

## The Strategy of Islamic Religious Education Teachers in Enhancing Students' Intrinsic Learning Motivation through Game-Based Learning Using *Sticky Note* Media in *Asmaul Husna* Material for Grade 3 at MHM Dayamurni Excellent Islamic Elementary School

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### Abstract

This study aims to explore the strategies of Islamic Religious Education teachers in enhancing students' intrinsic learning motivation through Game-Based Learning (GBL) assisted by sticky note media in teaching *Asmaul Husna*. The primary issue underlying this research is the dominance of conventional methods, particularly mechanistic memorization, which has led to low student engagement and limited intrinsic motivation in the classroom. This study employed a qualitative research design with a descriptive approach. The research subjects consisted of one Islamic Religious Education teacher and 21 third-grade students at MHM Dayamurni Excellent Islamic Elementary School. Data were collected through participatory observation, in-depth interviews, and documentation. The findings indicate that the implementation of Game-Based Learning (GBL) assisted by sticky note media significantly enhanced students' intrinsic learning motivation, as reflected in increased interest, self-confidence, active participation, and enthusiasm during the learning process. The teacher's structured, collaborative, and interactive strategy created an enjoyable and meaningful learning environment. Therefore, the use of GBL supported by simple media can serve as an effective alternative instructional strategy for improving students' motivation in Islamic Religious Education at the elementary school level.

## INTRODUCTION

Islamic Religious Education (PAI) learning in elementary schools has a strategic role in shaping the religious character of students. However, in practice, PAI learning, especially *Asmaul Husna's* material, still tends to use one-way lecture and memorization methods. This condition causes low active student participation and decreased motivation to learn. Students appear passive, lack enthusiasm, and easily experience boredom in participating in learning.

This problem is interesting to research because *Asmaul Husna's* material not only requires cognitive skills in the form of memorization, but also understanding the meaning

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and internalization of values in daily life. Therefore, a learning strategy is needed that is able to integrate cognitive, affective, and psychomotor aspects in a balanced manner and in accordance with the characteristics of elementary school students who are active and like play activities.

One relevant approach is *Game Based Learning* (GBL), which is a learning strategy that integrates game elements in the learning process so as to create an interactive and fun atmosphere. In this study, GBL was combined with *sticky note* media as a simple, cheap, and flexible medium that allows students to learn visually and kinesthetically. Several previous studies have shown that *Game Based Learning* (GBL) is effective in increasing student engagement and learning motivation. Research by Plass, Homer, and Kinzer (2015) confirms that game-based learning is able to increase motivation and conceptual understanding through active student involvement. Another study by Fadholi, Ehwanudin, and Irhamudin (2025) shows that interactive methods in PAI learning contribute to increased student participation and awareness. In addition, Maajid, Setiawan, and Zuniati (2025) found that the strategic role of PAI teachers has a significant effect on the development of students' emotional and social aspects. However, there have not been many studies that specifically examine the application of GBL based on simple non-digital media such as *sticky notes* in *Asmaul Husna's* material at the elementary school level. Most of the research focuses on the use of digital media or the context of secondary education. Thus, this study presents the integration of non-digital GBL strategies with simple media in PAI learning on memorization-based materials, which is focused on increasing the intrinsic learning motivation of elementary school students. This research also places teachers as strategic actors in designing innovative learning that is contextual and applicative.

Theoretically, the urgency of intrinsic motivation is described in Self-Determination Theory (SDT) by Deci and Ryan, which underscores three basic psychological needs: autonomy, competence, and social connectedness. The implementation of *Game Based Learning* (GBL) through *sticky note* media is seen as a strategic solution to meet these needs through elements of fun, challenge, and meaningful interaction. The practical use of non-digital media is an effective alternative in transforming abstract material into a concrete learning experience (Plass et al., 2015).

Previous research confirms that the integration of games in learning can significantly improve memory retention and active participation. A study by Sanusi et al.,

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(2021) shows that the interactive approach in PAI is effective in increasing students' emotional engagement (Sanusi et al., 2022). In addition, Sardiman (2011) emphasized that the use of visual media in religious teaching strengthens conceptual understanding in children of concrete operational age (Sardiman, 2011). This study aims to explore the *sticky note*-based GBL strategy at MHM Dayamurni Flagship Islamic Elementary School. Through this approach, it is hoped that class dynamics will be created that are able to foster students' joy and confidence in mastering spiritual values.

One of the important topics taught at the elementary school level is *Asmaul Husna*, which aims to introduce students to the noble attributes of Allah and foster the formation of religious character. However, conventional teaching practices that rely heavily on memorization often limit student engagement and reduce intrinsic motivation (Ehwanudin et al., 2024). Recent educational studies emphasize the need for innovative teaching strategies that are aligned with the psychological needs and developmental characteristics of students. Game-Based Learning has been recognized as an effective approach to increasing intrinsic motivation by integrating fun, challenge, and meaningful interaction (Abrori, 2024). Despite its potential, studies focusing on non-digital game-based learning strategies in Islamic Education, particularly at the primary school level, are still limited. This study addresses these gaps by examining the implementation of Game-Based Learning supported by sticky note media as a practical and contextual teaching strategy (Ryan & Deci, 2000).

## **METHOD**

This study uses qualitative research design as the type of research, using a descriptive approach. to explore strategies used by Islamic Religious Education teachers in increasing students' intrinsic learning motivation through the implementation of Game-Based Learning supported by the media of sticky notes in the teaching of *Asmaul Husna* (Miles, Huberman, & Saldana, 2014). A qualitative approach was chosen to gain an in-depth understanding of teaching strategies, classroom dynamics, and students' motivational responses in their natural learning contexts.

This research was conducted at MHM Dayamurni Flagship Islamic Elementary School, Tulang Bawang Barat Regency, Lampung, Indonesia, in the first semester of the 2025/2026 school year. Participants consisted of one Islamic Religious Education teacher and 21 third-grade students. Teachers were chosen as key informants because of their

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direct involvement in the learning process, while students were engaged as research subjects to capture their learning motivations and responses during the implementation of Game-Based Learning activities (Miles, Huberman, & Saldaña, 2014).

Data was collected through classroom observations, in-depth interviews, questionnaires, and documentation (Anto et al., 2024). Classroom observations were conducted to examine teacher strategies, student engagement, and learning interactions during the use of sticky note-based games. In-depth interviews were conducted with Islamic Religious Education teachers to explore the planning, implementation, supporting factors, and challenges faced in implementing learning strategies. Questionnaires are given to students to identify changes in intrinsic motivation, including interest, pleasure, confidence, and active participation. Documentation is used to support data, including lesson plans, student work, and photos of learning activities.

The data analysis follows an interactive model proposed by Miles and Huberman, which consists of data reduction, data presentation, and conclusion/verification. Data reduction involves selecting and focusing relevant information related to teaching strategies and student motivation. The presentation of data is presented in a descriptive narrative to identify patterns and relationships between findings. Finally, conclusions were drawn by verifying and interpreting the data continuously throughout the research process (Darmalaksana, 2020).

To ensure the reliability of the data, this study applied triangulation of sources and techniques. Source triangulation is carried out by comparing data obtained from teachers, students, and documentation. The triangulation technique was carried out by comparing the results of observations, interviews, questionnaires, and documentation. This procedure is applied to increase the credibility and validity of research findings (Imam, 2013).

## **RESEARCH FINDINGS**

The strategy implemented by teachers began with the design of a teaching module that integrated elements of competition and collaboration using *sticky notes*. The teacher divides the students into small groups, where each student is asked to match the piece of *Asmaul Husna's* name with its meaning written on the sticky media. Findings in the field show that there is a change in students' behavior from being passive to very enthusiastic about solving game challenges (Maajid et al., 2025).

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**Teachers' Strategies in Implementing Game-Based Learning**

The results of the study revealed that Islamic Religious Education teachers apply Game-Based Learning through a series of structured learning activities using the media of sticky notes in *Asmaul Husna's* teaching. The learning process begins with a brief explanation of the learning objectives, followed by the division of students into small groups (Syuhada et al., 2025). Each group was given a sticky note containing *Asmaul Husna's* name and meaning, which was then used in game-based activities such as matching, grouping, and competitive Q&A sessions.

Teachers position themselves as facilitators by providing guidance, encouraging collaboration, and maintaining a positive learning atmosphere. Clear rules and time limits are implemented to ensure that learning objectives are achieved while keeping students actively engaged (Hamalik, 2004). This strategy allows students to learn through play while staying focused on the content of the lesson. The teacher guides the students individually to ensure their understanding of the rules of the game and the learning objectives, as shown in Figure 1.



**Figure 1.** Teacher guidance during the implementation of Game-Based Learning  
**Student Responses to Game-Based Learning Activities**

The results of observations and questionnaires showed that students responded positively to the implementation of Game-Based Learning. Most students appear enthusiastic, actively participate in group discussions, and show fun during the learning process (Akbar et al., 2025). The use of sticky notes grabs students' attention and encourages them to move, interact, and express their ideas freely (Wang, 2015).

Students are more willing to ask questions, respond to teacher instruction, and collaborate with peers. This active engagement shows that Game-Based Learning creates a

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supportive and enjoyable learning environment, which contributes to increased student engagement during lessons (Abrori, 2023). Students actively participate in group activities using sticky notes, showing enthusiasm and collaboration, as shown in Figure 2.



**Figure 2.** Active participation of students in *Asmaul Husna* learning activities is based on *sticky notes*.

### Indicators of Intrinsic Learning Motivation of Students

The results showed an increase in several indicators of intrinsic learning motivation, including:

1. Interest can be seen from the curiosity and enthusiasm of students to participate in these activities.
2. Excitement, which is reflected in the expression of happiness and enthusiasm of the students during the game.
3. Confidence, which is demonstrated by the willingness of students to answer questions and present the results of their group work.
4. Active participation, which is observed through student involvement in discussion and assignment completion without external pressure.

These indicators show that students are motivated to learn not just because of rewards or grades, but because of genuine interest and enjoyment in learning activities (Deci & Ryan, 2012).

### Challenges and Solutions in the Learning Process

Despite the positive results obtained, several challenges were identified during the implementation of Game-Based Learning. These challenges include limited time in class,

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varying levels of student participation, and noise in the classroom during game activities (Sailer & Homner, 2020). Some students also need additional guidance to fully understand the rules of the game.

To overcome these challenges, teachers manage their time more efficiently, provide clearer instructions before games, and actively monitor group activities. Teachers also encourage quieter students to participate by assigning specific roles in each group. These solutions help maintain classroom order while ensuring that all students are involved in the learning process (Uno, 2021).

## **DISCUSSION**

The findings of this study show that the implementation of Game-Based Learning supported by sticky note media effectively increases students' intrinsic learning motivation. Teachers' strategies are aligned with the principles of Self-Determination Theory, which emphasizes autonomy, competence, and connectedness as key factors in intrinsic motivation.

Game-based activities allow students to feel autonomy by actively engaging in learning tasks and making decisions in their groups (Supriadi et al., 2025). Successful completion of the game fosters a sense of competence, because students feel able to understand and memorize *Asmaul Husna*. Furthermore, group-based activities strengthen linkages by promoting cooperation and positive social interaction among students (Safitri et al., 2025).

These findings are consistent with previous research that highlighted the effectiveness of Game-Based Learning in increasing student motivation and engagement. Therefore, the use of Game-Based Learning with simple and interactive media such as sticky notes can be considered an effective learning strategy in Islamic Education learning, especially for abstract or memorization-based materials such as *Asmaul Husna*.

### **Research Implications**

Theoretically, this research reinforces the relevance of *Self-Determination Theory* (SDT) in the context of Islamic education, where the fulfillment of psychological needs for autonomy and competence through play can transform extrinsic motivation into sustainable intrinsic motivation. The practical implications of these findings suggest that pedagogical innovation in Islamic Religious Education (PAI) learning does not necessarily

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require complex digital infrastructure; The use of simple but tactile media such as *sticky notes* is able to bridge the understanding of abstract theological material into a concrete learning experience for elementary school students. In addition, this strategy provides a model for educators to create an accommodating and fun classroom atmosphere, in line with the principle of *bassyrir wala tunaffiru* (be happy and don't run).

### **Research Disadvantages**

Despite its success in increasing student enthusiasm, the study has several limitations to note:

1. Time Management: The implementation of *the Game-Based Learning* (GBL) method requires a significant allocation of time in the preparation and execution stages of the game, which often exceeds the duration of regular lesson hours.
2. Conductive Control: The high euphoria of students during competition-based game activities sometimes makes it difficult for teachers to maintain calm and focus in class, so the risk of noise becomes a challenge in itself.
3. Generalization of Subject: The focus of the research is limited to one class in one educational institution (SD Islam Unggulan MHM Dayamurni) means that these findings cannot be generalized widely for the characteristics of schools with different socio-cultural backgrounds.

### **Research Recommendations**

1. Based on the findings of the study, several strategic recommendations were proposed as follows:
2. For Educators: Teachers are advised to design a more rigid and structured game protocol (*rules of game*) before learning begins. This is important to anticipate disciplinary disturbances and ensure that each stage of the game remains in harmony with the instructional goals to be achieved (Syuhada et al., 2025).
3. For School Institutions: Schools are expected to facilitate the development of teachers' creativity through workshops on making learning media based on consumables or cheap teaching aids, as an alternative solution to the limitations of technological devices in the classroom.
4. For the Next Researcher: Considering that this research is limited to *Asmaul Husna's* material, it is further recommended that researchers explore the use of *sticky note* media in other PAI materials that are normative-procedural (such as Fiqh Ibadah). In

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addition, the use of quantitative research methods or *Action Research* with a wider range of subjects is highly recommended to test the level of validity and effectiveness of this strategy statistically and generally.

## **CONCLUSION**

Based on the findings of the research and discussion, it can be concluded that the application of Game-Based Learning supported by sticky note media plays an important role in increasing students' intrinsic learning motivation in learning *Asmaul Husna*. The teacher's structured strategy, which integrates elements of play, group collaboration, and interactive media, successfully creates an engaging and enjoyable learning environment.

Increased students' intrinsic motivation is reflected in increased interest, enjoyment, confidence, and active participation during the learning process. These indicators indicate that students are motivated by internal factors such as curiosity and satisfaction in learning, not by external rewards.

Despite facing some challenges, including time constraints and varying levels of student participation, teachers' adaptive solutions, such as clear instruction, effective time management, and division of roles in groups, are able to maintain learning effectiveness. Therefore, Game-Based Learning using simple and flexible mediums such as sticky notes can be considered an effective learning strategy for Islamic Education learning, especially for materials that require memorization and active engagement.

This study shows that teachers are encouraged to creatively integrate game-based strategies to foster intrinsic motivation and meaningful learning experiences. Further research can explore the implementation of Game-Based Learning using different media or subjects to further strengthen its effectiveness in diverse educational contexts.

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