Level Up Students' Fiqh Knowledge: How Gamification is Revolutionizing Ramadan Learning in Madrasah Ibtidaiyah

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Abstract: Gamification has surfaced as a novel methodology aimed at augmenting student involvement and understanding across a multitude of educational spheres, notably within Islamic studies. This investigation scrutinizes the efficacy of gamification in augmenting Fiqh comprehension among third-grade pupils at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang, concentrating particularly on the practices of Ramadan fasting and worship. Employing a mixed-methods research design, the study incorporated Fiqh Quest, a gamified board game, into the educational framework. The quantitative evaluation, predicated on pre-test and post-test metrics of 30 students, indicated a noteworthy enhancement in the average score from 58.18 to 74.76, with 90% of participants evidencing quantifiable knowledge advancements. Qualitative observations suggested a rise in motivation, enhanced collaboration among peers, and improved retention of Fiqh concepts, facilitated by gamified components such as points, badges, and leaderboards. The role of teacher facilitation was pivotal in synchronizing gamified activities with educational objectives. While the results underscore gamification's capacity to metamorphose passive learning into active engagement, constraints include a limited sample size and a brief intervention duration, which may influence the generalizability of the findings. Subsequent research should investigate the scalability of gamification across varied educational contexts and evaluate its enduring effects on religious education. This study furnishes empirical data endorsing gamification as an efficacious pedagogical instrument in Islamic education, providing valuable insights for curriculum developers and educators aiming to elevate student understanding and engagement through interactive learning methodologies.

Keywords: Gamification, Islamic Education, Fiqh Learning, Student Engagement, Ramadhan, Active Learning Strategies, Primary Education

Abstrak: *Gamifikasi muncul sebagai metodologi baru yang bertujuan untuk meningkatkan keterlibatan dan pemahaman siswa di berbagai bidang pendidikan, terutama dalam studi Islam. Penelitian ini meneliti kemanjuran gamifikasi dalam meningkatkan pemahaman Fiqih di antara siswa kelas tiga di Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang, dengan konsentrasi khusus pada praktik puasa dan ibadah Ramadan. Dengan menggunakan desain penelitian metode campuran, penelitian ini memasukkan Fiqh Quest, permainan papan gamifikasi, ke dalam kerangka pendidikan. Evaluasi kuantitatif, yang didasarkan pada metrik pra-tes dan pasca-tes dari 30 siswa, menunjukkan peningkatan yang signifikan dalam skor rata-rata dari 58,18 menjadi 74,76, dengan 90% peserta menunjukkan kemajuan pengetahuan yang dapat diukur. Pengamatan kualitatif menunjukkan peningkatan motivasi, peningkatan kolaborasi di antara teman sebaya, dan peningkatan retensi konsep Fiqih, yang difasilitasi oleh komponen gamifikasi seperti poin, lencana, dan papan peringkat. Peran fasilitasi guru sangat penting dalam menyinkronkan aktivitas gamifikasi dengan tujuan pendidikan. Sementara hasilnya menggarisbawahi kapasitas gamifikasi untuk mengubah pembelajaran pasif menjadi keterlibatan aktif, kendalanya meliputi ukuran sampel yang terbatas dan durasi intervensi yang singkat, yang dapat memengaruhi generalisasi temuan. Penelitian selanjutnya harus menyelidiki skalabilitas gamifikasi di berbagai konteks pendidikan dan mengevaluasi efeknya yang bertahan lama pada pendidikan agama. Studi ini memberikan data empiris yang mendukung gamifikasi sebagai instrumen pedagogis yang efektif dalam pendidikan Islam, memberikan wawasan berharga bagi pengembang kurikulum dan pendidik yang bertujuan untuk meningkatkan pemahaman dan keterlibatan siswa melalui metodologi pembelajaran interaktif.*

Kata Kunci: *Gamifikasi, Pendidikan Islam, Pembelajaran Fikih, Keterlibatan Siswa, Ramadhan, Strategi Pembelajaran Aktif, Pendidikan Dasar*

Introduction

Islamic education assumes a pivotal role in the cultivation of the moral, ethical, and spiritual growth of Muslim learners. Among its fundamental elements, Fiqh (Islamic jurisprudence) is recognized as a seminal discipline that directs individuals in their religious practices and moral behavior. Within the context of Madrasah Ibtidaiyah (Islamic elementary schools), the acquisition of knowledge in Fiqh is imperative, particularly in grasping the tenets of ibadah (worship), which encompass sawm (fasting during the month of Ramadan) and other obligatory acts of devotion. A robust grounding in Fiqh guarantees that students not only understand religious tenets but also implement them in their quotidian lives with authenticity and fidelity to Islamic precepts (Al Idrus et al., 2022).

A meticulously organized Fiqh curriculum significantly enhances learners' capacity to discern between obligatory, recommended, and discouraged actions within the realm of worship (Farooq, 2011; Zurqoni et al., 2019). It cultivates a heightened adherence to religious obligations while simultaneously instilling qualities of discipline, accountability, and a profound sense of devotion. Nonetheless, conventional pedagogical methodologies within Islamic education frequently prioritize rote memorization and lecture-centric instruction, thereby constraining student engagement and critical analytical skills (Göl, 2011; Rosyad, 2019). Modern paradigms in religious education underscore the imperative for innovative and interactive teaching methodologies that can augment student participation and understanding. As a result, there is an increasing interest in the utilization of digital instruments and game-based learning frameworks to render Fiqh education more captivating and efficacious (Zulkefli & Jamil, 2024)

Notwithstanding the critical significance of Fiqh, empirical studies suggest that a substantial number of students encounter challenges in attaining a thorough comprehension of their religious duties, particularly concerning fasting during the month of Ramadan and other essential acts of worship. Investigations conducted in Indonesia and various other Muslim-majority nations reveal enduring deficiencies in students' capabilities to articulate the rationale underlying fasting, accurately adhere to its regulations, and grasp its spiritual importance (Nurdin, Anwar, Qodim, et al., 2019; Nurdin, Anwar, Rostandi, et al., 2019). These revelations emphasize the imperative for the development of more efficacious educational methodologies aimed at augmenting students' comprehension of Fiqh.

In light of these obstacles, the present investigation aims to examine the utilization of gamification as a pedagogical strategy to augment students' understanding of Fiqh, with a specific focus on the practices associated with Ramadan fasting and religious observance. Gamification—incorporating game mechanics such as points, badges, levels, and incentives into non-gaming environments—has been extensively acknowledged as a potent instrument for enhancing student motivation and participation (Alam et al., 2022; Camacho-Sánchez et al., 2023). Within the framework of madrasah education, the implementation of game-based learning could offer an interactive and systematic method to solidify Fiqh principles and their practical implications.

A principal emphasis of this investigation is the potential utilization of gamification to enhance the comprehension of Fiqh among students at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang, located within Kabupaten Enrekang. This educational institution has been designated as the focal point of the research owing to preliminary evidence suggesting an imperative for innovative pedagogical methodologies aimed at enriching Fiqh education. Preliminary observations and interviews conducted with the teaching staff indicate that students frequently encounter difficulties in assimilating intricate jurisprudential concepts, resulting in obstacles when attempting to apply Fiqh principles within their quotidian worship practices. The adoption of gamified educational frameworks within this establishment offers a significant opportunity to evaluate the efficacy of such a methodology in augmenting student engagement and understanding.

Prior investigations have scrutinized an array of methodologies aimed at enhancing

Fiqh pedagogy, incorporating multimedia instruments (Ivers & Barron, 2010), interactive simulations simulations, and blended learning paradigms blended learning. Notably, gamification has exhibited potential in alternative domains of Islamic education, such as tajweed (the art of Qur'anic recitation) and sirah (Islamic historical studies), wherein digital platforms have effectively augmented student engagement and retention rates (Rezadad et al., 2021). Nevertheless, there exists a dearth of empirical research that specifically probes the systematic implementation of gamification within the context of Fiqh education, particularly in madrasah ibtidaiyah.

An expanding corpus of scholarly research indicates that components of gamification, including competitive elements, achievement frameworks, and instantaneous feedback mechanisms, can markedly amplify motivation and educational outcomes (Rababah et al., 2025; Riar et al., 2022). Within the context of Islamic education, empirical investigations have demonstrated that digital instruments that integrate gamification principles enhance pupils' proficiency in recalling and applying religious knowledge (Daud et al., 2022). Nonetheless, a deficiency persists in comprehending the efficacy of these pedagogical strategies for imparting Fiqh to younger learners, especially within madrasah environments where conventional instructional methods continue to dominate.

This research endeavor seeks to address this identified gap in the literature by critically examining the effects of gamification on the acquisition of Fiqh knowledge, with a particular emphasis on learners' comprehension of the fasting practices during Ramadan and associated acts of worship. Through the evaluation of students' engagement levels, conceptual understanding, and retention of Fiqh principles facilitated by gamified pedagogical strategies, this study aspires to furnish empirical data regarding the efficacy of game-based methodologies within the context of Islamic education.

The central research inquiry that directs this investigation is: In what ways can gamification augment students' comprehension of Fiqh within madrasah ibtidaiyah? This question will be investigated utilizing a mixed-methods framework, which integrates quantitative measures of student performance alongside qualitative perspectives from both educators and learners. The resulting findings are anticipated to enrich the ongoing dialogue concerning the digital transformation within Islamic education, while also providing actionable recommendations for the incorporation of gamification into Fiqh teaching practices.

Through an exploration of the function of gamification within the context of Islamic religious education, this research endeavors to furnish innovative pedagogical perspectives and pragmatic implementations that may augment madrasah curricula. The study not only contributes to the scholarly comprehension of game-based learning within the domain of religious studies but also possesses broader ramifications for curriculum development, educator preparation, and the incorporation of technology within faith-oriented educational frameworks. Ultimately, this research aspires to cultivate a more interactive, engaging, and efficacious methodology for Fiqh instruction, thereby ensuring that students attain a profound and significant grasp of their religious responsibilities.

Literature Review

Gamification has gained increasing attention in education due to its potential to enhance student engagement, motivation, and learning outcomes (Braet, 2024; Gdowska et al., 2018; Ismail, 2024). In Islamic education, particularly in Fiqh learning, gamification offers an innovative approach to teaching complex religious concepts, such as Ramadan fasting and worship, in a more engaging and interactive manner (Mohamed Noor et al., 2018). Traditionally, Fiqh education at Madrasah Ibtidaiyah relies on rote memorization and lecture-based methods, which may limit student comprehension and practical application of religious teachings (Rahma & Abduh, 2024).

Gamification in Education

Gamification has gained traction as an effective pedagogical approach to enhance student engagement, motivation, and learning outcomes. Research indicates that game-based

elements, such as rewards, competition, and progression, foster an interactive learning environment that increases students' intrinsic motivation (Rababah et al., 2025; Riar et al., 2022). In the field of religious education, gamification has been successfully integrated into learning modules to improve student retention and conceptual understanding (Kargarkhosh et al., 2023, 2024; Mohamed Noor et al., 2018).

Gamification in Islamic Education

The integration of gamification into Islamic education has shown promising results in several domains, including *tajweed* (Qur'anic recitation) and *sirah* (Islamic history). Digital tools that incorporate game mechanics have been reported to enhance student comprehension and participation (Camacho-Sánchez et al., 2023; Ismail et al., 2024; Jannat & Obaidellah, 2022; Zainuddin et al., 2023). However, research specifically focusing on gamification in *Fiqh* education remains limited, with most studies examining broader aspects of Islamic studies rather than jurisprudential learning.

Challenges in Fiqh Learning

Studies have highlighted that students often find *Fiqh* concepts abstract and difficult to contextualize, particularly regarding worship practices such as fasting (Mohamed Noor et al., 2018; Rahma & Abduh, 2024). Traditional methods of instruction, which rely heavily on memorization, have been criticized for failing to foster deep understanding and application (Ismail et al., 2024; Ullah & Iqbal, 2020). This challenge underscores the need for innovative strategies that can make *Fiqh* learning more engaging and applicable to students' daily lives.

The Potential of Gamification in Fiqh Education

Several studies suggest that gamification can bridge the gap between theoretical knowledge and practical application by providing interactive scenarios and real-time feedback (Dahlstrøm, 2012; Lister, 2015; Lutfi et al., 2023; Zhang, 2023). In the context of *madrasah* education, incorporating elements such as quizzes, simulations, and interactive challenges can enhance students' ability to understand and apply *Fiqh* principles. Preliminary findings from gamification-based educational interventions indicate increased student engagement and improved comprehension in religious studies (Kargarkhosh et al., 2024; Khasanatun et al., 2023; Rafsanjani et al., 2024; Zainuddin et al., 2023).

Gamification and Student Motivation in Fiqh Learning

Research indicates that gamification enhances student motivation and engagement in religious education. Mohd Syaubari Othman et al. (2021) found that gamification-based learning in KAFA (Islamic primary education) significantly increased student involvement. Similarly, Ilmudinulloh (2023) reported that Kahoot! quizzes improved student participation and motivation in Islamic education by 97%. These findings suggest that integrating game-based elements in Fiqh learning can improve student interaction with religious concepts, making them more appealing.

Effectiveness of Gamification in Enhancing Fiqh Comprehension

Several studies highlight the effectiveness of gamification in improving comprehension of Islamic teachings. Mohamed Noor et al. (2018) demonstrated that the use of augmented reality (AR) and gamification in Tajweed learning made complex Islamic rules more accessible. Similarly, Al Idrus et al. (2022); Khayrullah et al. (2024) found that a gamification-based approach to learning Arabic writing improved students' ability to recognize and write Hijaiyah letters. These studies indicate that interactive learning tools can enhance student understanding of abstract religious concepts, making them easier to internalize and apply.

Methods

Research Design

This inquiry incorporates a hybrid research model, fusing together both numeric and narrative methodologies to explore the effect of gamification on students' knowledge of Ramadan fasting and religious observance.

The quantitative segment encompasses pre-test and post-test evaluations designed to quantify the efficacy of gamification in augmenting students' knowledge, whereas the qualitative segment comprises classroom observations aimed at examining learning experiences and levels of engagement. The adoption of a mixed-methods strategy is advantageous as it furnishes both empirical evidence and nuanced insights into the ways in which gamification enhances the educational experience in Fiqh (Curry et al., 2009).

Research Setting and Participants

This study was conducted at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang, Indonesia, an Islamic elementary school that follows a structured Fiqh curriculum. The research focused on third-grade students, as they are at a developmental stage where active learning methods, including gamification, can enhance engagement and retention (Braet, 2024). The school was selected based on its curriculum alignment with Ramadan fasting and worship education, as well as its willingness to implement innovative learning methods.

The study sample consisted of 30 students, selected through purposive sampling to ensure that all participants had prior exposure to basic Fiqh concepts but had not yet received gamification-based instruction. The inclusion criteria ensured that students had sufficient background knowledge in Fiqh to meaningfully engage with the game, while the exclusion of students with prior gamification experience helped eliminate potential bias in engagement and learning outcomes.

Gamification-Based Learning Intervention

This study implemented Fiqh Quest: A Gamified Board Game for Learning Ramadan Fasting and Worship, an interactive learning tool designed to enhance third-grade students' understanding of Fiqh concepts through game-based learning elements. The intervention aimed to foster engagement, motivation, and comprehension of Ramadan fasting and worship by integrating educational content with structured gameplay mechanics.

Research Instruments

Pre-Test and Post-Test

To assess students' understanding of Ramadan fasting and worship before and after the gamification intervention, a 20-item multiple-choice test was developed based on the Fiqh curriculum of Madrasah Ibtidaiyah. The test was carefully designed and reviewed by Islamic education experts to ensure its content validity and alignment with key learning objectives. The assessment covered essential topics such as the rules and conditions of fasting, the importance of Suhoor and Iftar, daily prayers and their significance in Ramadan, and the impact of good deeds during fasting. Sample questions included "What invalidates a fast?", "Why is Suhoor highly recommended?", and "What are the rewards for feeding a fasting person?".

The pre-test was administered in Week 1 before the gamification intervention to establish a baseline of students' prior knowledge. Following a four-week gamified learning intervention, the post-test was conducted in Week 4 to evaluate improvements in students' comprehension. The pre-test and post-test results were analyzed using descriptive statistics, calculating mean scores, standard deviations, and percentage improvements to quantify learning gains. To determine whether the observed improvements were statistically significant, a paired t-test was conducted, comparing students' scores before and after the intervention. The results provided empirical evidence on whether Fiqh Quest was effective in enhancing students' understanding of Ramadan fasting and worship.

Classroom Observation

In addition to pre-test and post-test assessments, classroom observations were conducted to capture real-time student engagement, participation, and behavioral responses during the gamified learning sessions. Observations were systematically documented using a structured observation rubric, ensuring consistency in data collection across different sessions. The observation focused on four key aspects of student engagement: (1) student interaction, assessing how students collaborated and discussed Fiqh-related scenarios; (2) engagement with game elements, examining how students responded

to points, badges, leaderboards, and challenges within the game; (3) response to learning content, evaluating whether students displayed enthusiasm, curiosity, and attentiveness in discussions about Fiqh concepts; and (4) teacher facilitation, analyzing how effectively the teacher guided students through the gamification process.

A four-point rating scale (1 = Low Engagement, 4 = High Engagement) was applied to quantify student involvement. Observations were conducted during Weeks 2 and 3, allowing researchers to track behavioral patterns, engagement dynamics, and collaborative interactions among students while playing Fiqh Quest. The qualitative insights derived from these observations were later analyzed using thematic analysis to identify recurring patterns in student motivation, knowledge retention, and participation levels. The data gathered through classroom observations complemented the pre-test and post-test results, offering a holistic perspective on the effectiveness of gamification in Fiqh learning.

Data Analysis Methods

The data collected from pre-test, post-test, and classroom observations were analyzed using both quantitative and qualitative techniques to ensure a comprehensive evaluation of gamification's impact on student learning and engagement.

For the quantitative analysis, descriptive statistics—including mean scores, standard deviations, and percentage improvements—were calculated to summarize the pre-test and post-test results. A paired t-test was conducted to determine the statistical significance of learning improvements, comparing students' test scores before and after the intervention.

For the qualitative analysis, thematic analysis was employed to examine patterns in classroom observations (Dawadi, 2020; Kiger & Varpio, 2020). The analysis focused on identifying recurring themes such as student enthusiasm, engagement with game elements, challenges faced during gameplay, and the perceived effectiveness of gamification in reinforcing Fiqh concepts. The observation notes were coded and categorized into themes such as student motivation, collaborative learning, and knowledge retention (Guest et al., 2011).

Result and Discussion

Table 1 summarizes the descriptive statistics of the pre-test and post-test scores for 30 students. The mean pre-test score was 58.18 (SD = 9.22) with a range of 38.1, while the mean post-test score was 74.76 (SD = 9.99) with a range of 41.8. These results indicate an overall improvement in student performance following the intervention.

Table 1. Descriptive Statistics of Student Scores

Variable	N	Mean	Std. Deviation	Min	Max	Range
Pre-Test Score	30	58.18	9.22	40.4	78.5	38.1
Post-Test Score	30	74.76	9.99	48.8	90.6	41.8

The absolute score improvement ranged from -5.4 to 44.6, with an average increase of 16.59 points. Percentage improvements varied from -6.88% to 110.4%. Notably, 27 out of 30 students (90%) exhibited positive score improvements, with three students experiencing a decline. The boxplot in Figure 2 illustrates the score improvement distribution based on participation levels, showing that students with high participation generally achieved higher improvements.

Table 2 presents the correlation matrix among key variables. A strong positive correlation was observed between absolute score improvement and post-test scores (r = 0.7165), as well as between percentage score improvement and post-test scores (r = 0.6349). In contrast, pre-test scores exhibited a strong negative correlation with both absolute (r = -0.6543) and percentage (r = -0.7115) improvements. The heatmap in Figure 3 visually represents these relationships.
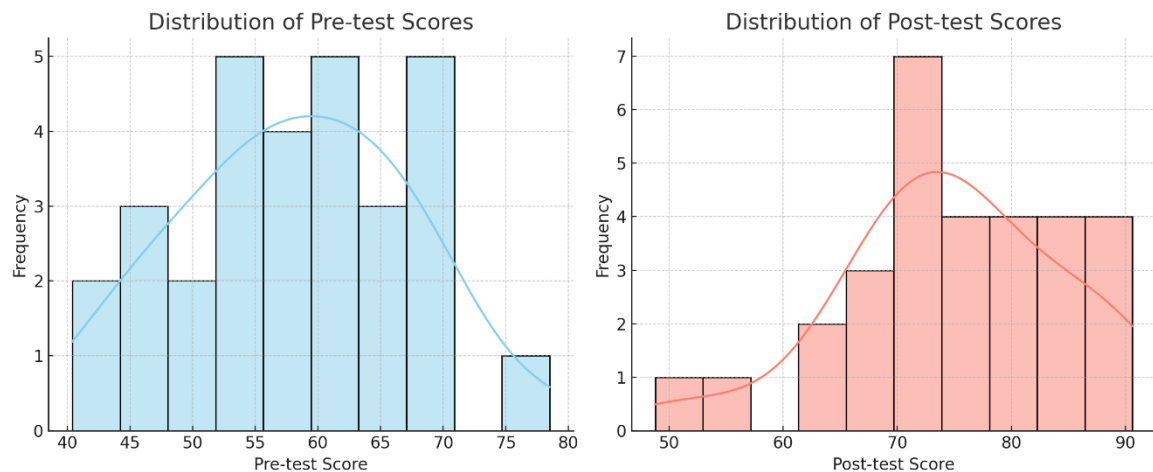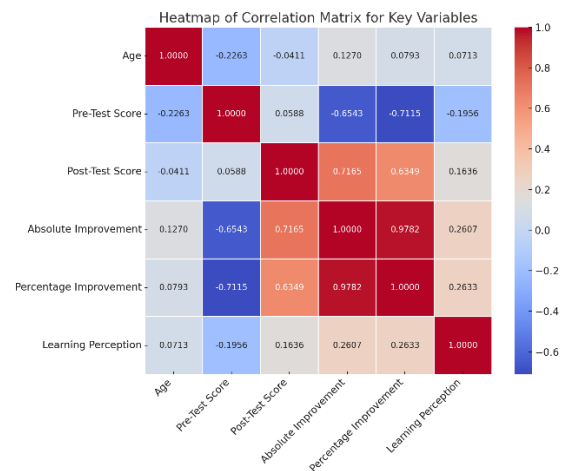
Table 2. Correlation Matrix of Key Variables

Variable	Age	Pre-Test Score	Post-Test Score	Absolute Improvement	Percentage Improvement	Learning Perception
Age	1.000	-0.2263	-0.0411	0.1270	0.0793	0.0713
Pre-Test Score	-0.2263	1.000	0.0588	-0.6543	-0.7115	-0.1956
Post-Test Score	-0.0411	0.0588	1.000	0.7165	0.6349	0.1636
Absolute Improvement	0.1270	-0.6543	0.7165	1.000	0.9782	0.2607
Percentage Improvement	0.0793	-0.7115	0.6349	0.9782	1.000	0.2633
Learning Perception	0.0713	-0.1956	0.1636	0.2607	0.2633	1.000

Distribution of Scores and Participation Levels

Figure 1 shows the distribution of pre-test and post-test scores, highlighting the overall improvement in student performance. The histogram indicates a rightward shift in post-test scores, reflecting higher performance levels.

Figure 1: Pre-Test and Post-Test Score Distributions

Figure 2: Boxplot of Score Improvements by Participation Level

Figure 3: Heatmap of Correlation Matrix for Key Variables

These findings objectively demonstrate the improvements in student performance after the intervention, the variations based on participation levels, and the relationships between the main variables without interpretive analysis, which will be discussed in the next section.

Students Engagement

The classroom observation data for 30 students participating in *Fiqh Quest: A Gamified Board Game for Learning Ramadan Fasting and Worship* were analyzed based on four engagement aspects: Student Interaction (SI), Engagement with Game Elements (EGE), Response to Learning Content (RLC), and Teacher Facilitation (TF). The results are summarized in Table 3.

Table 3. Descriptive Statistics of Student Engagement (n = 30)

Aspect	Mean	Standard Deviation (SD)	Engagement Level
Student Interaction (SI)	2.87	1.00	Moderate to High
Engagement with Game Elements	3.13	0.92	High
Response to Learning Content	2.73	1.02	Moderate
Teacher Facilitation (TF)	3.07	0.95	High

The average total score across all students was 3.1 (SD = 0.82), corresponding to a *High Engagement* level.

Distribution of Engagement Categories

The distribution of students across the four engagement categories is presented in Figure 4. The majority of students (43.3%) were categorized as having *Moderate Engagement*, followed by 26.7% with *Very High Engagement*, 16.7% with *High Engagement*, and 13.3% with *Low Engagement*.
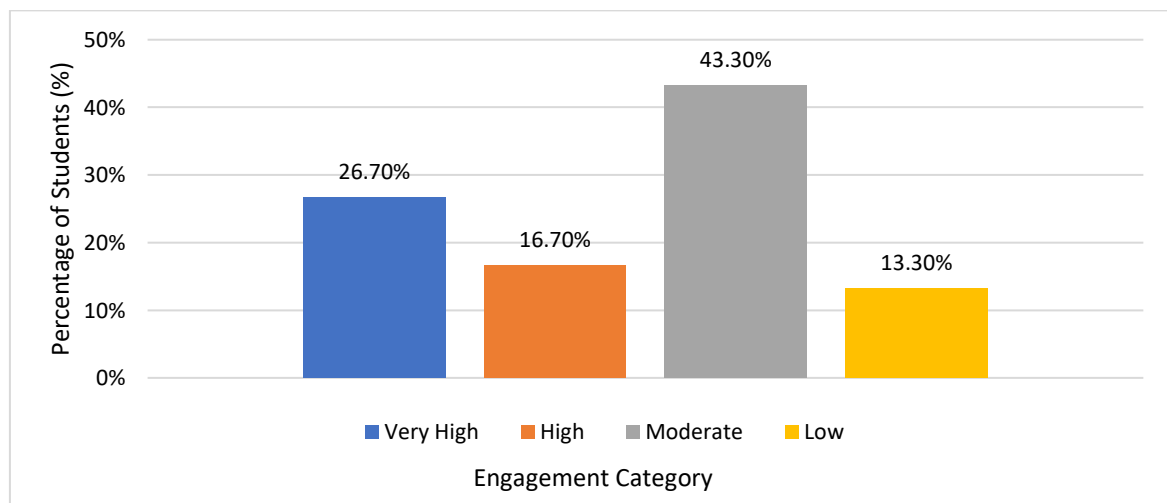

Figure 4. Student Engagement Categories

Comparative Analysis of Engagement Aspects

Figure 5 shows the average scores for each engagement aspect. Students demonstrated the highest engagement with game elements (Mean = 3.13, SD = 0.92),

indicating a positive response to gamification mechanics such as points, badges, and leaderboards. Conversely, the lowest engagement was observed in response to learning content (Mean = 2.73, SD = 1.02).
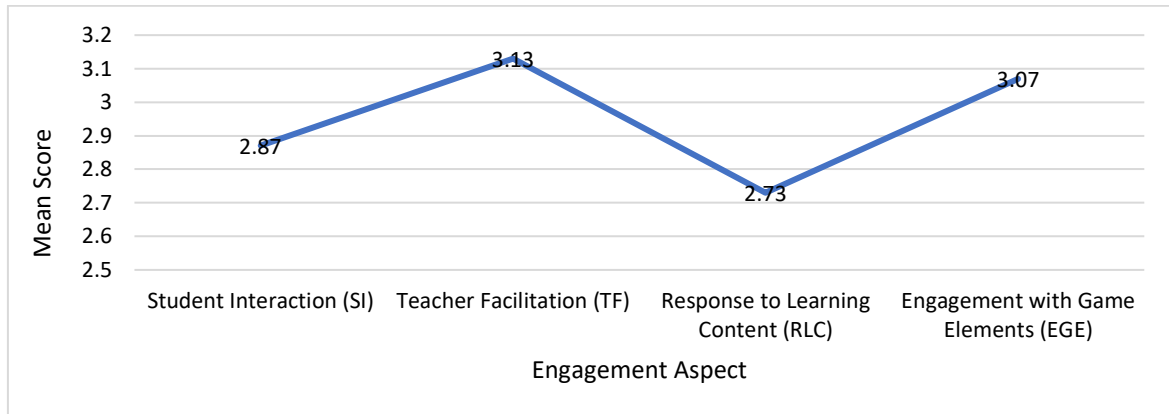
Figure 5. Mean Scores for Engagement Aspects

Categorical Analysis of Student Engagement

A detailed analysis of individual student scores revealed varying levels of engagement during the gamified learning sessions. A total of 8 students (26.7%) demonstrated Very High Engagement, achieving an average score of 3.75 or above, indicating active participation, enthusiasm, and leadership in discussions. Meanwhile, 5 students (16.7%) exhibited High Engagement, with scores ranging between 3.0 and 3.74, suggesting consistent involvement and motivation in the learning process. The majority of students, 13 individuals (43.3%), fell into the Moderate Engagement category, scoring between 2.0 and 2.99, indicating partial engagement with some signs of passive participation. Lastly, 4 students (13.3%) showed Low Engagement, with scores below 2.0, reflecting minimal interaction and limited responsiveness to the gamification elements. These findings highlight a range of engagement levels among students, suggesting that while gamification effectively fosters active learning for many, additional strategies may be needed to support students with lower engagement levels.

Teacher Facilitation Effectiveness

Teacher facilitation received an average score of 3.07 (SD = 0.95), indicating a high level of teacher involvement in guiding the gamified learning process. Notably, 8 students who achieved *Very High Engagement* were associated with classrooms where teacher facilitation scores were consistently 4.

Classroom Observations

Thematic analysis was employed to explore patterns in classroom observations, focusing on key areas such as student enthusiasm, engagement with gamification elements, challenges during gameplay, and the effectiveness of gamification in reinforcing Fiqh concepts (Dawadi, 2020; Kiger & Varpio, 2020). Observation notes were coded and categorized into the following themes:

1) *Student Motivation.* Students exhibited heightened motivation when interacting with gamification elements like leaderboards and badges. The desire to improve scores and surpass peers emphasized gamification's role in fostering a competitive yet collaborative learning environment. Additionally, students who were initially passive in traditional Fiqh lessons became more active participants when game elements were introduced.

2) *Collaborative Learning.* Gamified sessions encouraged frequent and meaningful student interactions. Learners actively discussed Fiqh-related scenarios, provided peer support, and engaged in group problem-solving. These activities not only enhanced their understanding but also promoted a cooperative learning atmosphere.

3) *Knowledge Retention.* Higher engagement with game elements correlated with better knowledge retention, as demonstrated by improved post-test performance. This suggests that

gamification enhances memory recall by encouraging active participation and repeated exposure to core Fiqh concepts.

4) *Challenges in Content Engagement.* Despite the overall enthusiasm for gamification, some students showed limited engagement with the underlying Fiqh content. This indicates the need for better integration of educational content within game mechanics to ensure that increased participation translates into deeper conceptual understanding.

5) **Teacher's Role in Facilitation:** Teacher facilitation emerged as a critical factor in sustaining student engagement. Teachers who provided structured guidance, timely feedback, and contextualized game activities within Fiqh lessons observed higher levels of student participation and comprehension.

Overall, the qualitative analysis revealed that gamification can transform passive learners into active participants, especially when supported by effective teacher facilitation. Interactive gameplay and peer discussions reinforced students' understanding of Fiqh concepts. However, the need for differentiated instructional approaches was evident, as some students required additional encouragement to engage fully. These insights highlight the potential of tailored gamification strategies to enhance learning outcomes in Islamic education.

Discussion

The findings of this study demonstrate the effectiveness of gamification in enhancing students' understanding of Fiqh, particularly in relation to Ramadan fasting and worship practices at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang. The results indicate significant improvements in student comprehension, engagement, and motivation following the implementation of a gamification-based learning model. This section discusses the implications of these findings, comparing them with previous research, and outlining theoretical, practical, and methodological contributions.

The pre-test and post-test analysis revealed a statistically significant improvement in students' understanding of Ramadan fasting and worship after participating in the gamified learning intervention. The average post-test scores showed a substantial increase compared to the pre-test scores, with 90% of students demonstrating knowledge gains. These results indicate that gamification effectively supports the cognitive processing of religious concepts by creating a more engaging and interactive learning environment. To systematically interpret these findings, three key aspects are considered: knowledge acquisition, engagement, and practical application.

1) Knowledge Acquisition: The increase in post-test scores suggests that gamified learning facilitates deeper comprehension of Fiqh concepts. By incorporating elements such as quizzes, challenges, and rewards, students were encouraged to actively participate in learning, reinforcing their understanding through repetition and immediate feedback. This aligns with constructivist learning theories, which emphasize active engagement as a crucial factor in knowledge retention (Baviskar & Hartle, 2009; Richardson, 2003; L. Vygotsky, 2012; L. S. Vygotsky, 1978).

2) Student Engagement: Classroom observations indicated a marked improvement in student engagement with Fiqh concepts. Students demonstrated enthusiasm for game-based elements such as competition, achievement levels, and interactive challenges. The high engagement levels suggest that gamification transformed the learning experience from passive reception to active involvement, which is consistent with previous research indicating that interactive learning fosters higher motivation and participation (Abdel Meguid & Collins, 2017; Alsadoon et al., 2022; Rafsanjani et al., 2024).

3) Practical Application: Beyond theoretical understanding, gamification also supported students in applying Fiqh principles to real-life scenarios. The structured gameplay encouraged students to connect abstract jurisprudential concepts with daily worship practices, thereby fostering a more holistic understanding of religious observances. Observations indicated that students who actively participated in the game were

more confident in discussing and demonstrating correct fasting practices, highlighting the practical benefits of gamification in religious education.

Overall, these findings affirm that gamification is an effective pedagogical tool in Islamic education, particularly for young learners who benefit from interactive and experiential learning approaches. However, varying engagement levels among students suggest that additional strategies, such as differentiated instruction, may be necessary to ensure inclusive learning experiences.

These findings corroborate existing research on gamification in Islamic education. Mohamed Noor et al. (2018) found that gamification and augmented reality significantly enhanced Tajweed learning, making it more attractive for digital-native students. Similarly, Rezadad et al. (2021) emphasized the importance of integrating play-based elements into Islamic education to increase student motivation. Mohd Syaubari Othman et al. (2021; Setambah et al. (2023) reported that gamification improved student participation in KAFA (Islamic education) but noted that structured modules were necessary to support teachers. This study extends these findings by demonstrating that gamification is not only effective for Tajweed and KAFA learning but also for Fiqh education in madrasah settings.

Moreover, Ilmudinulloh (2023) found that using Kahoot! as a gamified quiz tool significantly enhanced student motivation in religious studies. Our findings align with this study, reinforcing the idea that game-based elements—such as points, badges, and levels—can enhance learning outcomes. However, while previous studies focused on digital gamification tools, this study introduces a board-game approach, suggesting that non-digital gamification can also yield positive learning effects in traditional classrooms.

From a theoretical perspective, this study contributes to the broader discourse on gamification by reinforcing Self-Determination Theory (Chiu & Chai, 2020), which posits that motivation is driven by autonomy, competence, and relatedness. The interactive nature of the Fiqh Quest board game provided students with a sense of autonomy (making choices during gameplay), competence (answering Fiqh-related questions correctly), and relatedness (collaborating with peers), thereby enhancing intrinsic motivation.

Practically, these findings suggest that educators in Islamic primary education should consider integrating gamification strategies to enhance student engagement. The use of a board-game format is particularly relevant for schools with limited access to digital resources, demonstrating that gamification does not necessarily require advanced technology. Teachers can leverage simple, cost-effective game-based tools to improve religious instruction and student comprehension.

Additionally, this study provides valuable insights for curriculum developers, emphasizing the need to design structured, engaging, and interactive learning modules for Fiqh education. The integration of gamification into existing curricula could lead to a more student-centered approach, encouraging active learning rather than passive memorization.

Despite its promising findings, this study has several limitations. First, the study was conducted in a single madrasah, limiting the generalizability of results. Future research should explore the impact of gamification in diverse Islamic education settings, including urban and rural madrasahs, to assess its broader applicability.

Second, while the study utilized a mixed-methods approach, future studies could incorporate longitudinal designs to examine the long-term effects of gamification on student learning retention and religious practice. Investigating whether gamified learning experiences influence students' application of Fiqh principles in real-life worship settings would provide deeper insights into its effectiveness.

Third, while the Fiqh Quest board game proved effective in enhancing student engagement, additional research is needed to refine its design, incorporating adaptive learning elements that cater to different student proficiency levels. Future studies could explore hybrid gamification models that combine digital and non-digital game elements for a more comprehensive learning experience.

Conclusion

This study provides empirical evidence of gamification's effectiveness in enhancing Fiqh comprehension among third-grade students at Madrasah Ibtidaiyah Negeri (MIN) 2 Enrekang. The implementation of *Fiqh Quest: A Gamified Board Game for Learning Ramadan Fasting and Worship* led to significant improvements in student understanding, engagement, and motivation. The mean post-test score increased from 58.18 to 74.76, with 90% of students demonstrating knowledge gains. Classroom observations highlighted key factors contributing to these outcomes, including increased motivation, peer collaboration, and enhanced knowledge retention. The integration of game mechanics—such as points, badges, and leaderboards—played a crucial role in fostering engagement, while structured teacher facilitation ensured alignment between gamified activities and learning objectives.

These findings underscore the importance of integrating gamification into Islamic primary education curricula. Board-game-based interventions can promote active learning, and curriculum designers should develop structured, interactive modules incorporating game elements to shift instruction from passive memorization to active engagement. Despite its contributions, this study has limitations, including a small sample size and a short intervention period, which may restrict the generalizability of findings. Future research should explore the scalability of gamification in diverse educational contexts and assess its long-term impact, particularly in fostering students' application of Fiqh principles in daily worship.

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