

Use of Digital Gamification in Islamic Studies Teaching: A Systematic Literature Review

Hafni Azri, Isa Hamzah

Faculty of Education, National University of Malaysia (UKM)

Email: isa_hamzah@ukm.edu.my

Corresponding Author Email: p159616@siswa.ukm.edu.my

DOI Link: <http://dx.doi.org/10.6007/IJARPED/v15-i2/27943>

Published Online: 06 April 2026

Abstract

The use of digital technology in education is growing and opening up space for more innovative teaching approaches, including the use of gamification in teaching Islamic Education. This approach is seen as having the potential to make the learning process more interactive and increase students' interest in the learning content. However, studies related to gamification in Islamic Education are still scattered and have not been systematically collected in a comprehensive literature analysis. Therefore, this study aims to conduct a systematic literature review to examine the implementation of digital gamification in teaching Islamic Education, its impact on student motivation and mastery, and the challenges of its implementation in the educational context. This study uses the Systematic Literature Review (SLR) method based on PRISMA guidelines, which involves four main stages, namely identification, screening, qualification and selection of articles. The literature search process was carried out through the Scopus and Web of Science databases, which produced 213 initial records. After the process of removing duplicate articles, screening titles and abstracts, and evaluating the full text was carried out, a total of 20 articles were selected for analysis. The results of the analysis identified three main themes, namely the implementation of digital gamification in teaching Islamic Education, its impact on student motivation and mastery, and the challenges of its implementation. This study suggests that the use of digital gamification be strengthened through teacher training, the provision of technological infrastructure, and the development of more systematic teaching materials. This study also contributes by offering a structured synthesis of recent research trends and identifying key gaps that require further investigation in the context of Islamic Education.

Keywords: Digital Gamification, Teaching, Islamic Education, Student Motivation, Education Technology

Introduction

The development of digital technology has brought about significant changes in teaching and learning approaches in various fields of education. In the context of modern education, the use of technology such as mobile applications, digital learning and gamification elements is increasingly receiving attention because it has the potential to increase student engagement and motivation in the learning process. The gamification approach allows the integration of

game elements such as challenges, rewards and immediate feedback which can make learning more interactive and interesting. Previous studies have shown that the use of gamification in education can increase student motivation and encourage behavioral changes through mechanisms such as point systems, achievement levels and continuous feedback (Ryu et al. 2025). In addition, the development of mobile technology has also opened new opportunities in the field of education, including in Islamic studies through mobile learning approaches that allow students to access learning content flexibly and interactively (Ahmad et al. 2025).

In the context of Islamic Education, the integration of digital technology is seen as an approach that has the potential to enrich traditional teaching methods which previously relied heavily on lecture and memorization methods. The use of technology such as learning applications, interactive multimedia and educational games can help students understand learning content more effectively and increase their interest in learning. Studies show that the use of digital approaches such as videos, animations and educational games can increase student engagement and support the delivery of more systematic and interesting teaching content (Widat & Kurniawan 2023). Along with the development of educational technology, efforts to integrate gamification in Islamic Education teaching are also growing in Malaysia and several regional countries. A study conducted by Izzati, Hijriyyah and Safari (2026) found that the use of gamification elements in Islamic Religious Education learning has a positive relationship with the level of student activity in the classroom.

However, analysis of previous studies shows that research related to the use of gamification in Islamic Education teaching is still isolated and has not been systematically collected to identify more comprehensive research trends (Zainuddin, Mardianto & Matsun 2023). In addition, there are several constraints identified in existing studies. From an empirical point of view, some studies focus more on the potential use of certain technologies in Quran learning without involving a wider study sample to evaluate the effectiveness of the approach in various learning contexts (Birgun 2026). From a methodological perspective, there are studies that focus on the development of digital learning applications with limited evaluation without using a more comprehensive study design such as longitudinal study or data triangulation (Iftikhar, Hayat & Sadia 2024). Meanwhile, from a theoretical perspective, several studies emphasize the use of technology in learning the Quran without clearly linking it to the pedagogical framework of Islamic education (Akem et al. 2025). In addition, most of the literature reviews conducted in previous studies do not use a systematic approach such as the PRISMA or SALSA framework, which has the potential to cause inconsistent article selection and less overall assessment of study quality (Kitchenham & Charters 2007). Therefore, there is a need to conduct a systematic literature review that can gather the findings of previous studies in a more structured manner to understand the implementation of digital gamification in the teaching of Islamic Education more comprehensively. Despite the increasing integration of digital technology in education, studies focusing specifically on the use of digital gamification in Islamic Education remain limited and fragmented. Most existing research tends to examine general educational contexts without providing a comprehensive synthesis within the domain of Islamic Education.

This limitation highlights the need for a systematic analysis to better understand how gamification is implemented, its effectiveness, and the challenges faced in this specific field.

Therefore, this study contributes to the existing body of knowledge by providing a systematic and structured review of recent studies on digital gamification in Islamic Education. Specifically, this study offers a comprehensive synthesis of empirical findings, identifies key themes related to implementation, impact, and challenges, and provides insights that can support educators, researchers, and policymakers in enhancing teaching practices in the digital era. In this regard, this study was conducted to examine the use of digital gamification in the teaching of Islamic Education through a systematic literature review approach. Specifically, this study aims to:

1. Identify the digital gamification approach used by teachers in teaching Islamic Education based on previous studies.
2. Analyze the impact of using digital gamification on student motivation and mastery in learning Islamic Education.
3. Identify the challenges faced by teachers in implementing digital gamification in teaching Islamic Education.

Research Question

In a systematic literature review (SLR), the formulation of research questions is an important step that serves as the main guide in the process of systematically identifying, filtering and analyzing previous studies. Clear and focused research questions enable the literature mapping process to be carried out more systematically and help researchers focus on relevant aspects of the study (Kitchenham & Charters 2007). In this study, the formulation of research questions uses the PiCo mnemonic approach, which includes Population, Interest and Context, which is a framework suitable for use in educational research and qualitative studies to help clarify the focus of the study (Schlosser & Wendt 2007). Based on the framework, population refers to students in the field of Islamic education, interest refers to the use of digital gamification in the learning process, while the context of the study is the teaching of Islamic Education. This approach is used to ensure that the research questions are constructed in line with the purpose of the study which focuses on the use of digital gamification in the teaching of Islamic Education.

Based on the analysis of 20 related articles that were systematically reviewed, as well as initial coding based on the main themes that emerged, the three research questions are formulated as follows.

1. How is the digital gamification approach used by teachers in teaching Islamic Education based on previous studies?
2. What is the impact of using digital gamification on student motivation and mastery in learning Islamic Education?
3. What are the challenges faced by teachers in implementing digital gamification in teaching Islamic Education based on the findings of previous studies?

Significance of Study

This study provides a more comprehensive picture of the use of digital gamification in Islamic Education teaching based on a systematic analysis of previous studies. The findings of this study can contribute to the expansion of knowledge related to the integration of digital technology in Islamic Education pedagogy. In addition, the results of this study have the potential to assist stakeholders such as the Ministry of Education Malaysia and Islamic

educational institutions in formulating a more systematic approach and guidelines for the implementation of digital gamification in Islamic Education teaching. This study can also provide guidance to teachers and digital learning material developers in improving the effectiveness of teaching through a more interactive and interesting approach. In addition, this study opens space for further research related to the use and effectiveness of digital gamification in Islamic Education teaching in the future.

Literature Review

The development of digital technology has brought significant changes in teaching and learning approaches in the field of education, including Islamic education. The use of technology such as mobile applications, interactive multimedia and digital learning platforms is seen to be able to enrich students' learning experiences through a more flexible and student-centered approach. A study by Akem et al., (2025) shows that the integration of technology in learning the Quran can increase students' access to learning materials and facilitate the process of delivering knowledge in a more interactive way. For example, a study on the use of Android-based Quran applications found that digital technology can support the teaching and learning process by providing learning materials that are more accessible and interesting (Iftikhar, Hayat and Sadia, 2024). In addition, the use of digital technology in learning the Quran also opens opportunities for more innovative teaching approaches in line with the development of current educational technology (Akem et al., 2025).

Along with the development of educational technology, the gamification approach has also been introduced as an innovative strategy in increasing the effectiveness of learning. Gamification refers to the use of game elements such as rewards, achievement levels and challenges in the learning process to increase student motivation and involvement. Ryu et al.'s study, (2025) showed that the use of gamification in learning can increase student motivation through mechanisms such as immediate feedback and reward systems that encourage active participation in learning activities. The same study also found that the use of gamification elements such as a points system and periodic feedback can increase individual motivation in carrying out a learning activity continuously (Ryu et al., 2025). In addition, other studies also show that the gamification approach can increase the effectiveness of learning through a more interactive and interesting learning experience (Wafaa Elsawah, 2025).

In the context of Islamic education, the use of gamification is also seen as an approach that has the potential to increase student involvement in the learning process. This approach allows teachers to integrate game elements in teaching activities to create a more interesting and enjoyable learning atmosphere. Studies related to game-based learning in Islamic Religious Education found that the use of game-based learning media can increase student activity and help them understand the learning content more effectively (Zainuddin, Mardianto and Matsom, 2023). Studies on gamification in Islamic character formation also show that game elements can support the learning of Islamic values through a more interactive and student-centered approach (Umam, Arifin and Darwis, 2026).

In addition to the use of gamification in Islamic education in general, several studies have also examined its use in learning the Quran and tajwid. This approach is seen to be able to help students understand abstract learning content through more visual and interactive

methods. Studies on the use of gamification-based teaching materials in tahfiz education found that this approach can increase student involvement in the process of reviewing the memorization of the Quran (Ahmad et al., 2023). In addition, the development of game-based learning media such as the Ludo Lintas Tajweed (LOLITA) game shows that the integration of game elements in learning tajwid can help students understand the concept of tajwid more easily and increase interaction in the learning process (Nazliati et al. 2024).

In addition, the development of new technologies such as artificial intelligence and augmented reality also has the potential to enrich teaching approaches in Islamic education. Studies show that artificial intelligence technology can support the learning process of the Quran through the provision of more interactive and adaptive learning applications to students' needs (Abdul Alim et al., 2025).

In addition, the integration of augmented reality technology in learning media also has the potential to improve students' understanding of learning content through clearer and more attractive visualization (Pradhana, Musthafa and Putra, 2023). Overall, the findings of previous studies show that the integration of digital technology and gamification has the potential to increase teaching effectiveness and student engagement in Islamic Education learning.

Metodology

This study uses a Systematic Literature Review approach based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. PRISMA is a widely used guideline in systematic research because of its ability to ensure transparency, consistency, and reliability at every stage of the study implementation (Khalilullah et al., 2025). The use of this framework is important in the context of this study which aims to systematically review and evaluate the use of digital gamification in teaching Islamic Education. This approach not only guarantees the level of accuracy in the selection and evaluation of previous studies but also ensures that the results obtained have validity and applicability in current educational practices. For this purpose, two main databases were selected, namely Scopus and Web of Science. This selection was based on their extensive bibliographic coverage and their reliability in displaying the latest and high-impact articles in the field of Islamic education and technology. The search process was carried out using combined keywords such as "gamification", "digital gamification", "Islamic education", "teaching Islamic studies", "game-based learning", and "technology in Islamic education". The search period was set from 2021 to 2026 to ensure its up-to-dateness.

According to the PRISMA guidelines, the implementation of this SLR went through four main stages: identification, screening, eligibility, and data extraction. At the identification stage, a total of 213 articles were identified from two databases based on the specified keywords. Then, an initial screening was carried out to remove duplicate, irrelevant, or non-focused articles. At the eligibility stage, only articles that met the inclusion criteria, which involved the use of digital gamification in Islamic Education teaching, were selected. Studies that were not reviewed, such as editorials or did not contain empirical data, were excluded.

Finally, data from the selected articles were collected and analyzed thematically using the SALSA (Search, Appraisal, Synthesis, and Analysis) approach as proposed by Booth et al.

(2016). This approach allows previous studies to be systematically analyzed through a literature search process, study quality assessment, findings synthesis, and content analysis of studies related to the research focus. In this study, the selected articles were analyzed and organized according to several main themes such as the approach to using digital gamification in teaching Islamic Education, the impact of using gamification on student motivation and mastery, and the challenges of implementing digital gamification in the context of teaching Islamic Education. This approach allows for a more systematic and comprehensive literature review and provides a clearer picture of the development of research related to the use of digital gamification in teaching Islamic Education.

Identification

The identification phase is the initial stage in the systematic literature review process which aims to identify articles that are potentially relevant to the focus of the study. At this stage, several key keywords and related terms are identified to assist the literature search process in a more systematic and directed manner. The selection of keywords is made based on the main concept of the study and is supported by references from previous studies and relevant academic sources. Among the keywords used in the search process are *gamification*, *digital gamification*, *Islamic education*, *teaching Islamic studies*, *game-based learning* and *technology in Islamic education*. These keywords are combined to form search strings that are adapted to the database used. The literature search process is carried out using two main databases, namely Scopus and Web of Science (WoS) because both provide extensive coverage of academic articles in the field of education and educational technology. As a result of this initial search process, a total of 213 articles were identified as potentially relevant to the focus of the study, which is related to the use of digital gamification in teaching Islamic Education.

Table 1

Article Search Keywords

Scopus (n = 77)	TITLE-ABS-KEY (("gamification" OR "digital gamification" OR "game-based learning" OR "educational games") AND ("Islamic education" OR "Islamic studies" OR "religious education" OR "technology in Islamic education") AND ("teaching" OR "learning" OR "instruction" OR "classroom"))
WoS (n = 136)	TOPIC: (("gamification" OR "digital gamification" OR "game-based learning" OR "educational games") AND ("Islamic education" OR "Islamic studies" OR "religious education" OR "technology in Islamic education") AND ("teaching" OR "learning" OR "instruction" OR "classroom"))

Based on the selected keywords, the article search process was carried out in three main databases, namely Scopus and Web of Science. All these databases were selected based on several advantages they have. Scopus and Web of Science have good strength in terms of comprehensive search. After the keywords were selected, the database and search technique successfully obtained a total of 77 articles from Scopus and 136 articles from Web of Science and all these articles will go through the second stage in the systematic search strategy, namely screening.

Screening

The screening stage was conducted to ensure that the selected articles were truly relevant to the study objectives which focused on the use of digital gamification in the teaching of Islamic Education. At this stage, the screening process was carried out using the inclusion and

exclusion criteria systematically as shown in Table 2. Only articles published between 2021 and 2026 and available in Malay and English were selected for analysis in this study. In addition, the selected articles must be directly related to the field of Islamic education, especially those involving the use of digital gamification, game-based learning or digital technology in the teaching and learning process. On the other hand, articles published outside the specified year period, published in languages other than Malay and English, or not related to the study topic were excluded from the analysis. Studies that did not go through the peer review process, were not obtained from a recognized academic database, or did not have full text were also excluded to ensure the quality of the sources used in this study.

In addition, the inclusion criteria also emphasized the focus of the study findings. The selected articles must have findings that focus on the use of digital gamification, game-based learning or the use of digital technology in the teaching of Islamic Education. Studies involving the use of digital game applications or platforms such as Kahoot, Quizizz and other interactive learning platforms in the teaching process were accepted for analysis in this study. On the other hand, articles that did not focus on the use of gamification or were not related to the teaching of Islamic Education were removed from the analysis to ensure that all selected articles were truly in line with the focus of the literature review conducted. Before the screening process was implemented, a total of 21 duplicate articles were identified and removed from the list of studies. After the duplicate articles were removed, a total of 95 articles went through the screening process based on titles and abstracts. Of these, 50 articles were excluded because they did not meet the set criteria, thus leaving the remaining 45 articles eligible to go through the next stage of eligibility assessment in this study.

Table 2

Inclusion Criteria Used

Kriteria	Inclusion	Exclusion
Year of Publication	2021 - 2026	Studies published outside the specified period
Publication Type	Journal articles and books related to the research topic	Publications that are not related to the research topic
Language Type	Malay and English Language	Besides Malay and English
Type of Finding	Empirical, conceptual/theoretical or literature study form	Not empirical, not academic
Focus on Findings	Data related to the use of digital gamification, game-based learning or digital technology in teaching Islamic Education	Data that is not related to the use of digital gamification, game-based learning or digital technology in the teaching of Islamic Education

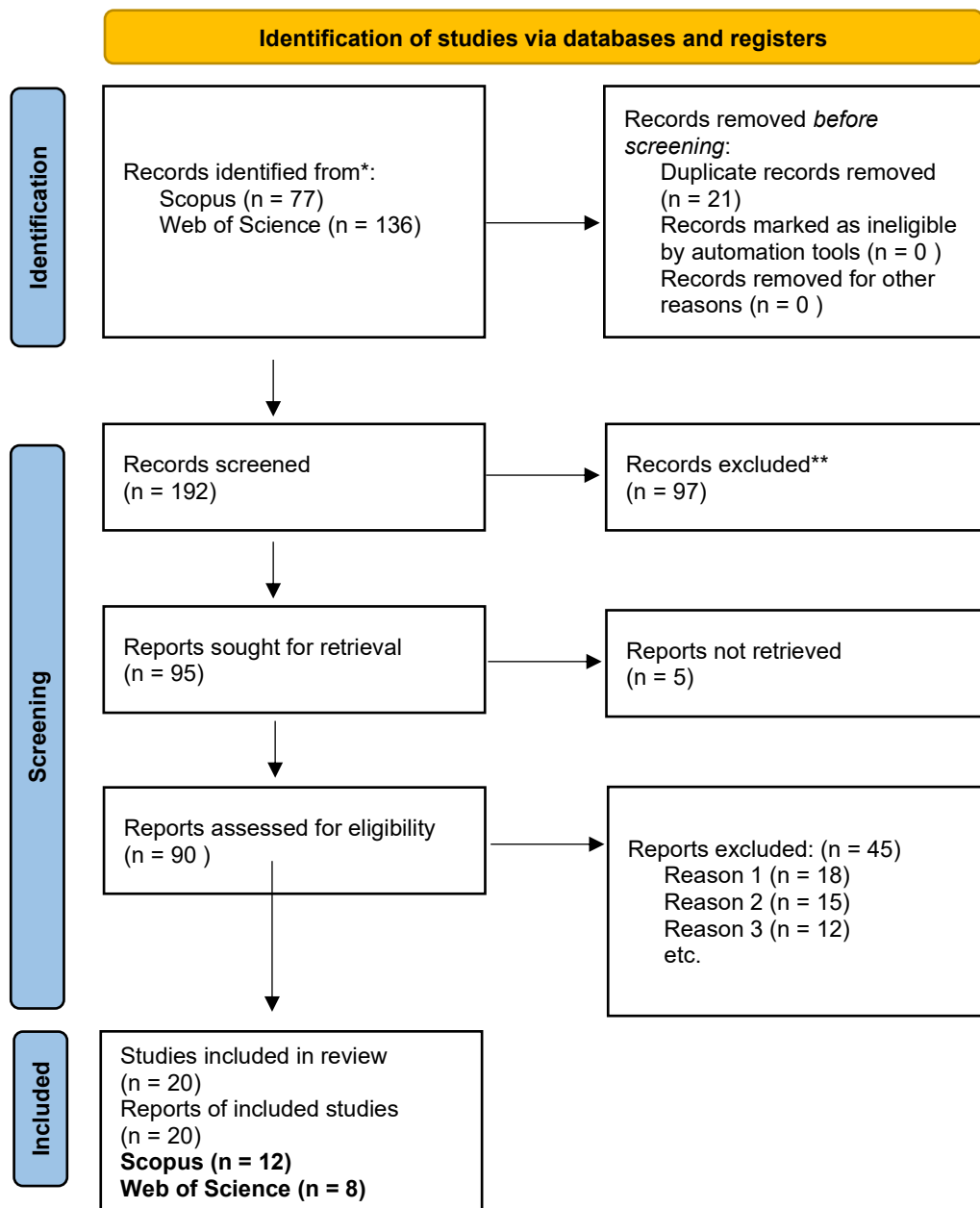
Eligibility

The eligibility stage was conducted to more thoroughly assess the suitability of articles that had passed the initial screening process. At this stage, 45 articles that were identified as potentially relevant were analyzed in more depth through full-text reading to ensure that each study truly met the established criteria and had a direct link to the focus of the study, namely the use of digital gamification in the teaching of Islamic Education. This process also involved an assessment of the content of the study, the type of methodology used, and the suitability of the study findings with the research objectives.

In the evaluation process, several articles were excluded because they did not discuss the use of digital gamification specifically in the context of teaching Islamic Education or only focused on aspects of educational technology in general without relating it to game elements in learning. In addition, there were also studies that did not provide clear findings related to the implementation of gamification in teaching and learning and were therefore removed from further analysis. As a result of this evaluation process, 25 articles were excluded because they did not meet the established study criteria. Therefore, the remaining 20 articles were selected as the final sample for analysis in this systematic literature review, consisting of 12 articles from the Scopus database and 8 articles from the Web of Science (WoS) database. These articles were then used in the analysis process to identify key themes and findings related to the use of digital gamification in Islamic Education teaching.

Table 3

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases and registers only



The PRISMA diagram shows the process of selecting articles systematically carried out in this study. At the identification stage, 213 articles were identified from the Scopus and Web of Science databases. After the process of removing duplicate articles of 21 records, the remaining 192 articles went through a screening process based on titles and abstracts. Of these, 97 articles were removed because they did not meet the study criteria. Next, 95 articles were identified to obtain full text, but 5 articles could not be obtained due to the lack of full access. Therefore, 90 articles were assessed at the eligibility stage through reading the full text. Of these, 45 articles were excluded because they did not meet the focus of the study. Finally, 20 articles were selected for analysis in this systematic literature review, consisting of 12 articles from the Scopus database and 8 articles from the Web of Science database.

Quality Assessment

The articles selected in this study have gone through a quality assessment process to ensure that each study used truly meets the established criteria and can reduce the risk of bias in the literature analysis. This process is important to identify the level of reliability of the selected articles and to ensure that the studies analyzed have a clear methodological basis and are relevant to the research focus. In this study, quality assessment was carried out on 20 articles that have passed the qualification stage by assessing several key aspects such as the clarity of the study objectives, the suitability of the methodology used and the importance of the study findings on the use of digital gamification in the teaching of Islamic Education.

For the purpose of the assessment, two assessors with expertise in the fields of Islamic education, educational technology and gamification-based learning were appointed to assess the selected articles. The quality assessment was carried out using the Mixed Methods Appraisal Tool (MMAT) proposed by Hong et al. (2018). This instrument was used because the studies analyzed in this systematic literature review involved various research designs such as quantitative, qualitative studies and studies that used a mixed methods approach. The use of MMAT allows each article to be assessed more systematically based on the suitability of the study design used.

The evaluation process began by evaluating two basic criteria, namely whether the article had a clearly stated research question and whether the data or study findings reported were able to answer the research questions posed. Articles that met these two basic criteria were then further evaluated based on several specific criteria related to their respective study designs. Each article was evaluated using three assessment categories, namely Yes, No and Can't Tell, to ensure that the assessment was carried out thoroughly and consistently. To ensure accuracy and objectivity in the evaluation process, both assessors needed to reach a mutual agreement on the decisions made for each article evaluated. If there was a difference in assessment, further discussion would be held until agreement was reached. The results of the evaluation process showed that all the selected articles met the basic criteria set and had appropriate methodological quality to be analyzed in this study. Therefore, all 20 articles were used in the subsequent analysis process to identify the main themes and findings related to the use of digital gamification in the teaching of Islamic Education.

Basic criteria/study	Jiyuan, Wee dan Bin Yu (2024)	Raja Yusof et al., (2025)	Akem et al., (2025)	Wafaa Elsawah (2025)	Iftikhar, Hayat & Sadia (2024)	Umam, Arifin & Darwis (2026)	Ramadhani et al., (2026)	Embonget al., (2023)	Mehmet Birgun (2026)	Khalilullah et al., (2025)	Faizatul & Kurniawan (2023)	Eric Ryu et al., (2025)
Is the stated research question clear?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Are the data obtained able to answer the stated research questions?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Qualitative Criteria												
Is the qualitative approach used appropriate to answer the research questions?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Is the qualitative data collection methodology used sufficient to answer the research questions?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Are the research results obtained from the data sufficient?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Can the interpretation of the study results be proven with the data?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Is there continuity between the sources, collection, analysis and interpretation of qualitative data?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Results	accepted	accepted	accepted	accepted	accepted	accepted	accepted	accepted	accepted	accepted	accepted	accepted
Basic criteria/study	Ab Alim et al., (2025)	Prihatiningtyas et al., (2024)	Pradhana, Musthafa & Putra (2023)	Izati, Hijriyah & Safari (2026)								
Is the stated research question clear?	Y	Y	Y	Y								

Are the data obtained able to answer the stated research questions?	Y	Y	Y	Y								
Quantitative Criteria												
Is the sampling strategy used relevant to answering the research questions?	Y	Y	Y	Y								
Is the selected sample representative of the population being studied?	Y	C	C	C								
Are the measurements used appropriate?	Y	Y	Y	Y								
Is the risk of nonresponse bias low?	C	C	C	C								
Is the statistical analysis used appropriate to answer the research questions?	Y	Y	Y	Y								
Result	accepted	accepted	accepted	accepted								
Basic criteria/study	Zainuddin, Mardianto & Matsum (2023)	Ahmad et al., (2024)	Margari ta et al., (2025)	Nazliati et al., (2024)								
Is the stated research question clear?	Y	Y	Y	Y								
Are the data obtained able to answer the stated research questions?	Y	Y	Y	Y								
Mixed-methods study												
Is there a reason to use mixed methods to answer research questions?	Y	Y	Y	Y								
Can these different research components be	Y	Y	Y	Y								

combined effectively to answer the research questions?												
Are the combined qualitative and quantitative results interpreted accurately?	Y	Y	Y	Y								
Are differences and inconsistencies between quantitative and qualitative results well addressed?	C	C	C	C								
Do the different study components comply with the quality criteria for each study design involved?	Y	Y	Y	Y								
Result	accepted	accepted	accepted	accepted								

Data Extraction and Analysis

The data extraction process in this study was carried out systematically by two researchers to ensure the accuracy and reliability of the data obtained from articles that had passed the quality assessment stage. The main purpose of this process was to identify information related to the focus of the study, namely the use of digital gamification in the teaching of Islamic Education, especially in learning the Quran and tajwid. In this process, the researcher examined several important parts of each article such as the abstract, study findings and discussion section. However, if there is relevant information in other sections such as methodology or introduction, that section is also examined to ensure that all important data can be collected comprehensively. The information extracted from each article is then recorded and arranged in tabular form to facilitate a more organized comparison and analysis process.

After the data extraction process is complete, the next step involves data analysis through a qualitative synthesis approach. This approach was chosen because this systematic literature review includes articles with various research designs such as qualitative, quantitative and mixed methods studies. In this study, thematic analysis techniques are used to identify patterns, similarities and relationships between the study findings that have been extracted from selected articles. The thematic analysis method is an appropriate approach in systematic literature review because it allows researchers to identify the main themes that emerge from the findings of previous studies (Flemming et al., 2018). Each finding obtained from the article is carefully analyzed and if there are similarities or connections between the findings, they will be grouped into the same category.

Through this grouping process, several main themes were successfully identified based on the tendencies of the study findings analyzed. The results of the analysis show that there are three main themes related to the use of gamification in the teaching of Islamic Education. The first theme is related to the implementation of digital gamification in the teaching of Islamic Education. The second theme is the impact of digital gamification on student motivation and mastery. Meanwhile, the third theme is related to the challenges of implementing digital gamification in the teaching of Islamic Education.

Each main theme identified was then analyzed in more depth to identify more specific sub-themes. As a result of this process, a total of eight sub-themes were formed to describe the study findings in more detail and in line with the established study objectives. To ensure the validity of the themes formed, all the identified themes and sub-themes were reviewed by two experts in the fields of educational technology and Islamic Education. Both experts agreed that the identified themes were appropriate and had a clear connection to the focus of the study.

Study	Design	Theme		
		Implementation of Digital Gamification in Islamic Education Teaching	The Impact of Digital Gamification on Student Motivation and Mastery	Challenges of Implementing Digital Gamification in Islamic Education Teaching
1	QL		/	
2	QL			/
3	QL			/
4	QL		/	
5	QL			/
6	QL	/		
7	QL	/		
8	QL			/
9	QL			/
10	QL			/
11	QL	/		
12	QL		/	
13	QN			/
14	QN		/	
15	QN	/		
16	QN		/	
17	MX	/		
18	MX	/		
19	MX		/	
20	MX	/		

QN - Quantitative
 QL - Qualitative
 MX - Mix Methods

Study Results

Background of Study

Before discussing the main findings of this study, the focus is on the background of the articles/references selected for this SLR study. Of the 20 articles selected, four articles were published in 2023, five articles were published in 2024, seven articles were published in 2025. There were also four articles published in 2026, which were also included to provide a more up-to-date perspective on teaching Islamic Education using a gamification approach.

Based on publication, the selected articles were published in journals related to Islamic education and educational technology. Most of the articles were published in journals that focused on gamification, including the Journal of Quranic Teaching and Learning, which extensively discussed the use of gamification in Islamic education. In addition, several articles were also published in the International Journal of Evaluation and Research in Education. The remaining articles were published in journals that focused on educational technology and digital learning, such as the Journal of Advanced Research in Applied Sciences and Engineering Technology.

The diversity of journals that published these articles shows that studies on gamification in teaching Islamic Education are receiving increasing attention among researchers, with an increasing focus on its effectiveness in increasing student motivation and mastery in Islamic Education. The publication of these articles in a recognized journal signifies the relevance and importance of research on the use of gamification in Islamic education, as well as providing a significant contribution to the understanding and practice of more innovative teaching.

Findings

Based on the analysis of 20 articles selected in this systematic literature review, the findings show that the use of digital gamification is increasingly gaining attention in the field of education, especially in improving the effectiveness of the teaching and learning process. Previous studies have shown that the integration of game elements in learning can create a more interactive learning environment and increase student motivation and involvement in learning activities (Widat and Kurniawan 2023). In the context of Islamic education, the use of digital technology such as Quran learning applications, game-based learning media and game-based learning approaches are also seen as having the potential to support the process of mastering learning content including Quran reading skills and tajwid more effectively (Elsawah 2025). However, several studies have also emphasized that the implementation of gamification in education requires appropriate pedagogical planning and sufficient technological support to ensure its effectiveness in the teaching process (Zainuddin, Mardianto and Matsum 2023). Based on the analysis conducted on the articles, three main themes have been identified to explain the findings of this study, namely the implementation of digital gamification in Islamic Education teaching, the impact of digital gamification on student motivation and mastery, and the challenges of implementing digital gamification in the teaching process.

Implementation of Digital Gamification in Islamic Education Teaching

The implementation of digital gamification in Islamic Education teaching is seen to be growing in line with the advancement of educational technology. Several studies have shown that the gamification approach is used as a strategy to make the learning process more interactive and

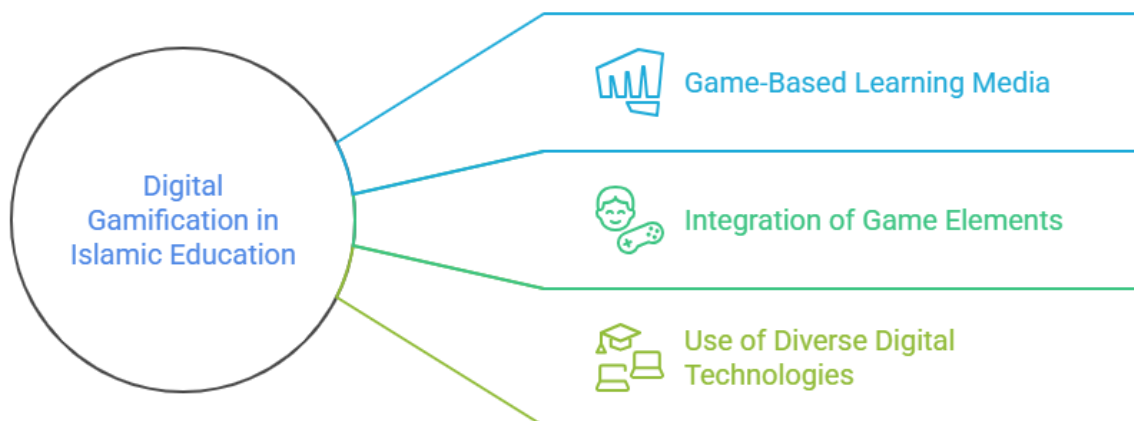
attract students' interest in the learning content. The use of digital game-based learning media allows teachers to deliver Islamic Education content in a more creative and student-centered way. For example, the development of game-based learning media has been found to be able to support the delivery of Islamic Education content through more interesting and systematic learning activities (Zainuddin, Mardianto and Matsum, 2023). In addition, the development of digital game-based tajwid learning media also shows that gamification elements can be integrated into the design of learning materials to help students understand the tajwid content more easily (Nazliati et al. 2024).

In addition to the development of learning media, the implementation of gamification can also be seen through the integration of game elements in teaching and learning activities carried out by teachers. Previous studies have shown that the gamification approach is used in the classroom to increase student involvement in Islamic Education learning using game-based activities and digital interactions (Ramadhani et al., 2026). In addition, the use of gamification-based teaching materials has also been found to be able to diversify the methods of repeating the Quran memorization in Tahfiz educational institutions (Ahmad et al., 2024). This approach shows that gamification is not only used as a technological tool alone but also acts as a pedagogical strategy that can support more active learning.

The implementation of gamification in Islamic Education teaching also involves the use of more diverse digital technologies such as augmented reality, learning applications and educational games. Studies show that technologies such as augmented reality can be used as game-based learning media that support a more interactive learning experience (Pradhana, Musthafa and Putra, 2023). In addition, the use of digital methods in the management of tajwid learning also shows how digital technology is used to enrich the learning experience through interactive learning materials such as videos, animations and educational games (Faizatul Widat and Kurniawan, 2023). This approach shows that the integration of technology in Islamic Education teaching can support a more flexible learning process and is in line with the development of today's digital education.

Overall, the study findings show that the implementation of digital gamification in Islamic Education teaching can be done through various approaches such as the development of game-based learning media, the integration of game elements in learning activities and the use of digital technology that supports interactive learning. This approach not only helps to make learning more interesting and student-centered but also opens space for pedagogical innovation in Islamic Education teaching. Therefore, the implementation of digital gamification is seen as having the potential to be one of the relevant teaching approaches in increasing the effectiveness of the teaching and learning process in the context of Islamic education.

Implementation of Digital Gamification in Islamic Education Teaching



The Impact of Digital Gamification on Student Motivation and Mastery

The use of digital gamification in education has been found to have a positive impact on student motivation in the learning process. Game elements such as rewards, achievement levels and immediate feedback can increase students' interest in actively participating in learning activities. Studies show that the use of gamification in the teaching process can help improve students' problem-solving abilities and strengthen their involvement in learning activities (Jiyuan Feng, Tan and Yu, 2024). In addition, the use of gamification in learning is also seen to be able to increase the motivation of adult students to actively participate in learning activities through a more interactive and student-centered learning approach (Wafaa Elsayah, 2025).

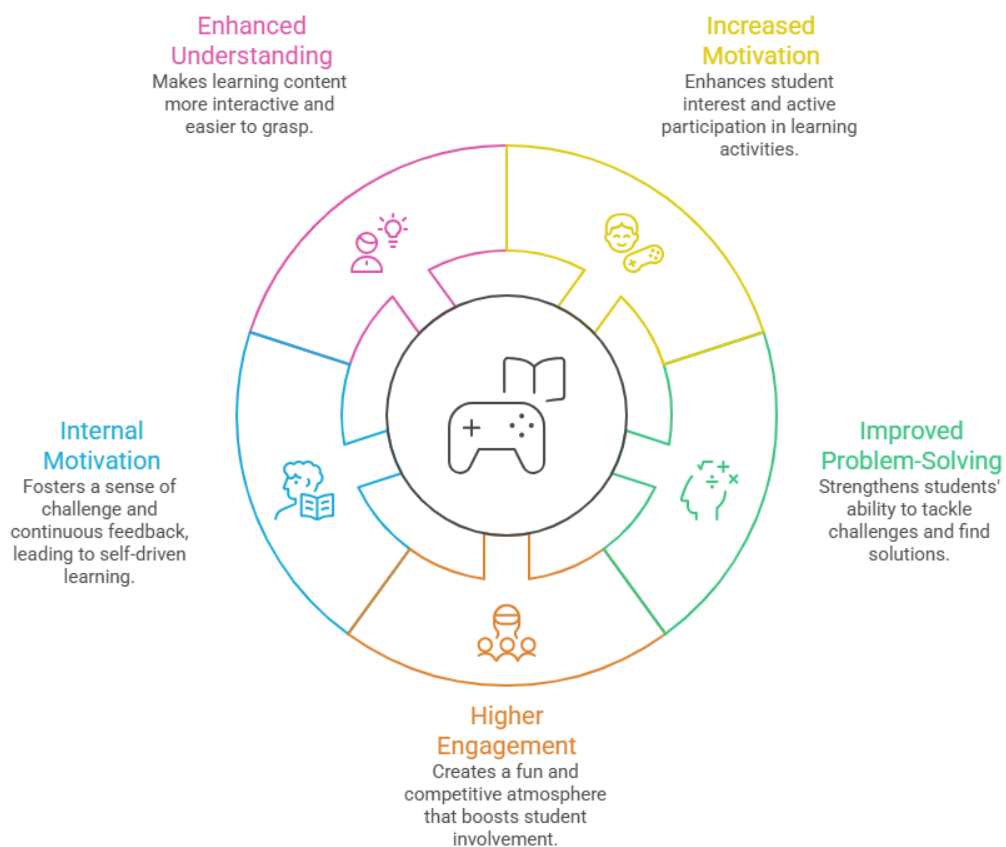
In addition to increasing student motivation, the use of gamification has also been found to have an impact on the level of student involvement in the learning process. Several studies have shown that the gamification approach can increase the level of student activity in learning activities because game elements can create a more fun and competitive learning atmosphere. Correlation studies conducted in the context of Islamic Education learning show that the use of gamification-based learning has a significant relationship with the level of student activity in the learning process (Izzati, Hijriyah and Safari, 2026). In addition, the use of gamification in higher education has also been found to be able to increase the level of student engagement in learning through more dynamic and problem-solving-oriented learning activities (Margarita et al., 2025).

In addition, several studies have also shown that gamification is able to increase students' internal motivation through elements of challenge, learning goals and continuous feedback in learning activities. This approach helps students to continue to be involved in learning activities and increase awareness of their learning progress. Studies that examine motivational factors in the use of gamification have found that elements such as goal setting, performance feedback and social support play an important role in increasing student

motivation to achieve learning objectives (Eric Ryu et al., 2025). In addition, the use of digital learning modules that combine technology elements and Quran-based content has also been found to be able to increase student understanding of learning content through a more interactive learning approach (Suci Prihatiningtyas et al., 2025).

Overall, the study findings show that the use of digital gamification has a positive impact on student motivation, involvement and mastery in the learning process. Game elements applied to learning activities can create a more enjoyable learning experience, while helping students focus better on the learning content. Therefore, digital gamification is seen as having the potential to be an effective pedagogical approach in improving the effectiveness of the teaching and learning process, especially in supporting more active and student-centered learning.

Impact of Digital Gamification on Learning

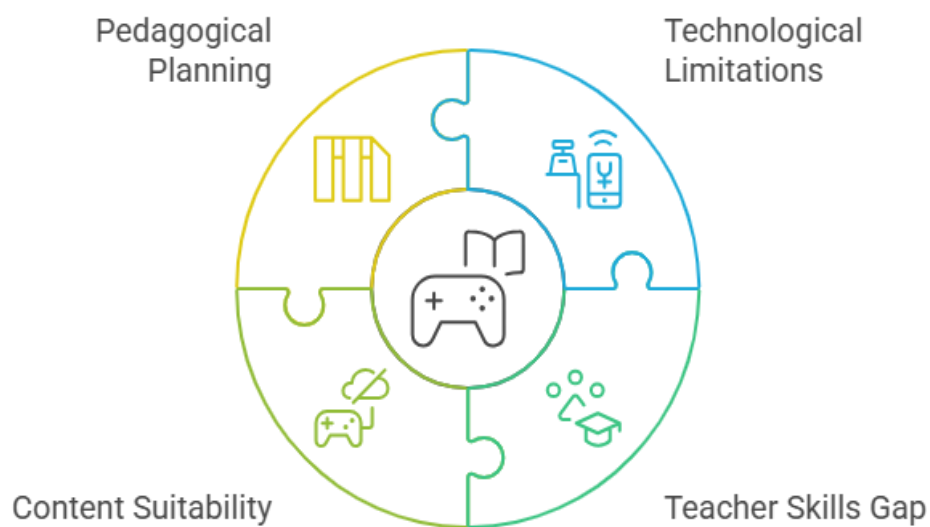


Challenges of Implementing Digital Gamification in Islamic Education Teaching

Although the use of digital gamification shows great potential in improving learning effectiveness, several studies have also identified challenges faced in its implementation. Among the main challenges are the limitations of technological facilities and differences in the level of access to digital devices among students. Studies related to the use of digital technology in Quran learning show that although technology is able to expand access to learning materials, infrastructure constraints and technological facilities are still among the

factors that influence the effectiveness of its use in the learning process (Umar Akem et al., 2025). In addition, studies on the use of mobile learning in Islamic education also show that although mobile technology provides flexibility in learning, its implementation requires adequate technological support and a good level of digital literacy among users (Khalilullah et al., 2025).

Challenges in Digital Gamification for Islamic Education



In addition to technological constraints, the level of teacher skills in using digital technology is also identified as one of the main challenges in the implementation of gamification in teaching. The integration of new technologies such as artificial intelligence in Quran learning shows that although such technologies have the potential to help the learning process, their use requires appropriate technical skills and pedagogical understanding among teachers (Mehmet Birgun, 2026). Similarly, the use of artificial intelligence applications in supporting the process of memorizing the Quran shows that the use of advanced technology requires training support and user readiness to ensure the effectiveness of its implementation in the educational context (Ab Alim et al., 2025).

In addition, the implementation of gamification in learning also faces challenges in terms of the suitability of the technological approach with the learning content of Islamic Education. Studies related to the use of Android-based Quran applications show that although digital applications can support the learning process of the Quran, aspects of pedagogical design and the suitability of learning content need to be given attention to ensure the effectiveness of learning (Iftikhar, Hayat and Sadia, 2024). In addition, studies examining the approach to learning tajwid also show that the implementation of learning methods involving new approaches requires adjustments in terms of teaching strategies and understanding of student needs in the learning process (Embong et al., 2023).

Overall, the study findings show that the implementation of digital gamification in teaching Islamic Education faces several challenges involving aspects of technology, teacher skills and the suitability of pedagogical approaches with learning content. Although digital technology offers various opportunities to improve learning effectiveness, its implementation requires adequate infrastructure support, training for teachers and appropriate pedagogical planning. Therefore, continuous efforts need to be made to ensure that the use of digital gamification can be implemented more effectively in supporting the teaching and learning process of Islamic

Table 4
Main Studies

NO	STUDY	TITLE	PURPOSE OF THE STUDY	METOD/SAMPLE	FINDINGS
1	Jiyuan Feng, Wee Hoe Tan, dan Bin Yu	A systematic literature review of the impact of gamification instruction on students' problem-solving skills	The main purpose of this study is to evaluate and understand the impact of gamification-based teaching on students' problem-solving skills, including aspects of teaching methodology, learning outcomes, challenges faced, and improvement strategies.	This study used a systematic literature review method by analyzing 21 research articles selected from the Web of Science (WoS), Scopus, and ERIC databases, based on certain criteria including year of publication, language, and type of publication.	The main findings show that gamification has the potential to improve student skills and teaching effectiveness, although there are shortcomings in the integration of gamification in professional education. The study also emphasizes the importance of continuous research and improvement in this area and the need to study other related aspects to enrich its impact
2	Iftikhar, Hayat & Sadia	Android Quran Applications: Revolutionizing Learning and Teaching	This study aims to examine the role of Android-based Quran applications in supporting the process of learning and teaching the Quran in the digital era.	The study uses a literature analysis approach and an evaluation of the features and functions of the Quran application available on the Android platform.	The results of the study show that Android-based Quran applications provide various functions such as audio recitation, tafsir, memorization exercises and self-study that make it easier for users to learn the Quran at any time. However, application development needs to ensure the validity of the content and pedagogical suitability.
3	Nik Nurul Akmal Ab Alim et al	Artificial Intelligence As A Support Tool for Quran Memorization: An Exploratory Study on The Potential Use of AI Applications Among Non-Islamic Studies Students	This study aims to explore the potential of using artificial intelligence applications as a support tool in assisting the process of memorizing the Quran among students who are not majoring	The study used a quantitative approach in the form of a survey with data collection through an online questionnaire involving 205 students at the UiTM Dengkil Foundation Center.	Findings show that AI applications have the potential to help students improve their Quran memorization and recitation skills through features such as voice recognition and real-time recitation correction. However, the level of application usage is still low, and students emphasize that the role of teachers is still important in Quran learning.

			in Islamic Studies.		
4	Muhammad Zainuddin, Mardianto & Hasan Matsum	Development of Game-Based Learning Media on Islamic Religious Education Materials	This study aims to develop and evaluate the level of usability, practicality and effectiveness of learning media based on game applications for the subject of Islamic Religious Education.	The study used a Research and Development (R&D) approach based on the Borg and Gall model. Data were collected through questionnaires, expert validation sheets, and field tests on students.	Findings show that game-based learning media has a high level of validity based on expert evaluation and practical use by students. The use of this media also increases interest in learning and helps students understand the content of Islamic Religious Education more easily.
5	Raja Jamilah Raja Yusof et al.	Digital Al-Qur'an Applications and Artificial Intelligence (AI): An Overview	This study aims to review the development of digital Quran applications as well as the integration of artificial intelligence (AI) technology in supporting the learning and understanding of the Quran.	The study used an exploratory survey approach by identifying Quranic applications and websites through keyword searches, social media and academic sources before analyzing them based on several criteria such as content validity and usability.	The results of the study show that digital Quran applications that integrate AI such as chatbots and reading analysis systems have the potential to help learn the Quran more interactively. However, issues of information accuracy, source validity and ethics in the use of AI need to be addressed in the development of such applications.
6	Umar Akem et al	Digital Technology in Quranic Learning: Opportunities and Challenges	This study aims to identify the opportunities and challenges of using digital technology in learning the Quran in the context of modern education.	The study uses a literature analysis approach by examining previous studies related to digital technology in learning the Quran.	The results of the study show that digital technologies such as mobile applications, online learning platforms and interactive multimedia can increase access to Quranic learning and facilitate the teaching and learning process. However, challenges such as the authenticity of sources, teacher technological skills and dependence on technology also need to be addressed.
7	Abd Muhaimin Ahmad et al	Diversifying Quranic Revision Methods Using Gamification-Based Teaching Material for Tahfiz Education	This study aims to evaluate the effectiveness of gamification-based teaching materials in diversifying the methods of Quran memorization in tahfiz education.	The study uses a quantitative and experimental approach by involving tahfiz students who use gamification-based teaching materials in the memorization process.	Findings show that the use of gamification-based teaching materials can increase students' motivation in repeating the Quran memorization and make the learning process more interactive and interesting. This method also helps increase student engagement in memorization activities.
8	Suci Prihatiningtyas et al	Enhancing science literacy through flipbook-based STEM Qur'an e-modules: a case study in Islamic boarding schools	The purpose of this study is to evaluate the effectiveness of using a STEM Qur'an flipbook-based e-module in improving students' science literacy	This study used an experimental design with a quantitative approach. A total of 150 students from five Islamic secondary schools in Jombang, East Java, were	The effectiveness of using the STEM Qur'an flipbook-based e-module was proven to significantly increase students' science literacy scores, with the average Post Test score increasing from 35.3–38.9 before training to 80.58–80.62 after training. Students demonstrated excellent skills

			in secondary schools in the context of Islamic boarding schools.	randomly selected as the study sample. Data were collected through a science literacy test consisting of a Pre Test and Post Test, which assessed students' abilities in three main indicators: science research, problem solving, and scientific thinking.	in scientific research indicators, good problem-solving skills, and sufficient skills in scientific thinking. Statistical analysis, including ANOVA and Post Hoc tests, showed no significant differences between school groups, indicating that the e-module was consistently effective in all participating schools.
9	Wafaa Elsawah	Exploring the effectiveness of gamification in adult education: A learner-centric qualitative case study in a Dubai training context	This study aims to explore the effectiveness of gamification in adult education at a private training company in Dubai. It examines how gamification elements such as points, badges, leaderboards, and narrative-based activities influence participants' motivation, engagement, and learning achievement.	The research approach is qualitative based on case studies. The data collection method is semi-structured interviews. The sample consisted of 7 adult participants who had experience in participating in a gamification-based training program at a training company in Dubai. Participants came from different professional backgrounds and were selected purposively.	The main findings show that gamification can increase participant motivation through interactive and collaborative achievement and engagement. Gamification elements have been proven to be effective in making learning more enjoyable and relevant. However, there are challenges such as gamification fatigue and demotivation due to unbalanced competitive elements. The study emphasizes the importance of designing gamification that is cultural and adaptive to maintain long-term motivation and effectiveness.
10	Ahmad Muntachob Choirul Umam et al.	Gamifikasi Non-Digital dalam Pembentukan Karakter Islami pada Siswa di PKBM KBRI Kuala Lumpur Malaysia	This study aims to explore the implementation of non-digital gamification in Islamic Education learning to form religious character among non-formal education students.	The study used a qualitative approach in the form of a case study with data collection through observation, interviews and documentation involving students and teachers at PKBM Kuala Lumpur.	The results of the study show that the use of non-digital gamification activities such as points systems, challenges and rewards can increase student engagement and help form Islamic character values such as honesty, responsibility, discipline and social cooperation in learning.
11	Margarita et al	How gamification boosts learning in STEM higher education: a mixed methods study	This study aims to evaluate the effectiveness of using gamification approaches in improving the learning experience and achievement of students in STEM education	The study used a mixed methods approach that combined quantitative questionnaires and qualitative interviews involving university students taking gamification-based courses.	The study findings show that gamification elements such as points systems, challenges and rewards can increase student motivation, engagement and interaction in the learning process. In addition, this approach also helps to improve conceptual understanding and make learning more enjoyable.

			at the higher education level.		
12	Farah Putri Ramadhani et al.,	Implementasi Pembelajaran Berbasis Gamifikasi pada Mata Pelajaran Pendidikan Agama Islam di SMK Muhammadiyah 3 Yogyakarta	This study aims to explore the implementation of gamification-based learning in the teaching of Islamic Religious Education and its impact on student engagement.	The study used a qualitative phenomenological approach through interview, observation and documentation methods involving teachers and students at SMK Muhammadiyah 3 Yogyakarta.	The results of the study show that the use of gamification strategies in teaching Islamic Religious Education can increase student interest and participation in learning activities. Game elements such as challenges, scores and rewards make learning more interactive and help students understand the content of the lesson better.
13	Faisal Reza Pradhana, Aziz Musthafa, dan Firmana Putra	Implementasi Teknologi Augmented Reality sebagai Media Game Pembelajaran Ilmu Tajwid Hukum Mad Berbasis Mobile Menggunakan Metode MDA Framework	This study aims to evaluate the potential use of Augmented Reality (AR) technology as a game-based learning media in enhancing students' learning experiences.	The study uses a learning media development research approach with the process of designing and testing AR applications in a learning context.	The study findings show that AR technology has the potential to make the learning process more interesting and interactive through three-dimensional visualization. The use of this game-based media can also increase students' interest and help them understand learning concepts more clearly.
14	Abdul Hanis Embong et al	Implementation of the theory of mind in Tajweed knowledge learning: analysis of Iqra' method	This study aims to identify the application of Theory of Mind (ToM) elements in learning tajwid through the Iqra' method and its role in improving students' understanding of the rules of tajwid.	The method used is a qualitative study through document review and content analysis. The main data source is the Iqra' method book. The secondary data used are the Al-Quran, hadith, tajwid books, psychology books, and previous studies related to ToM and tajwid.	The findings of the study show that the Iqra' method contains several ToM elements that help students understand the differences between written form and pronunciation in Quran recitation. This approach can improve students' cognitive development and help reduce errors in tajwid recitation.
15	Mehmet Birgun	Integrating AI into Qur'an Learning: Technical Advances and Pedagogical Gaps	This study aims to examine the development of the use of artificial intelligence (AI) technology in learning the Quran and identify pedagogical gaps in the use of this technology.	This study aims to examine the development of the use of artificial intelligence (AI) technology in learning the Quran and identify pedagogical gaps in the use of this technology.	The study findings show that AI technology can assist the Quran learning process through functions such as voice recognition, pronunciation analysis and automatic feedback on reading errors. However, this technology still has limitations from a pedagogical perspective and cannot completely replace the role of the teacher in guiding Quran learning.
16	Nadiya Dzil Izzati, Umi Hijriyah & Safari	Korelasi antara Pembelajaran Berbasis Gamifikasi dengan Keaktifan Belajar Peserta Didik pada Mata Pelajaran	This study aims to examine the relationship between the use of gamification approaches in teaching Islamic	The study used a quantitative approach with data collection through questionnaires from secondary school students	The study findings show that the use of gamification in teaching has a positive relationship with the level of student engagement. This approach helps increase student interest, active

		Pendidikan Agama Islam di SMP	Religious Education and the level of student activity in the learning process.	who were studying Islamic Religious Education.	participation and motivation in Islamic Religious Education learning activities.
17	Nazliati et al.	LOLITA: TAJWEED GAME-BASED LEARNING MEDIA DEVELOPMENT USING THE HANNAFIN AND PECK MODEL	This study aims to develop tajwid learning media based on digital games to help students understand the rules of tajwid more effectively.	The study used the Hannafin and Peck development model which involved three main phases, namely needs analysis, design and development of learning media. The sample involved students who used the developed tajwid game application.	The study findings show that the game-based learning media developed can improve students' understanding of the rules of tajwid and make the learning process more interesting and interactive.
18	Khalilullah et al	Mobile Learning of Islamic Studies: A Comprehensive Review	This study aims to comprehensively review the development of the use of mobile learning in the field of Islamic studies and identify the potential and challenges of its use.	The study uses a systematic literature review approach by analyzing various studies related to mobile learning in Islamic education from various educational contexts.	The study findings show that mobile learning has the potential to increase access to Islamic knowledge and enrich the learning experience through the use of digital applications and mobile devices. However, several challenges such as the level of teacher preparedness and technological infrastructure need to be addressed to ensure the effectiveness of its implementation.
19	Faizul Widat dan Rizki Sandi	TRANSFORMATION OF TAJWEED LEARNING MANAGEMENT THROUGH DIGITAL METHOD APPROACH	This study aims to examine the transformation of tajwid learning management through the use of digital approaches in improving the effectiveness of teaching and learning.	The study uses a qualitative case study approach with data collection through interviews, observations and document analysis at an Islamic educational institution.	The study findings show that the use of digital methods such as interactive videos, animations and educational games can increase student interest and involvement in learning tajwid. In addition, the use of digital technology also helps improve the quality of teachers' teaching and encourages collaboration between schools and parents in supporting student learning.
20	Eric Ryu et al	What motivates participants: a qualitative analysis of gamification and financial incentives to increase physical activity	This study aims to explore motivational factors that influence individual participation in activities that use gamification elements.	The study used a qualitative approach through in-depth interviews with participants involved in a gamification-based program. They were selected after completing the intervention and within 6 months of ending participation.	The study findings show that gamification elements such as challenges, rewards and achievements can increase participants' motivation and commitment to continue participating in the activities being carried out. Although this study did not focus on education, the findings show the potential of gamification in increasing user engagement in various learning contexts.

Discussion and Results

Based on the analysis of the studies reviewed, the findings show that the implementation of digital gamification in Islamic Education teaching is increasingly gaining attention as a pedagogical approach that can support 21st century learning. The implementation of gamification not only involves the use of digital games alone but also includes the integration of game elements such as rewards, achievement levels and challenges in teaching design. The findings of the study show that the development of game-based learning media and the use of digital learning applications can support the delivery of Islamic Education content in a more interactive and student-centered manner. This is in line with the findings of several studies that show that the use of digital learning media and educational games can increase student engagement in the learning process through more interesting and meaningful learning experiences (Ramdhani et al., 2026). In addition, the integration of technology such as educational games, augmented reality and learning applications are also found to have the potential to enrich Islamic Education teaching methods by providing a more flexible and dynamic learning environment (Faizatul Widat & Kurniawan, 2023). This finding is in line with recent studies that show that the use of gamification in education can improve student learning experiences through elements of interactivity and immediate feedback that support active learning (Sailer & Homner, 2021).

In addition to the implementation aspect, the study findings also show that digital gamification has a significant impact on student motivation and mastery in the learning process. Game elements applied in learning activities such as reward systems, scoreboards and learning challenges have been found to be able to stimulate student motivation to be more actively involved in learning activities. Studies have shown that the gamification approach is able to increase students' motivation and ability to complete learning tasks through a more fun and competitive approach (Izzati, Hijriyah & Safari, 2026). In the context of Islamic education, the use of technology-based learning materials and Quranic content has also been found to be able to increase students' understanding of learning content through a more interactive learning experience (Suci Prihatiningtyas et al., 2025). This finding is also supported by a study by Dichev and Dicheva (2021) which explains that gamification is able to increase student engagement in learning by strengthening intrinsic motivation and providing continuous feedback on learning progress.

In addition to increasing student motivation, digital gamification also has the potential to support the development of more complex learning skills such as problem solving, critical thinking and self-directed learning. In a gamification-based learning environment, students have the opportunity to explore learning content through more active and problem-solving-oriented learning activities. Studies have shown that the use of gamification in various educational contexts can help improve students' ability to understand learning concepts more deeply through an experiential learning approach (Margarita et al., 2025). In addition, the use of digital technology in learning the Quran and tajwid is also seen to be able to support self-learning through the provision of interactive learning materials such as videos, animations and educational games that can be flexibly accessed by students (Faizatul Widat & Kurniawan, 2023). This is in line with the views of Zainuddin et al. (2022) who stated that the use of gamification in digital learning can increase student autonomy and encourage more active involvement in the learning process.

However, the study findings also show that the implementation of digital gamification in teaching Islamic Education still faces several challenges that need attention. Among the main challenges identified are the limitations of technological facilities and differences in the level of access to digital devices among students. Studies have shown that although digital technology can expand access to learning materials, constraints in terms of technological infrastructure are still a factor that affects the effectiveness of its implementation in the educational context (Umar Akem et al., 2025). In addition, the level of teacher skills in using digital technology is also an important factor that determines the success of implementing gamification in the classroom. The use of new technologies such as artificial intelligence and digital learning applications requires sufficient technical skills and pedagogical understanding among teachers to ensure that the technology can be used effectively in the teaching process (Mehmet Birgun, 2026). This is also supported by the study by Bond et al. (2022) which emphasizes that the effectiveness of the use of educational technology depends greatly on the level of teacher readiness in integrating technology with appropriate pedagogical strategies.

In addition to technology factors and teacher skills, another challenge that has also been identified is the aspect of the suitability of the gamification approach with the learning content of Islamic Education. The use of digital technology in learning the Quran and tajwid requires careful pedagogical planning to ensure that the learning content is delivered accurately and in line with the goals of Islamic education. Studies show that the design of digital learning materials that do not consider pedagogical aspects and the suitability of the content can affect the effectiveness of the learning process (Embong et al., 2023). Therefore, the implementation of digital gamification in teaching Islamic Education needs to be implemented in a balanced manner by considering the aspects of technology, pedagogy and learning content. This approach is in line with the Technological Pedagogical Content Knowledge (TPACK) framework which emphasizes the importance of integration between technology, pedagogy and content in ensuring the effectiveness of the use of technology in education (Mishra, Koehler & Henriksen, 2023). With systematic planning and training support for teachers, digital gamification has the potential to be an effective pedagogical approach in supporting the transformation of Islamic Education teaching and learning in today's digital era. This study extends previous research by specifically focusing on Islamic Education, thus providing a more contextualized understanding of how digital gamification can be effectively integrated within religious learning environments.

Recommendation of the Study

This study's proposal is presented to strengthen research and implementation of digital gamification in Islamic Education teaching in the future. From an empirical perspective, future studies are recommended to involve larger samples and various levels of education to evaluate the effectiveness of the use of digital gamification on student achievement and mastery more comprehensively. From a methodological perspective, future research can use a mixed study design or experimental study to compare the effectiveness of the gamification approach with conventional teaching methods. From a conceptual and theoretical perspective, further studies can develop a model of digital gamification integration in Islamic Education teaching by combining pedagogical elements, technology and learning content and applying learning theories such as motivation theory, constructivism and the Technological Pedagogical Content Knowledge (TPACK) framework. In addition, from a policy and practice

perspective, educational policy makers are recommended to provide guidelines, technological facilities and professional training to teachers to support the integration of digital gamification in teaching. This effort requires collaboration between researchers, educators and policy makers to ensure that the use of digital gamification can be implemented more systematically and effectively in supporting the transformation of Islamic Education teaching in the digital era.

Conclusion

Overall, this study examines the use of digital gamification in Islamic Education teaching through an analysis of previous studies to understand its implementation, its impact on student learning and the challenges faced in its implementation. The study findings show that digital gamification has the potential to be an effective pedagogical approach in supporting a more interactive, interesting and student-centered teaching and learning process using game-based learning media, the integration of game elements in learning activities and the use of digital technology such as learning applications and educational games. In addition, the use of digital gamification has also been found to be able to increase student motivation, involvement and mastery in the learning process by creating a more enjoyable and meaningful learning experience. However, the implementation of this approach is still faced with several challenges such as the constraints of technological facilities, the level of teacher skills in integrating technology and the need for pedagogical planning that is appropriate for the learning content of Islamic Education. Therefore, support from educational institutions, teachers and educational policy makers is very important to ensure that the use of digital gamification can be implemented more systematically and effectively in supporting Islamic Education teaching innovations in today's digital era.

References

- Ab Alim, N. N. A., Wahid, K., Abd Zamani, S. N. H., & Adenan, F. (2025). Artificial intelligence as a support tool for Quran memorization: An exploratory study on the potential use of AI applications among non-Islamic studies students. *Quranica: International Journal of Quranic Research*, 14, 157–186.
- Ahmad, A. M., Ab Rahman, A., Saleh, M. H., & Daud, Z. (2024). Diversifying Quranic revision methods using gamification-based teaching material for tahfiz education. *International Journal of Evaluation and Research in Education*, 13(2), 987–996. <https://doi.org/10.11591/ijere.v13i2.26218>
- Akem, U., Hamdan, N. M., Iskandar, M. Y., Efendi, E., & Halimahturrafiah, N. (2025). Digital technology in Qur'anic learning: Opportunities and challenges. *Journal of Quranic Teaching and Learning*, 1(2), 49–64. <https://joqer.intischolar.id/index.php/joqer/article/view/9>
- Birgün, M. (2026). Integrating AI into Qur'an learning: Technical advances and pedagogical gaps. *Social Sciences & Humanities Open*, 13, 102499. <https://doi.org/10.1016/j.ssaho.2026.102499>
- Dichev, C., & Dicheva, D. (2017). Gamifying education: What is known, what is believed and what remains uncertain: A critical review. *International Journal of Educational Technology in Higher Education*, 14, 9. <https://doi.org/10.1186/s41239-017-0042-5>
- Elsawah, W. (2025). Exploring the effectiveness of gamification in adult education: A learner-centric qualitative case study in a Dubai training context. *International Journal of Educational Research Open*, 9, 100465. <https://doi.org/10.1016/j.ijedro.2025.100465>

- Embong, A. H., Yasin, M. F. M., Ab Rahman, A. H., Abdul Kadir, F. K., & Salamun, H. (2023). Implementation of theory of mind in tajweed knowledge learning: Analysis of Iqra's method. *Multidisciplinary Science Journal*, 5, e2023058. <https://doi.org/10.31893/multiscience.2023058>
- Feng, J., Tan, W. H., & Yu, B. (2024). A systematic literature review of the impact of gamification instruction on students' problem-solving skills. *International Journal of Evaluation and Research in Education*, 13(6), 4082–4092. <https://doi.org/10.11591/ijere.v13i6.29695>
- Iftikhar, L., Hayat, A., & Sadia. (2024). Android Quran applications: Revolutionizing learning and teaching. *Al-Manhal Research Journal*, 4(2), 23–35.
- Izzati, N., Hijriyah, U., & Safari, S. (2026). Korelasi antara pembelajaran berbasis gamifikasi dengan keaktifan belajar peserta didik pada mata pelajaran Pendidikan Agama Islam di SMP. *Jurnal Pendidikan Islam*, 11(2), 85–96. <https://doi.org/10.62491/njpi.2026.v6i1-16>
- Khalilullah, M., Rahman, S., & Abdullah, N. (2025). Mobile learning of Islamic studies: A comprehensive review. *International Journal of Islamic Education*, 7(1), 1–18. <https://doi.org/10.37934/araset.48.2.211224>
- Krath, J., Schurmann, L., & von Korfflesch, H. F. O. (2021). Revealing the theoretical basis of gamification: A systematic review and analysis of theory in research on gamification, serious games and game-based learning. *Computers in Human Behavior*, 106963. <https://doi.org/10.1016/j.chb.2021.106963>
- Li, M., Ma, S., & Shi, Y. (2023). Examining the effectiveness of gamification as a tool prompting teaching and learning in educational settings: A meta-analysis. *Frontiers in Psychology*, 14, 1253549. <https://doi.org/10.3389/fpsyg.2023.1253549>
- Margarita, M., Fernandez, R., Lopez, J., & Garcia, P. (2025). How gamification boosts learning in STEM higher education: A mixed methods study. *Journal of Educational Technology in Higher Education*, 22(1), 1–18. <https://doi.org/10.1186/s40594-024-00521-3>
- Nazliati, N., Rahman, A., & Hidayat, M. (2024). LOLITA Tajweed: Game-based learning media development using the Hannafin and Peck model. *Journal of Islamic Education Technology*, 9(1), 45–58. <https://doi.org/10.22373/jid.v25i1.22933>
- Pradhana, R., Musthafa, B., & Putra, D. (2023). Implementasi teknologi augmented reality sebagai media game dalam pembelajaran. *Jurnal Teknologi Pendidikan*, 25(2), 112–124. <https://doi.org/10.35508/jicon.v11i2.12568>
- Prihatiningtyas, S., Shofiyah, N., Yunus, S. R., Ma'arif, I. B., & Putra, I. A. (2025). Enhancing science literacy through flipbook-based STEM-Qur'an e-modules: A case study in Islamic boarding schools. *Humanities and Social Sciences Communications*, 12, 841.
- Ramdhani, M., Setiawan, A., & Nugroho, R. (2026). Implementasi pembelajaran berbasis gamifikasi pada mata pelajaran Pendidikan Agama Islam di SMK Muhammadiyah 3 Yogyakarta: Studi kualitatif fenomenologis. *Jurnal Pendidikan Agama Islam*, 14(1), 45–60. <https://doi.org/10.59818/jpi.v6i1.2640>
- Ryu, E., Farraday, D., Fanaroff, A. C., Coratti, S., Chokshi, N. P., Zhu, J., Szymczak, J. E., Russell, L. B., Norton, L., Small, D., Volpp, K. G., & Klaiman, T. (2025). What motivates participants: A qualitative analysis of gamification and financial incentives to increase physical activity. *BMC Public Health*, 25, 1804. <https://doi.org/10.1186/s12889-025-22717-0>
- Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. *Educational Psychology Review*, 32, 77–112. <https://doi.org/10.1007/s10648-019-09498-w>

- Serafeim, A. T., Christos, G., & Theodosios, S. (2025). Gamification in education and training: A literature review. *International Review of Education*, 71, 483–517. <https://doi.org/10.1007/s11159-024-10111-8>
- Umam, A., Arifin, M., & Darwis, M. (2026). Gamifikasi non-digital dalam pembentukan karakter Islami pada siswa di PKBM KBRI Kuala Lumpur Malaysia. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 8(1), 41–51. <https://doi.org/10.37364/jireh.v8i1.612>
- Widat, F., & Kurniawan, R. S. (2023). Transformation of tajweed learning management through digital method approach. *MANAGERE: Indonesian Journal of Educational Management*, 5(1), 26–35. <https://doi.org/10.52627/managere.v5i1.212>
- Yusof, R. J. R., Norasid, M. A., Abdullah, M., Nasaruddin, N. A. A., Hisham, N. A. B., Saged, A. A. G., & Ramchahi, A. A. (2025). Aplikasi al-Quran digital dan kecerdasan buatan (AI): Satu tinjauan. *Quranica: International Journal of Quranic Research*, 14, 646–676. <https://doi.org/10.55573/JOIRC.071205>
- Zainuddin, M., Mardianto, & Matsum, H. (2023). Development of game-based learning media on Islamic religious education materials. *Nazhruna: Jurnal Pendidikan Islam*, 6(1), 13–24. <https://doi.org/10.31538/nzh.v6i1.2824>