



Implementation Of Game-Based Learning Using Educational Monopoly Games In Fiqh Instruction

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Abstract:

This study aims to analyze the implementation of Game-Based Learning through an educational Monopoly media in Islamic Jurisprudence (Fiqh) learning and to identify its impact on students' learning motivation, material retention, and critical thinking skills. The study used a qualitative approach with a case study design conducted at Darullughah Wal Karomah Junior High School. The research informants consisted of purposively selected Fiqh teachers and students. Data were collected through observation, in-depth interviews, and documentation. Then, they were analyzed using the interactive model of Miles, Huberman, and Saldaña, which included data condensation, data presentation, and conclusion drawing. Data validity was achieved through triangulation of sources and techniques. The results indicate that implementing Game-Based Learning via educational Monopoly media can increase students' motivation to learn through active engagement in the learning process, strengthen retention of Fiqh material through meaningful, repeated learning experiences, and develop critical thinking skills through problem-solving and collaborative discussions. These findings demonstrate that educational monopoly not only functions as an engaging learning medium but also as a pedagogical strategy that supports active, collaborative, and learner-centered Fiqh learning. This research contributes to the development of innovative game-based Fiqh learning in Islamic education.

INTRODUCTION

The development of learning practices in Islamic education today demonstrates the growing need for a more participatory and contextual approach. In various educational institutions, fiqh learning is still often delivered in a one-way model that places students in a passive position (Munawaroh, 2025; Rambe & Budianti, 2025). This situation not only leads to low student engagement during the learning process but also to a suboptimal understanding and appreciation of fiqh values themselves. However, fiqh is not merely a collection of normative concepts but rather practical guidelines to be internalized in everyday behavior (Ahmed, 2025; Bakar & Sahman, 2024). Within the framework of constructivist theory, developed by Jean Piaget and enriched by Lev Vygotsky, learning ideally provides students with the space to construct knowledge through meaningful experiences and social interactions (Mason et al., 2022). Thus, the need for

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innovation in learning is inevitable, particularly in efforts to bridge the gap between conceptual understanding and actual practice in fiqh learning.

The Game-Based Learning approach is beginning to be considered as a relevant alternative. This approach not only offers a more dynamic learning environment but also allows for active student involvement through structured game mechanics. Educational monopoly media, for example, can be utilized as a learning tool that simultaneously integrates elements of strategy, interaction, and competition. This idea aligns with the experiential learning theory proposed by David Kolb, which emphasizes that learning is more effective when students are directly involved in the experience and then reflect on and construct meaning from it (Devi & Thendral, 2023; Wijnen-Meijer, Berberat, 2022). Therefore, the use of an educational monopoly in fiqh learning is not merely a variation in methods but a systematic effort to provide a more lively and meaningful learning experience.

From an Islamic educational perspective, fiqh learning plays a strategic role in shaping students' religious character (Mustakim & Pradana, 2025). Fiqh serves as a guide for living life in accordance with sharia principles, so the learning process cannot stop at the cognitive level (Abidin, 2025). The challenge is how to present fiqh material in a way that preserves its depth while simultaneously attracting students' interest and engagement. In this regard, Game-Based Learning, through educational monopoly media, offers the possibility of integrating cognitive and affective aspects simultaneously. Therefore, this research is crucial for understanding how this approach can be effectively implemented in fiqh learning.

The primary problem underlying this research relates to the suboptimal effectiveness of fiqh learning at the educational unit level. In practice, learning is still dominated by conventional methods that tend to be oriented towards textual delivery. As a result, students often have difficulty understanding fiqh concepts and are less able to relate them to everyday realities. This situation is exacerbated by low levels of student participation and motivation, indicating that the approach used is not fully meeting their needs.

On the other hand, current educational demands emphasize the importance of developing critical, collaborative, and creative thinking skills. Monotonous fiqh learning is certainly not in line with these demands. Therefore, an approach is needed that can create a more interactive and meaningful learning environment. In this context, the use of Game-Based Learning through educational monopoly media is an interesting alternative worthy of further study. However, the implementation of this approach in fiqh learning has not been explored in depth. Therefore, this research focuses on understanding how applying Game-Based Learning through educational Monopoly media can improve the effectiveness of fiqh learning.

Several previous studies have examined the effectiveness of Game-Based Learning in various learning contexts. Research by Leitão (2022) showed that using game elements in learning can significantly increase student motivation and engagement. This finding indicates that the competitive and reward aspects of games can encourage active student participation. Furthermore, research by Reyssier (2022) found that game-based learning improves conceptual understanding, especially when designed in alignment with the desired learning

objectives. Most of this research still focuses on general learning contexts and has not specifically examined its application in Islamic jurisprudence (fiqh) learning. Furthermore, the use of monopoly media as a learning tool has received little attention in scientific studies, particularly in the context of Islamic education. This indicates that there is still considerable room for further exploration.

Based on a review of prior research, a significant gap remains in the study of Game-Based Learning, particularly in the context of Islamic jurisprudence learning. Most studies focus more on improving motivation and learning outcomes in general, without linking them specifically to the internalization of Islamic values. Furthermore, studies that specifically develop educational monopoly media as a tool for learning fiqh (Islamic jurisprudence) remain very limited. Another gap is the limited research on the relationship between game-based learning experiences and changes in students' religious behavior. In fiqh learning, success is measured not only by cognitive aspects but also by the extent to which these values can be realized in everyday life. Therefore, this research aims to fill this gap by examining the implementation of Game-Based Learning through educational monopoly media in a more comprehensive manner.

The novelty of this research lies in the effort to integrate the Game-Based Learning approach with the development of educational monopoly media specifically designed for fiqh learning. Unlike previous research, which tends to use games as general tools, this study aims to develop game content that aligns with fiqh material and students' lived contexts. Thus, the developed media functions not only as a means of entertainment but also as a systematic learning instrument. Furthermore, this research places the process of internalizing values as the primary focus, rather than simply improving cognitive learning outcomes. The approach used seeks to integrate cognitive, affective, and psychomotor aspects into a unified learning experience. With these characteristics, this research is expected to make new contributions to the development of innovative fiqh learning methods that are relevant to the needs of today's students.

This research aims to examine in depth the implementation of Game-Based Learning through educational monopoly media in fiqh learning. Specifically, this research is aimed at understanding how the use of this medium can deepen understanding of fiqh concepts while encouraging the internalization of Islamic values in students' lives. This focus was chosen because fiqh learning is oriented not only towards mastery of the material but also towards the development of applicable religious character. The urgency of this research lies in the need for learning innovations that can address the challenges of modern education without neglecting Islamic values. The results of this study are expected to make a tangible contribution, both theoretically and practically, particularly in the development of more effective, engaging, and meaningful fiqh learning strategies. Thus, this research is not only academically relevant but also has practical implications for education.

RESEARCH METHOD

This research was conducted at Darullughah Wal Karomah Junior High School, a boarding school (pesantren) characterized by an integration of formal learning and religious culture. This location was chosen based on academic

considerations: fiqh learning at the institution still requires methodological innovation to make it more contextual and participatory. Furthermore, the pesantren's environment, which emphasizes instilling Islamic values, provides a relevant context for examining how game-based learning can contribute to their internalization. The diversity of student backgrounds also contributes to a more comprehensive understanding of the effectiveness of the Game-Based Learning approach. Therefore, this location is considered representative for addressing the research focus on the implementation of educational monopoly media in fiqh learning.

This research employed a qualitative, descriptive approach to gain a deep understanding of the learning implementation process, rather than simply measuring outcomes. This approach enabled the researcher to capture the dynamics of interactions, student responses, and the meanings formed during the use of educational monopoly media in fiqh learning. The descriptive method was chosen to systematically and contextually describe the phenomena occurring in the field. In this case, the researcher did not manipulate variables but instead sought to understand reality as it is. With this approach, the research results are expected to provide a comprehensive picture of ongoing learning practices.

The data sources in this study consist of primary and secondary data. Primary data were obtained from fiqh teachers and students directly involved in the learning process, with one teacher and approximately 15–20 students per class. Semi-structured interviews lasting 20–40 minutes were conducted to explore their experiences and perceptions. Meanwhile, secondary data were obtained from supporting documents such as learning materials and student work. Data collection techniques included observation, interviews, and documentation, integrated. Observation was used to observe the learning process directly, interviews to gather in-depth data, and documentation to strengthen the empirical evidence obtained in the field.

Data analysis in this study refers to the interactive model developed by Matthew B. Miles and A. Michael Huberman, which includes data reduction, data presentation, and conclusion drawing. The analysis was conducted continuously from the start of data collection until credible findings were obtained. To maintain data validity, this study employed source and method triangulation, as well as member checking with informants. These steps were taken to ensure the resulting data had a high level of validity and could be scientifically justified. Thus, the research results are expected to make a relevant contribution to the development of more innovative and meaningful fiqh learning.

RESULTS AND DISCUSSION

Increasing Student Learning Motivation

Increasing student motivation to learn is a positive shift in internal and external drives that encourage students to actively engage in the learning process, demonstrate enthusiasm, maintain attention, and strive to achieve learning objectives (Safitri et al., 2022). In the context of Game-Based Learning, motivation to learn grows through interactive, fun, and challenging learning experiences, encouraging students to participate, collaborate, and understand Fiqh material more meaningfully (How, Lan, Kosnandi, & Abidin, 2024). In line with this, interviews with Fiqh teachers revealed that the use of educational monopoly

media leads to real changes in students' motivation to learn (UH, 2025).

The teacher explained that the learning atmosphere became livelier than when using conventional methods. Students appeared enthusiastic about following each stage of the game, actively answered questions on the Monopoly cards, and showed greater curiosity about the material being studied (IS, 2025). One student also said that the use of educational monopoly media provided a more interesting learning experience than learning that only focused on teacher explanations (QNN, 2025). Other students also expressed that the presence of games made the learning process feel more enjoyable, so that they had a desire to be actively involved in answering questions, discussing with group members, and completing each challenge given (DF, 2025).

The increase in learning motivation indicates that the use of educational monopoly media not only provides variety in learning strategies but also creates a learning environment that meets students' needs for interactive and meaningful activities. The engagement that emerges during the game indicates that students have the space to explore knowledge through direct experience, discussion, and decision-making. This environment fosters curiosity and a desire to overcome every challenge in Fiqh. These results align with research by Fortunela (2022), who found that implementing Game-Based Learning can increase motivation to learn because students are actively involved at every stage of the learning process. Similar findings were also presented by Rahayu (2025), who stated that educational monopoly media can create a fun learning atmosphere that encourages student participation, interest, and consistency in continuing the learning process.

Learning motivation develops through a learning process that provides active, collaborative, and student-centered experiences. The use of educational monopolies creates a more dynamic learning environment, allowing students to interact, develop self-confidence, and demonstrate initiative in completing a range of learning activities. The presence of game elements serves not only as a means of entertainment but also as a medium that facilitates balanced emotional and intellectual engagement. This situation demonstrates that game-based learning strategies can be an effective alternative for creating a conducive learning climate while supporting the achievement of Fiqh learning objectives. Thus, the use of educational monopolies not only increases enthusiasm for learning but also enhances the quality of the learning process by creating a more meaningful, participatory learning experience oriented towards developing students' overall potential.

Improving Retention of Fiqh Material

Improving retention of Fiqh material refers to students' ability to store, retain, and recall concepts, laws, and procedures learned in Fiqh over a certain period after the learning process (Ningrum & Susanti, 2025). Good retention indicates that information is not simply understood momentarily but has been internalized through meaningful learning experiences. In game-based learning, retention is strengthened through interactive activities, repeated exposure to concepts, and active student involvement throughout the learning process (Muali, 2025).

Interviews with Fiqh teachers revealed that the use of educational

monopoly media helped students retain material longer than lecture-based learning (RK, 2025). The teacher explained that each question and challenge in the game provided students with an opportunity to review previously learned concepts, thus solidifying their understanding (SA, 2025). Furthermore, students found it easier to connect answers to the game situations they experienced during the learning process. This was evident when most students were able to answer questions again in subsequent sessions without significant difficulty and demonstrated a better level of understanding of the Fiqh material. Based on observations during the Fiqh learning process using educational monopoly media, researchers identified several indicators of increased student retention. These observations are presented in the following table.

Table: 1 Table Observation

No	Observation Indicator	Observation Result
1.	Students were able to recall the material they had learned when they received their question cards	Most students were able to answer questions without much guidance from the teacher
2.	Students connected the material to experiences during the game	Students explained their answers based on experiences gained while playing an educational version of Monopoly
3.	Students were able to answer reinforcement questions at the end of the lesson	The majority of students provided answers that aligned with the Fiqh concepts they had learned

Based on the observations in Table 1, it appears that the educational monopoly media contributed to strengthening students' retention of Fiqh material. This indicator is demonstrated through students' ability to recall previously learned concepts, answer questions correctly, and relate the material to learning experiences during the game. Furthermore, students' consistency in understanding the material in subsequent meetings indicates that the learning process not only produces momentary understanding but also supports the retention of information in long-term memory. This indicates that game-based learning can create a more meaningful learning experience, making it easier for students to retain the knowledge they have acquired.

Students' ability to retain their understanding of Fiqh material demonstrates that the learning experience gained through educational monopoly strengthens the process of storing information in long-term memory. Game activities involving concept repetition, question-solving, group discussions, and decision-making enable material to be processed more deeply than simply receiving verbal explanations. This situation demonstrates that students not only memorize content but also able to build relationships among concepts, making information easier to recall when needed. Active learning experiences also

strengthen the link between cognitive aspects and students' contextual experiences in understanding Fiqh laws. These results align with research by Muali (2025), which shows that Game-Based Learning contributes to increased learning retention through active student engagement during instruction. Similar findings were also presented by Asshalikha (2025), who stated that educational monopoly media can strengthen memory because students are allowed to review material naturally through game mechanics.

Fiqh material retention develops through learning experiences that integrate thinking activities, social interactions, and direct involvement at every stage of learning. The use of an educational monopoly provides a learning mechanism that allows information to be processed more systematically, resulting in greater sustainability of the acquired knowledge. This demonstrates that learning effectiveness is measured not only by students' ability to answer questions during the activity, but also by their capacity to retain and reuse knowledge in different situations. The characteristics of game-based learning provide space for students to construct understanding through repeated, meaningful experiences gradually. Therefore, an educational monopoly can be viewed as a learning medium that supports the strengthening of Fiqh learning outcomes by facilitating the internalization of concepts more effectively, while simultaneously encouraging the formation of a more stable, sustainable understanding that is ready to be applied in subsequent learning contexts.

Strengthening Critical Thinking Skills

Strengthening critical thinking skills in solving Fiqh problems involves increasing students' capacity to analyze, evaluate, and determine solutions to Fiqh issues based on the evidence, rules, and concepts they have learned (Jazil et al., 2025). This ability is reflected in the process of identifying problems, considering various alternatives, and constructing logical, systematic arguments. In game-based learning, critical thinking develops through problem-solving activities that require active intellectual engagement (Muna, 2025).

Interviews with Fiqh teachers revealed that the use of educational monopoly media enables students to develop critical thinking skills throughout the learning process (RK, 2025). The teachers explained that each question card not only requires students to memorize the material but also encourages them to analyze the problem, connect Fiqh concepts to the case study, and provide reasons for their chosen answers. During group discussions, students share their opinions and consider various alternative solutions before reaching a consensus. According to the teachers, this process demonstrates the development of students' ability to analyze Fiqh problems more logically and systematically, based on their understanding of the concepts they have learned (QNN, 2025).

The development of critical thinking skills demonstrates that game-based learning can create a learning process that requires students to reason more deeply. Solving problems and cases in educational monopolies encourages students to connect concepts of Islamic jurisprudence to specific situations, consider alternative solutions, and develop well-reasoned arguments. These activities demonstrate that students are not solely focused on finding the correct answer but also on analyzing the basis for decision-making. Group interactions also enrich perspectives, allowing students to evaluate arguments emerging

during discussions. These results align with research by Mao Chiu (2022), which found that game-based learning effectively enhances critical thinking skills through problem-solving activities that require active reasoning. Similar findings were presented by Karlina (2025), who demonstrated that educational games can strengthen students' analytical skills in understanding and solving learning problems more systematically.

Critical thinking skills develop through a learning process that provides students with opportunities to process information, assess various possible solutions, and make decisions based on logical considerations. The use of educational monopoly provides a learning experience that encourages students to engage intellectually in understanding and resolving Fiqh (Islamic jurisprudence) issues. This situation demonstrates that learning functions not only as a means of transferring knowledge but also as a vehicle for developing deeper reasoning skills. Active involvement in analyzing cases, evaluating opinions, and constructing arguments demonstrates improved quality of students' thinking. Therefore, an educational monopoly can be viewed as a learning medium that supports the development of critical thinking skills by fostering analytical, reflective, and systematic thought patterns. Strengthening these abilities is an important asset for students in understanding Fiqh concepts more comprehensively and in dealing with various problems that require careful consideration and decision-making.

DISCUSSION

From the overall research findings, it can be identified that the implementation of Game-Based Learning through the educational monopoly media resulted in three main outcomes: (1) increased student motivation to learn, (2) increased retention of Fiqh material, and (3) strengthened critical thinking skills in solving Fiqh problems. These three findings are interrelated and form a learning process centered on active learning experiences, as shown in Figure 1.

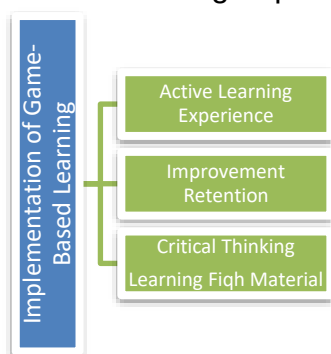


Figure 1: Implementation of Game-Based Learning

The discussion above shows that the three findings do not stand alone, but rather form a causal relationship. Motivational factors are the initial drivers of student engagement in learning activities. This engagement further strengthens material retention through repeated learning experiences, while good retention forms the foundation for developing critical thinking skills when students face various Fiqh issues. Thus, the effectiveness of educational monopoly lies not only in the game element but in its ability to integrate affective, cognitive, and social

aspects into a single learning process.

These findings align with David Kolb's Experiential Learning theory. Kolb explains that learning occurs through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the implementation of the educational monopoly, students gain concrete experience by playing the game and completing challenges on each square. These experiences are then reflected upon through group discussions, connected to Fiqh concepts, and then reapplied to answer subsequent questions. However, the results of this study expand Kolb's ideas by demonstrating that learning experiences in games do not stop at the formation of individual knowledge, but simultaneously increase motivation, strengthen information retention, and develop critical thinking skills. In other words, learning experiences not only transform knowledge but also strengthen students' readiness to engage in subsequent learning processes actively.

Furthermore, the research findings are consistent with Lev Vygotsky's social constructivism, particularly regarding the importance of social interaction in knowledge formation. During the game, students construct their understanding through discussion, negotiation of meaning, and mutual assistance as they solve Fiqh problems. These activities reflect the learning process within the Zone of Proximal Development (ZPD), a condition to which students can reach higher levels of understanding with the support of peers and teachers as facilitators. However, this study provides a broader perspective than Vygotsky's theory. Social interaction serves not only as a means of acquiring knowledge but also as a mechanism for strengthening memory, fostering intrinsic motivation, and developing critical thinking skills through argumentation and collaborative decision-making. Thus, game-based learning demonstrates that knowledge construction occurs multidimensionally, involving social, emotional, and cognitive aspects simultaneously.

Based on these overall results, it can be concluded that implementing Game-Based Learning through educational monopoly media makes a conceptual contribution to the development of Islamic jurisprudence (Fiqh) learning. Learning is no longer seen as the transfer of material from teacher to student, but as the construction of knowledge through direct experience and meaningful social interactions. These findings strengthen the relevance of Kolb and Vygotsky's theories and expand their application to the context of Islamic jurisprudence learning by demonstrating the value of a carefully designed play experience.

CONCLUSION

This study demonstrates that the implementation of Game-Based Learning through educational Monopoly media contributes positively to the quality of Fiqh learning by fostering students' motivation, strengthening knowledge retention, and enhancing critical thinking skills in solving Fiqh-related problems. These three outcomes are interconnected, indicating that meaningful learning emerges when students actively engage in experiential, collaborative, and problem-oriented activities rather than relying solely on teacher-centered instruction. The integration of game mechanics into the learning process creates opportunities for students to construct knowledge through direct experience, discussion,

reflection, and decision-making, thereby supporting both cognitive and affective development.

The findings also reinforce the relevance of experiential learning and social constructivist perspectives by demonstrating that meaningful learning is achieved through the interaction between authentic learning experiences and collaborative knowledge construction. Beyond confirming these theoretical perspectives, this study extends their application to Fiqh learning by demonstrating that educational board games can simultaneously facilitate conceptual understanding, sustained engagement, and higher-order thinking. Consequently, educational Monopoly may be considered an effective pedagogical strategy for fostering interactive, student-centered Fiqh instruction.

Future studies are recommended to investigate the implementation of Game-Based Learning across different Islamic education subjects and educational levels using broader participant characteristics and mixed-method or experimental approaches. Such investigations would provide a more comprehensive understanding of the long-term effectiveness of educational board games in improving various learning outcomes and support the development of innovative instructional practices in Islamic education.

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