

Students' Experiences Using The Educational Game "Lentera Waktu: Jejak Peradaban" As A Tool For Learning Islamic Cultural History (Ski)

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ABSTRACT

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Abstract

The teaching of Islamic Cultural History (ICH) is often perceived as less engaging due to its emphasis on factual and chronological content, highlighting the need for innovative instructional media to enhance student engagement. This study aimed to describe students' learning experiences using the "Lentera Waktu: Jejak Peradaban" educational game developed on the Educaplay platform and to explore their perceptions of its role in supporting their understanding of Islamic Cultural History. A descriptive qualitative approach was employed, involving fifth-grade students at MI Ma'arif Malebo as the research participants. Data were collected through classroom observations during the learning process and interviews with the homeroom teacher. The data were analyzed using the stages of data reduction, data display, and conclusion drawing. The findings revealed that the educational game created a more interactive, enjoyable, and engaging learning environment. Students demonstrated high enthusiasm, actively participated in classroom activities, and showed greater confidence in answering questions and presenting in front of their peers. All students successfully completed the game and answered all questions correctly, indicating that the learning material was effectively understood through the game-based approach. Furthermore, students expressed positive perceptions of the game, stating that it facilitated their understanding of the material, increased their learning motivation, strengthened knowledge retention, and made Islamic Cultural History lessons more enjoyable. Therefore, the "Lentera Waktu: Jejak Peradaban" educational game developed through Educaplay can serve as an effective alternative instructional medium for improving the quality of Islamic Cultural History learning in elementary schools.

Keywords: educational game, Islamic Cultural History, Educaplay, learning experience, students' perceptions.

Introduction

The rapid development of digital technology has brought significant changes to the field of education, particularly in the use of instructional media. Teachers are expected to create learning experiences that are engaging, interactive, and aligned with students' characteristics to achieve optimal learning outcomes. One of the most widely developed innovations is the use of educational games as learning media. Educational games can create a more enjoyable learning environment, enhance student interaction, and encourage active participation throughout the learning process (Hidayat & Khotimah, 2021).

In the subject of Islamic Cultural History (Sejarah Kebudayaan Islam/SKI), students often encounter difficulties in understanding the material because it contains numerous historical events, figures, and chronological sequences that must be comprehended systematically. Consequently, SKI lessons are often perceived as less engaging when delivered solely through conventional lecture methods. Therefore, innovative instructional media are needed to facilitate students' understanding of the material while simultaneously enhancing their learning motivation (Susanto & Akmal, 2019).

Based on a preliminary observation conducted in Grade V at MI Ma'arif Malebo, it was found that some students still exhibited low self-confidence when asked to perform in front of the class. This was evident when the researcher invited students to demonstrate to their classmates how to play the educational game that would be used during the lesson. Most students appeared hesitant, shy, and even refused to come forward, indicating that the learning process had not yet fully encouraged active participation. These findings suggest that, in addition to engaging learning media, students also require learning experiences that foster courage, self-confidence, and active participation throughout the instructional process.

To address these challenges, this study developed and implemented an educational game entitled *Lentera Waktu: Jejak Peradaban* (Lantern of Time: Traces of Civilization) using the Educaplay platform. The game was designed to help students understand Islamic Cultural History through interactive gameplay, enabling them not only to develop conceptual understanding but also to participate more actively in classroom learning activities.

Recent studies have demonstrated that the use of digital game-based learning media can enhance students' learning motivation, engagement, and academic achievement by providing active and enjoyable learning experiences (Nurfadilah et al., 2022). Furthermore, the use of interactive learning platforms such as Educaplay enables teachers to create more diverse and engaging learning environments, thereby helping students better understand the learning materials while increasing their classroom participation (Rahmawati & Wibowo, 2023). Other studies have also reported that digital game-based instructional media can improve students' self-confidence during learning activities, as they become more willing to participate, engage in discussions, and present their learning outcomes in front of the class (Sari & Prasetyo, 2021).

Based on the foregoing, this study aims to describe students' experiences in using the educational game *Lentera Waktu: Jejak Peradaban* and to explore their perceptions of its use in supporting their understanding of Islamic Cultural History among fifth-grade students at MI Ma'arif Malebo.

Method

This study employed a descriptive qualitative approach. This approach was used to explore and describe students' experiences and perceptions regarding the use of an educational game in Islamic Cultural History (Sejarah Kebudayaan Islam/SKI)

learning. The study was conducted with fifth-grade students at MI Ma'arif Malebo who participated in learning activities using the educational game *Lentera Waktu: Jejak Peradaban* (*Lantern of Time: Traces of Civilization*).

Data were collected through classroom observations and interviews. Observations were carried out during the learning process to examine students' engagement while using the educational game. In addition, interviews were conducted with the Grade V homeroom teacher to obtain information regarding students' experiences and perceptions of this innovative learning approach. The collected data were analyzed descriptively through the stages of data collection, data reduction, data presentation, and conclusion drawing.

Results and Discussion

1. Students' Experiences in Using the Educational Game Lentera Waktu: Jejak Peradaban (Lantern of Time: Traces of Civilization) as a Learning Medium for Islamic Cultural History (SKI)

Based on the classroom observations, students demonstrated a high level of interest while using the educational game *Lentera Waktu: Jejak Peradaban* (*Lantern of Time: Traces of Civilization*). This was evident from their enthusiasm in playing the game, paying close attention to the instructions provided, and completing each challenge presented. The use of the game created a more dynamic and enjoyable learning environment compared to conventional lecture-based instruction. These findings are consistent with previous research indicating that game-based learning media can enhance students' motivation, participation, and engagement throughout the learning process (Mukni'ah, Mudrikah, & Presbianti, 2025).

Lentera Waktu: Jejak Peradaban was designed as an interactive educational game incorporating Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) content through an attractive and user-friendly interface. Its simple gameplay enabled students to quickly understand how to play without requiring extensive instructions. This finding supports Agustin and Kaliwanovia (2025), who argued that the Educaplay platform provides a more engaging, interactive, and learner-centered learning experience that aligns with students' characteristics.

The game consists of ten multiple-choice questions developed based on the learning materials about Abu Bakr As-Siddiq and Umar ibn Al-Khattab as two of the *Khulafā' al-Rāshidīn* (the Rightly Guided Caliphs).



Gbr. 1. Game Illustration

The first question focused on the condition of the Islamic territories during the caliphate of Umar ibn Al-Khattab. Students were asked to select the correct answer regarding the expansion of the Islamic state under his leadership. This question was designed to assess students' understanding of the territorial expansion that occurred during the reign of Caliph Umar ibn Al-Khattab.

The second question assessed students' understanding of the relationship between Abu Bakr As-Siddiq, Umar ibn Al-Khattab, and the Prophet Muhammad (peace be upon him). Through this question, students were expected to recognize that both figures were close companions of the Prophet who played significant roles in the development and spread of Islam.

The third question concerned the succession of Abu Bakr As-Siddiq as the first caliph. Its purpose was to evaluate students' understanding of Islamic leadership following the death of the Prophet Muhammad (peace be upon him), particularly that Abu Bakr was the first of the *Khulafā' al-Rāshidīn* (the Rightly Guided Caliphs).

The fourth question addressed the cause of Umar ibn Al-Khattab's death. Through this question, students were expected to recall one of the significant events in Islamic history related to the end of Umar's leadership.

The fifth question examined students' understanding of the admirable qualities of Abu Bakr As-Siddiq, including generosity, honesty, and wisdom. Beyond assessing content mastery, this question also aimed to instill positive character values that students could apply in their daily lives.

The sixth question required students to identify the historical roles of Abu Bakr As-Siddiq and Umar ibn Al-Khattab as members of the *Khulafā' al-Rāshidīn*. This activity helped students gain a deeper understanding of the leaders who guided the Muslim community after the passing of the Prophet Muhammad (peace be upon him).

The seventh question explored the conversion of Umar ibn Al-Khattab to Islam. Students were asked to identify the factors that led Umar to embrace Islam, enabling

them to better understand the history of Islamic propagation during the Prophet's lifetime and the divine guidance Umar received after listening to the verses of the Qur'an.

The eighth question assessed students' knowledge of the honorific title of Abu Bakr As-Siddiq. Its objective was to introduce students to the titles bestowed upon prominent Islamic figures based on their exemplary character and virtues.

The ninth question encouraged students to understand Umar ibn Al-Khattab's leadership by focusing on his most distinguished characteristic—his firmness in upholding justice. This value was expected to serve as a moral example that students could emulate in their everyday lives.

The tenth question discussed the Ridda Wars that occurred during the caliphate of Abu Bakr As-Siddiq. This question aimed to evaluate students' understanding of this important historical event and Abu Bakr's role in preserving the unity of the Muslim community after the death of the Prophet Muhammad (peace be upon him).

Throughout the learning process, students were actively engaged and enthusiastic in completing every stage of the game. All students were able to answer the questions correctly, indicating that they had understood the learning materials presented in the game. Furthermore, students appeared more confident when asked to play the game in front of the class and demonstrate its gameplay to their classmates. These findings suggest that the educational game not only enhanced students' understanding of the subject matter but also promoted active participation and increased self-confidence during classroom learning. This result is consistent with the findings of Asrifah, Baharman, and Wirjani (2024), who reported that Educaplay-based learning media positively influence students' motivation, participation, and learning outcomes.

Students also reported that the game was easy to use because the instructions were clear and the questions were closely aligned with the material they had previously learned. These findings indicate that game-based learning media can provide a more interactive and enjoyable learning experience while enhancing students' motivation and engagement throughout the learning process (Agustin & Kaliwanovia, 2025; Mukni'ah et al., 2025).

2. Students' Perceptions of the Use of the Educational Game in Supporting Their Understanding of Islamic Cultural History (SKI) Learning Materials



Gbr.2. Implementation of the Educational Game in the Classroom

The interview and observation results indicated that students held positive perceptions of the use of the *Lentera Waktu: Jejak Peradaban* educational game in Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) learning. They reported that the game made the learning material easier to understand, more engaging, and less monotonous. These findings are consistent with the study by Mukni'ah, Mudrikah, and Presbianti (2025), which found that Educaplay-based educational games enhance students' engagement and enthusiasm throughout the learning process.

According to the students, the content presented in the game was easier to understand and remember because it was delivered through interactive activities. Answering questions and completing challenges helped them recall information they had previously learned. This finding is in line with the study by Agustin and Kaliwanovia (2025), which concluded that game-based learning through the Educaplay platform provides more meaningful and interactive learning experiences while improving students' retention of the learning materials.

Students' positive perceptions were also reflected in their performance while playing the game. All students successfully completed the game by answering every question correctly. This result demonstrates that the game functioned not only as an entertaining activity but also as an effective instructional medium for reinforcing students' understanding of Islamic Cultural History. These findings are supported by Asrifah, Baharman, and Wirjani (2024), who reported that Educaplay-based instructional media positively affect students' learning outcomes by increasing their engagement during the learning process.

In addition to improving students' understanding of the subject matter, the game also enhanced their learning motivation. Students expressed greater interest in participating in the lessons because the material was presented through enjoyable, interactive, and challenging gameplay. They also reported feeling more confident when answering

questions and participating in classroom activities. These findings are consistent with Mukni'ah et al. (2025), who concluded that Educaplay-based educational games can improve students' learning motivation, active participation, self-confidence, and overall engagement in the learning process.

Conclusion

The use of the educational game *Lentera Waktu: Jejak Peradaban* (*Lantern of Time: Traces of Civilization*) provided a positive learning experience for fifth-grade students at MI Ma'arif Malebo in Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) learning. The students demonstrated high levels of enthusiasm, actively participated throughout the learning process, and successfully completed all game activities. Furthermore, they expressed positive perceptions of the game, reporting that it helped them understand the learning materials more easily, increased their learning motivation, and made the learning experience more enjoyable. Therefore, the educational game can serve as an effective alternative instructional medium for teaching Islamic Cultural History.

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