participation and increases students' enthusiasm for learning in understanding the learning material. Game Based Learning makes PAI learning more interesting and less monotonous. On several occasions, games involving speed responses and physical movement were used to motivate students to understand the material being taught. This model was considered very effective, as students were more active and quicker to understand the material. With the application of this model, students became more motivated to follow the lessons delivered by the PAI teacher. The use of Game Based Learning can also deepen students' understanding of PAI material. In games, material is taught through challenges or scenarios that require students to understand PAI concepts in a more practical and contextual way. For example, students must answer questions related to the material that has been taught. With games, students become more involved in the learning process. When they feel that there is a goal to be achieved in the game (for example, completing a certain mission), they are more motivated to study the material more seriously and attentively. Research results show that the effective application of Game Based Learning can change the learning atmosphere from passive to active, increase concentration, and build students' creativity.

## **2. Impact of Learning Media on Students**

The learning media used by PAI teachers at SDTQ Al-Musthofa Kuwayuhan has a positive impact on students' interest and learning achievements. Students become more active and enthusiastic during the learning process. This encourages students to be more enthusiastic and motivated to understand and accept the learning material presented by the teacher. Students like the variety in the presentation of learning materials that are

combined with game-based learning and consider it more interesting than conventional teaching methods (lectures). With learning media in the form of worksheets and printed images as well as the Game-Based Learning method, students find it easier to understand difficult learning concepts. This is reinforced by the results of an interview with one of the PAI teachers at SDTQ Al-Musthofa Kuwayuhan, who stated that:

*“So with learning media, they become more active and develop a passion for learning, making children feel that learning is interesting.”*



Figure 2 Application of Learning Media in the form of Worksheets, Printed Pictures, and Game-Based Learning Methods at SDTQ Al-Mushtofa Kuwayuhan

Based on the interview results, it can be understood that the use of learning media can create interesting and non-monotonous learning. Through this learning media, students become more frequently involved in learning activities in the classroom. This makes students more courageous to actively participate in class, such as when answering teachers' questions, expressing opinions, and speaking in front of their friends. One form of learning media used in this activity is visual media, which has been proven to attract attention and foster motivation to learn. With visual media, the learning process becomes more varied, enjoyable, and easy to understand. Interaction between teachers and students also increases because visual media encourages students to be more active in asking questions, discussing, and expressing their opinions. Thus, the learning process becomes more

lively, communicative, and meaningful for students.

Another impact is that the learning atmosphere created when using learning media appears to be more enjoyable. Students seem to enjoy the learning process more because the learning material is delivered in a more varied and interesting way. This condition makes students not only focus on paying attention, but they are also encouraged to actively participate in teaching and learning activities. Students appear to be more enthusiastic and enjoy themselves when using learning media. This shows that learning media plays an important role in building a positive learning environment and fostering student enthusiasm. These results show that the use of media in the learning process can increase student motivation to learn because learning media tends to attract students' attention, thereby facilitating their understanding of the material.

In terms of research background, researchers also obtained research results in the form of the impact of utilizing learning media as a tool used to facilitate the learning process and increase student motivation and clarify the delivery of material, thereby improving student learning outcomes. Thus, one way to overcome this problem is to change the way teachers teach by using learning media. One type of media that can be used is print media (printed images) in collaboration with game-based learning methods. The application of game-based learning methods has several advantages and impacts on the learning process compared to conventional media. First, game-based learning can increase student motivation and engagement because game elements such as challenges, points, and levels make the learning process more interesting and enjoyable. Students feel more motivated to participate and complete their learning tasks. Second, Game-Based Learning encourages active learning where students do not only receive information passively but also interact with the material through games. This helps students understand concepts better and remember information longer.

Game-based learning is known as a learning method that uses game elements, such as challenges, points, and levels, to increase student

engagement and motivation in the learning process, as well as helping them understand and master subject matter in an interactive and enjoyable way. Game-based learning also involves the use of educational games that are specifically designed to achieve certain learning objectives. In game-based learning, students often have to complete tasks or challenges that are relevant to the subject matter, which helps them develop critical thinking, problem-solving, and collaboration skills. This approach can be integrated into various subjects and levels of education, and can be adapted to meet specific needs.

The results of the above study conclude that game-based learning can help students understand the material and achieve their learning objectives in a more interesting and enjoyable way. If students are interested, they will easily absorb the material voluntarily. This makes learning Students respond positively when teachers utilize media in learning activities. By applying or using various media and involving students in the learning process using media, they feel more enthusiastic and find it easier to understand the material presented by the teacher. In addition, students practice the material presented directly through games, because usually if it is only explained, especially if the material is related to practice or seeing directly, students will understand better because they have seen and practiced directly based on the innovative games created by the PAI teacher in accordance with the material being discussed time more effective and efficient. The concept of the learning model in Game-Based Learning is not implemented immediately. Training and guidance are needed so that students understand the content of the game, so that in the Game-Based Learning model, students understand for themselves through a process of trial and error, and if they fail, they try again using different strategies and methods to achieve their goals or missions. Students will learn a pattern that when faced with a challenge, they must be able to adjust and adapt, which will be useful in the future.

## **B. DISCUSSION**

### **1. Implementation of Learning Media**

The implementation of PAI learning media at SDTQ Al-Musthofa Kuwayuhan, Kebumen, which integrates Student Worksheets (LKS), Offsite

Printing, and Game-Based Learning, is an effective innovative learning strategy. The collaboration of these three media has succeeded in creating a more meaningful, interactive, and enjoyable learning experience for students. This approach not only facilitates understanding of the material, but also changes students' negative perceptions of PAI lessons into memorable and enjoyable experiences. The use of print media as teaching materials provides clear structure and guidance for students, while the Game Based Learning method adds dynamics and active student involvement in the learning process. This strategy is in line with modern learning principles that emphasize the importance of active student participation in the learning process. The use of print media as teaching materials provides a clear structure and guidance for students, while the Game-Based Learning method adds dynamics and active student involvement in the learning process. This strategy is in line with modern learning principles that emphasize the importance of interactivity and meaningfulness in knowledge transfer. However, for the optimal application of these media, they need to be evaluated periodically to adapt to the needs and characteristics of students who are constantly evolving. Overall, the application of this collaborative learning media shows great potential in improving the quality of PAI teaching at the elementary school level. These findings are in line with the results of research (Shafira Aulia Putri, 2025) which emphasizes the strategic role of teaching materials, media, and learning resources in Islamic Religious Education (IRE) in schools and madrasas. These three components are considered important elements that complement each other to create an effective, efficient, and enjoyable learning environment. Teaching materials serve as the main reference containing curriculum-based content, thus greatly influencing students' understanding and learning outcomes. Learning media, both in the form of tools and technology, play a role in delivering information in an interesting and varied manner, thereby increasing student motivation and engagement in the learning process. Learning resources provide broader references, allowing students to explore knowledge beyond the main teaching materials. This is relevant to the implementation at SDTQ Al-Musthofa Kuwayuhan,

where LKS serves as the main teaching material, Offsite Printing as a supporting print medium, and Game Based Learning as an interactive teaching method.

Based on the results of observations and interviews regarding the implementation of the Game-Based Learning method in Islamic Religious Education (PAI) at SDTQ Al-Musthofa Kuwayuhan, this method has proven to be effective in creating an interactive and enjoyable learning atmosphere for students. The use of soccer as a familiar learning medium for 5A students facilitated their understanding of the material because they could relate abstract concepts to real experiences that were close to their daily lives. Structured steps in the implementation of this learning, such as drawing a soccer field on the board and explaining the rules of the game, showed that this approach sparked enthusiasm and active involvement among students. A pleasant situation in the learning process is one of the things that must be considered in the implementation of the learning process, including in Islamic Religious Education subjects. This is reinforced by the results of research from (Saskiah, 2023), which shows that the use of game-based learning methods, such as the Islamic smart snake and ladder game, can increase student involvement and enthusiasm in participating in the PAI learning process. In her research, the Islamic smart snake and ladder game was used as an educational medium that could increase students' enthusiasm and activity in participating in the learning process. This game involves cognitive and psychomotor skills that go hand in hand with concentration and questions about PAI learning material. Saskiah's (2023) findings reinforce the results of research at SDTQ Al-Musthofa Kuwayuhan, which show that the application of the Game-Based Learning method can create a fun learning atmosphere, increase student participation, and help them understand the material contextually. Overall, the application of this method is recommended as an innovative learning strategy in Islamic Education subjects to improve the quality and meaningfulness of the teaching and learning process at the elementary school level.

The implementation of the Game Based Learning method, which involves dividing students into two

teams and providing clear game rules such as scoring points and goals through correct answers, creates a competitive yet healthy learning environment. The dynamics of the game encourage students to focus more and actively participate in learning, as seen from the enthusiasm and spirit of the 5A class students in participating in the activity. This strategy is in line with the principles of Game-Based Learning, which emphasizes active involvement and motivation of students through enjoyable and interactive learning experiences. In this way, the Islamic Education learning process becomes less boring and significantly increases student interest and concentration, resulting in a more effective and meaningful learning atmosphere. Therefore, the use of this method is highly recommended in Islamic Religious Education learning in elementary schools to support the achievement of optimal learning outcomes. This is reinforced by the results of research by Lestari, D., et al. (2024), which shows that the application of the Game-Based Learning method can be an effective strategy in increasing the focus of Islamic Religious Education learning in elementary schools. The study confirms that the integration of game elements in the teaching and learning process makes learning more interactive and enjoyable.

A step by step explanation of Asmaul Husna material with additional images (offset printing) posted on the blackboard helps students remember and understand the pairs of Allah's names visually. This approach provides a strong foundation before students move on to more interactive game sessions, making the learning process more effective. Educational games that use a point system based on correct answers and competing for territory in soccer games create healthy competition and increase student focus. This mechanism also encourages students to be more active and motivated, as seen in their enthusiasm and participation in the games. The evaluation provided in the game not only hones students' speed and concentration but also strengthens their memory of the material they have learned, making learning more meaningful and enjoyable. This learning method is in line with the principles of contextual learning and active learning, which are effective in improving PAI learning outcomes at the elementary

school level. This is reinforced by research (Hajriandi, 2022) which shows that the Asmaul Husna learning strategy based on visual media is able to improve students' memory and understanding of the meanings of Allah's names. These findings are also in line with the results of research (Ananda et al. 2024) which confirms that the application of interactive and enjoyable learning methods contributes significantly to improving students' understanding of concepts and learning outcomes in Islamic Religious Education subjects.

From the above description, it can be concluded that the Game-Based Learning method applied in Islamic Religious Education (IRE) learning in elementary schools is an effective and enjoyable approach. The use of soccer-based learning media illustrated with print media such as printed images and workbooks at the beginning of the lesson, as well as game mechanisms that involve healthy competition and active interaction between students, can improve logical thinking, student engagement, and understanding of the material. Teaching the material gradually with relevant visual media before entering the game session provides a strong foundation of understanding for students. The evaluation conducted in the game also strengthens students' memory of the material, not only honing their physical abilities, but also their concentration and cognitive memory. Thus, Game Based Learning not only increases student motivation and participation, but also the effectiveness of the teaching and learning process, making it an excellent tool for PAI learning at the elementary school level. This is reinforced by research (Lestari et al. 2024) which shows that the application of Game Based Learning can improve students' focus and learning outcomes in Islamic Religious Education. In addition, research (Diana et al. 2024) also confirms that this method is effective in increasing student active involvement and creating a more enjoyable learning atmosphere and meaningful.

The Game-Based Learning method in Islamic Education learning in elementary schools is very effective in increasing student motivation and engagement. Through structured games and clear rules, students become more active and enthusiastic in participating in learning. This approach transforms the classroom atmosphere, which is

usually passive, into a more lively, fun, and interactive one, thereby helping students understand the material better. In addition, this method can train students' critical thinking, focus, and memory skills in relation to the learning material. However, for optimal results, teachers need to add supporting strategies such as reflective discussions or assignments that prepare students before playing the game. Thus, Game-Based Learning not only improves the quality of learning but also builds students' character and social skills as a whole. This is reinforced by research (Lestari et al. 2024) which shows that Game Based Learning can increase student focus and engagement in the Islamic Religious Education learning system. In addition, the results of research (Islam et al. 2023) also support these findings by showing that integrating game elements into the learning process can change a boring learning atmosphere into a more enjoyable one, thereby increasing student interest and participation.

Based on the results of interviews at SDTQ Al-Musthofa Kuwayuhan, Kebumen, the Game Based Learning model and the use of print media such as printed images were chosen to avoid boredom and increase the interest of less active students. This approach provides a fun and interactive learning experience so that students are more interested and focused in understanding the PAI material being taught. This model effectively changes the classroom atmosphere to be more lively and increases the active participation of students in the learning process. Learning that is relevant to increasing student learning activities is learning that is based on constructivist understanding through a student-centered learning approach, one of which is a game-based learning model. The use of a game-based learning model as an innovative 21st-century learning model plays an important role in increasing student learning activities. The potential for using games that can be integrated into the learning process is enormous. Student learning activity using the game-based learning model implemented in schools can be seen from the active involvement of students in the game, their courage to answer questions, express opinions, and face game challenges by collaborating with their team, engaging in problem-solving activities both individually and in groups, and building

understanding independently and reflect on the learning activities that have been carried out. This is reinforced by research findings (W.P. Tangkin 2023) which show that game-based learning models play an important role in improving 21st century student learning activities through collaboration, active engagement, and critical thinking skills. These findings are relevant to the results of research at SDTQ Al-Musthofa, where the application of Game-Based Learning has also been proven to encourage students to be active, think critically, and participate collaboratively in PAI learning activities.

The implementation of the Game Based Learning method and print media (printed images) at SDTQ Al-Musthofa Kuwayuhan Kebumen has proven to be effective in increasing student participation and enthusiasm for learning in Islamic Education lessons. This method makes learning more interesting and less monotonous by involving quick responses and physical activities that motivate students. In addition, Game-Based Learning helps deepen contextual understanding of the material through challenges and game scenarios that encourage students to think actively and creatively. The results of the study show that this method is able to change the learning atmosphere from passive to active, increase concentration, and significantly build students' creativity. With this approach, students become more motivated and focused in the teaching and learning process so that the achievement of learning objectives is more optimal. This innovative approach is highly recommended for Islamic Religious Education (PAI) at the elementary school level to improve the quality and effectiveness of learning. This is reinforced by research (Puspitasari, 2024) showing that Game Based Learning can increase student focus and participation in Islamic Religious Education. These findings are relevant to the results of research at SDTQ Al-Musthofa, where the application of the game method has been proven to create a fun and interactive learning atmosphere and encourage students to be more active in understanding PAI material. This also reflects the importance of innovation in the curriculum to improve the quality of learning in elementary schools (Masquroh et al., 2024).

## **2. Impact of Learning Media on Students**

The implementation of the Game-Based Learning method using print media in the form of printed images at SDTQ Al-Musthofa Kuwayuhan Kebumen has shown very positive results in Islamic Religious Education (IRE) learning. This method is designed to overcome student boredom and increase the interest of less active students in learning. By combining visual media and games, learning becomes more interesting and interactive. Students find it easier to understand the material because the media used helps explain difficult concepts in a simpler and more contextual way. Task-based and challenge-based games encourage students to be actively involved in the learning process rather than passively receiving the material. During the game, students are encouraged to think quickly and apply their knowledge directly, thereby strengthening their memory of the material. This creates a lively, dynamic, and enthusiastic classroom atmosphere, far from conventional monotonous learning. With this method, teachers are able to increase students focus, creativity, and participation in PAI learning. This enjoyable learning experience also fosters students' intrinsic motivation to continue learning and developing their potential. The interview results reinforce that the Game-Based Learning approach and print media are effective strategies for improving the quality of learning at SDTQ Al-Musthofa Kuwayuhan Kebumen. Which should be widely applicable in the context of religious education at the elementary level. Learning motivation plays an important role in achieving academic success for students. School students often find Islamic Religious Education challenging because of its difficult content and their limited interest in the subject. The use of educational games affects students' motivation to learn the subject. Previous research findings show that the use of educational games can greatly increase students' motivation to learn. Those who use this method show higher levels of motivation. In addition, test results related to their understanding of Islamic Religious Education also show a significant improvement among students (Nayla Nur Zahrania., 2025).

The use of visual learning media such as images at SDTQ Al-Musthofa Kuwayuhan has had a significant positive impact on Islamic Religious Education (PAI) learning. The images used are able to attract students' attention, thereby increasing their motivation to learn. The learning process has become more varied, enjoyable, and easier to understand because visual media help clarify difficult and abstract material. With this media, student engagement in learning increases, making them more active in asking questions, discussing, and expressing their opinions in class. The interaction between teachers and students becomes more intense, creating a lively and communicative classroom atmosphere. These conditions support meaningful and effective learning in achieving educational goals, because students not only receive information passively but also actively participate and develop a deeper understanding of the material being taught. These findings are reinforced by research results (Saputra et al. 2024) which confirm that the use of visual media plays an important role in improving the quality and effectiveness of PAI learning in elementary schools. Therefore, it is important for educators to continue to integrate visual media into their teaching in order to maximize student learning outcomes in various educational contexts (Saputra et al., 2024).

The application of Game Based Learning educational media in collaboration with print media such as printed images has many advantages and positive impacts on the PAI learning process. First, this method can increase student motivation and engagement because of the game elements such as challenges, rewards, and levels that make the learning process more interesting and enjoyable. This encourages students to participate more actively and complete learning tasks with high enthusiasm. These findings are in line with Fitria Sartika's (2020) research, which explains that the use of learning media can increase motivation and learning outcomes in Islamic Religious Education in schools and madrasas. Learning media is an important tool used by teachers to attract students' interest and motivate them to learn, especially in Islamic Religious Education, so that students can easily understand the material presented without feeling bored or tired of listening to the teacher. This relevance is evident in the research at SDTQ Al-

Musthofa, where the combination of visual media and game elements has been proven to create a more active and meaningful learning atmosphere. Second, Game-Based Learning encourages active learning, where students do not only receive information passively but also interact directly with the material through games, helping them understand concepts better and remember information longer. In addition, the use of media such as printed images helps clarify abstract material so that students find it easier to understand. Overall, the application of this method has succeeded in bringing the learning atmosphere to life, increasing students' concentration, creativity, and memory, thereby significantly improving their learning outcomes. Empirical research shows that this approach is highly effective in improving the quality of PAI learning in elementary schools. However, careful management and planning are needed so that each element of the game can function optimally as a meaningful learning tool.

Game-Based Learning (GBL) is a learning approach that combines game elements such as challenges, points, levels, and rewards to increase student engagement and motivation in the learning process. Through GBL, students are not just passive recipients of information, but are actively involved in completing tasks and challenges that are relevant to the subject matter. This approach helps develop critical thinking, problem-solving, and collaboration skills among students. GBL can be integrated into various subjects and tailored to the needs of students so that learning becomes more interactive and enjoyable. With the addition of game elements, students are encouraged to be more focused, enthusiastic, and understand the material more deeply and practically. This method also emphasizes repetitive and progressive learning experiences, where students go through various challenging levels of learning so that they develop gradually. This is reinforced by (Kasemsap, 2017), who states that Game-Based Learning is effective in increasing student engagement and learning retention, and is in line with (Sartika et al. 2020), who asserts that interactive approaches such as games can increase learning motivation in PAI learning.

Game-based learning, particularly the Game Based Learning method, has a significant positive

impact on Islamic Religious Education (IRE) learning. This method not only makes the learning process more interesting and enjoyable, but also effective in helping students understand the subject matter in depth. Game Based Learning facilitates students to actively engage through challenges, points, and levels in the game, which optimally encourages their motivation and involvement. Students learn through trial and error, which teaches them to think critically, adapt, and find new strategies when facing challenges. This approach provides a more lively and dynamic learning atmosphere, while also increasing students' creativity and concentration. Through direct interaction with the material presented in the form of games, students not only understand the theory but are also able to apply the concepts in practice, making learning more meaningful and effective. In addition, the variety of learning media used by teachers, such as printed images combined with games, also helps simplify complex material and encourages students to take learning more seriously. The results of the study support that the use of Game Based Learning significantly increases student learning activities, interest, and learning outcomes, making it a very appropriate and recommended method for improving the quality of PAI learning in elementary schools. This is reinforced by the results of a study (Sherli Safroni, 2024) which states that the evaluation of the gamification learning model of Islamic education on the emotional aspects of elementary school students can increase student interest and motivation. This condition is evident in the implementation at SDTQ Al-Musthofa, where the game approach has also succeeded in creating a fun learning atmosphere and encouraging active student involvement.

### Conclusions

This study successfully revealed the essential experiences of Islamic Education Teachers at SDTQ Al-Musthofa Kuwayuhan Kebumen in utilizing learning media. Through a qualitative phenomenological approach, the implementation of print-based learning media in the form of student worksheets (LKS) and offset printing (printed

images), combined with Game-Based Learning methods such as educational soccer games for the Asmaul Husna material, proved effective in creating an interactive, enjoyable, and meaningful learning process. This strategy not only overcomes the boredom of 5A students at SDTQ Al-Musthofa Kuwayuhan towards PAI material, which is often abstract, but also increases motivation, active involvement, concentration, memory, and contextual understanding of religious concepts. The positive impact on students includes increased enthusiasm for learning, participation in discussions and games, and the ability to apply Islamic values in daily life. These findings enrich the theory of PAI learning with the subjective perspective of teachers in adapting simple media amid limited resources, while also providing a practical contribution in the form of an innovative model that can be replicated in other elementary schools. Overall, the collaboration between print media and Game-Based Learning is a strategic solution to achieve the goal of harmonious Islamic religious education (*hablun minallah wa hablun minannas*), supporting the formation of faithful, pious, and noble character in students.

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