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## Gamification-Based Cooperative Learning Model: Optimizing Learning Motivation in Islamic Religious Education

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### ABSTRACT

Learning motivation is an essential factor that plays a role in increasing student involvement and success in the learning process, especially in Islamic Religious Education (PAI) subjects. Low student motivation to learn requires learning innovations that are able to create an active and fun learning atmosphere. This study aims to analyze the influence of gamification-based cooperative learning using Wordwall media on students' learning motivation in the Qur'an and Hadith materials as a Guideline for Life. This study uses a quantitative approach with a quasi experimental post-test only control group design. The research sample amounted to 62 grade VII students of SMP Negeri 3 Martapura consisting of an experimental class and a control class. Data was collected using a learning motivation questionnaire that had been tested for validity and reliability, then analyzed through normality tests, homogeneity tests, and Independent Samples T-Test. The results of the analysis showed a significance value of 0.022 ( $< 0.05$ ), which indicated a significant difference in learning motivation between the two groups. Thus, gamification-based cooperative learning using Wordwall media has a positive effect on increasing student learning motivation.

## 1. Introduction

Learning motivation is one of the fundamental factors that determine the success of the learning process, because it has a direct influence on student involvement and the achievement of learning outcomes obtained. Etymologically, motivation comes from the word *Motive* which means the internal impulse or force that drives a person to perform a certain action (Azizah & Syahidin, Anwar, 2024). This encouragement acts as a driving energy that fosters the spirit of individuals in achieving goals, both in daily life and in the context of formal education (Ichsan et al., 2023; Putri et al., 2023). Without adequate motivation, students tend to be passive, lack enthusiasm,

and have little desire to explore and understand the learning material in depth. Therefore, learning motivation is an important element that needs to be considered so that students are able to follow the learning process optimally and achieve the educational goals that have been set (Akhmadi et al., 2025).

In the perspective of Islamic education, the urgency of learning motivation has a strong normative foundation as affirmed in the Qur'an, one of which is in Q.S. Al-Mujadilah verse 11 which explains that Allah SWT will elevate the status of those who believe and have knowledge. This verse emphasizes that science has a very noble position, both in this life and in the hereafter. Thus, enthusiasm and motivation in pursuing knowledge are an important part of worship and efforts to achieve glory in the sight of Allah SWT. Therefore, educational institutions have a strategic role in fostering and maintaining student learning motivation so that the quality of learning increases and the goals of Islamic education can be achieved optimally.

Students' motivation to learn is influenced by two main factors, namely intrinsic factors and extrinsic factors. Intrinsic factors include the desire to succeed, the need to learn, and the future expectations and goals that students want to achieve. Meanwhile, extrinsic factors include awards, conducive learning environment support, and interesting and fun learning activities. These two factors interact with each other and contribute simultaneously in determining the level of motivation and seriousness of students in participating in learning (Hamzah B. Uno, 2022). Therefore, educators are required to be able to create a conducive, varied, and able to stimulate student motivation to be actively involved in the learning process.

One of the learning approaches that is considered effective in increasing learning motivation is the application of gamification-based cooperative learning. Gamification is a learning strategy that integrates elements of games into learning activities with the aim of increasing student participation, engagement, and motivation (Aras et al., 2022; Irnawati et al., 2024). These game elements can be in the form of awarding points, levels, challenges, competitions, and rewards designed to create a more fun and dynamic learning atmosphere. Through this approach, students not only act as passive receivers of information, but also actively engage in various learning activities such as quizzes, group discussions, and challenge-based assignments that encourage emotional and cognitive engagement (Samosir, 2024; Wulandari et al., 2025).

Although theoretically gamification has great potential in increasing learning motivation, its implementation in the field still faces various obstacles. Some teachers still have a limited understanding of gamification concepts and strategies, in addition to limited infrastructure facilities and high administrative burdens that must be met (Labour, 2024). In addition, some students also have difficulty adapting to this learning model, especially students who are used to conventional one-way learning methods. This condition shows that the application of gamification requires careful planning and the right strategy so that it can run

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effectively and in accordance with the characteristics of the learning material (Sari et al., 2024; Sanjaya et al., 2025; Khayyirah et al., 2024; Hartati et al., 2025).

The results of the pre-research conducted through observation and interviews with Islamic Religious Education (PAI) teachers at SMP Negeri 3 Martapura show that there are a number of problems in the learning process. These problems include low motivation of students in participating in PAI learning which is allegedly influenced by the lack of parental support and the learning environment. This condition has an impact on the low ability of some students to read hijaiyah letters. In addition, there are differences in learning characteristics based on gender, where female students tend to be more active, structured, and serious in learning, while male students are relatively less focused and more easily distracted. Some students also consider PAI material, especially on the topic *of the Qur'an and Sunnah as a Guideline for Life*, as difficult and uninteresting material.

Based on the results of the learning motivation questionnaire, it was obtained that students' learning motivation was influenced by various indicators with different proportions. The most dominant indicators are the encouragement and need for learning as well as future hopes and aspirations, each of 20%. These findings show that students' motivation to learn is more driven by internal factors. Furthermore, indicators of desire and desire to succeed and a conducive learning environment accounted for 17% each, which emphasized the importance of environmental support and achievement orientation in building learning motivation. Rewards in learning contribute 16%, while indicators of interesting learning activities have the lowest percentage, which is 10%. This data indicates that aspects of learning methods and variations still need to be improved in order to be able to attract students' interest more optimally.

In response to these findings, the use of digital-based learning media is one of the relevant alternative solutions. In this study, the media used is Wordwall, which is a digital platform that allows teachers to design various educational games such as quizzes, puzzles, and interactive exercises (Pamungkas et al., 2021). Through Wordwall, learning can be packaged in a more interesting, competitive, and fun way so that it is expected to increase students' motivation to learn, especially in PAI subjects. This research is here to fill the research gap related to the application of gamification in PAI learning which has been relatively limited. The novelty of the research lies in the use of Wordwall as a gamification media in Islamic Religious Education learning and in the analysis of the influence of gamification-based cooperative learning methods on students' learning motivation. Thus, the purpose of this study is to find out whether there is an influence of gamification-based cooperative learning methods on students' learning motivation in PAI learning, so that it is expected to make a theoretical and practical contribution to the development of PAI learning strategies that are more innovative, interactive, and relevant to the characteristics of students in the digital era.

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## **2. Methodology**

### ***Research Approach***

This study uses a quantitative approach with numerical and statistical data-based data analysis to test the theory and determine the relationship between variables. The variables studied consisted of independent variables as treatment and bound variables as affected outcomes (A.Siroj et al., 2024; Ali et al., 2022). The method used is a quasi experimental design with a post-test only control group model, where class VII.4 acts as a treatment class that implements gamification-based cooperative learning, while class VII.2 as a control class uses conventional learning. After the treatment was given, the two classes were only given a post-test, then the results were compared. The main purpose of this study is to determine the effect of the application of gamification-based cooperative learning on student learning outcomes compared to conventional learning models.

### ***Location and Duration of Research***

This research was conducted at the State Junior High School 3 Martapura, which is located on Bukit Sari street, Martapura District, Ogan Komering Ulu Timur Regency, South Sumatra, Indonesia. This research lasted for approximately two months, from November to December 2025. It includes several stages, including the preparation and development of research instruments, the implementation of gamification-based cooperative learning by utilizing Wordwall media, data collection, and systematic data analysis. The school that is the location of the research was chosen purposively because it has implemented the Independent Curriculum which emphasizes student-centered learning and encourages the use of digital media in the learning process, thus making it the right environment to implement Wordwall educational games in Islamic Religious Education learning.

### ***Sample***

The sample in this study consists of two classes, namely class VII.2 and class VII.4 with a total of 62 students. Class VII.2 was designated as a control class that applied a conventional learning model, while class VII.4 was designated as an experimental class that applied cooperative learning based on a gamification model using Wordwall media in Islamic Religious Education learning. Each class has 31 students, where class VII.2 consists of 19 female students and 12 male students, while class VII.4 consists of 17 female students and 14 male students. All research participants were actively involved in the learning process, both in the control class and the experimental class, especially in the implementation of gamification-based cooperative learning using wordwall media in the experimental class.

### ***Instruments***

The instrument used in this study is a non-test instrument in the form of a learning motivation questionnaire which aims to determine the influence of learning on

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student learning motivation in the control class and the experimental class. The questionnaire consisted of 15 statements that were compiled based on learning motivation indicators and adjusted to the characteristics of students. Before being used in research, this questionnaire has gone through validity and reliability tests. The results of the validity test using the correlation technique showed that all questionnaire items were declared valid because they had a calculated  $r$  value greater than the  $r$  of the table (0.367). Meanwhile, the results of the reliability test analyzed using Cronbach's Alpha coefficient showed a value of 0.856, which indicates that the questionnaire instrument has a high level of reliability and is suitable for measuring student learning motivation.

### ***Data Collection & Data Analysis***

Data collection in this study was carried out through two stages. The first stage is the implementation of learning, where the experimental class is given treatment in the form of gamification-based cooperative learning using Wordwall media, while the control class carries out learning using a conventional learning model. The implementation of learning is carried out in accordance with scenarios that have been designed to increase students' motivation to learn and understanding of the material. The second stage is the collection of student learning motivation data through the distribution of a non-test questionnaire consisting of 15 statements to students in the experimental class and the control class after the learning process is completed. The questionnaire was used to obtain data on the level of student learning motivation as a result of the implementation of gamification-based cooperative learning using Wordwall media on the Qur'an and Hadith materials as a Guide for Life.

The research data was analyzed quantitatively using the SPSS version 25 program through several stages. Data analysis begins with prerequisite tests, including normality tests and homogeneity tests, to ensure that the data meets parametric statistical assumptions (Sonjaya et al., 2025). The data is declared to be normally distributed and has a homogeneous variance if the significance value (Sig.) is greater than 0.05. Furthermore, hypothesis testing is carried out using the  $t$  to determine the effect of the application of gamification-based cooperative learning with Wordwall media on student learning motivation. The decision-making criteria are determined that if  $H_0$  is rejected and  $H_a$  is accepted, then it can be concluded that there is a significant influence of the treatment given on students' motivation to learn.

## **3. Results and Discussion**

### ***Results***

This research was carried out on students in grades VII.2 and VII.4 with a total of 62 respondents, each class consisting of 31 students. Class VII.2 acts as a control class that applies a conventional learning model, while class VII.4 acts as an

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experimental class that implements gamification-based cooperative learning using Wordwall media on Qur'an and Hadith materials as a Guide for Life. Based on the characteristics of respondents, class VII.2 consists of 19 female students and 12 male students, while class VII.4 consists of 17 female students and 14 male students. All research participants followed the learning process in accordance with the predetermined treatment and participated in filling out a learning motivation questionnaire after the learning took place.

During the research implementation, learning activities in the experimental class were carried out through gamification-based cooperative learning using Wordwall media, which is designed to increase student engagement and learning motivation. Students are divided into small groups and actively participate in answering questions in the form of interactive games presented through Wordwall. Meanwhile, the control class carried out learning using conventional methods through teacher explanations and class discussions. After the learning process is completed, the collection of learning motivation data is carried out using a non-test questionnaire of 15 statements. The results of data analysis using SPSS version 25 showed that there was a difference in learning motivation between the experimental class and the control class, which indicated that the application of gamification-based cooperative learning using Wordwall media had a positive influence on students' learning motivation on the Qur'an and Hadith materials as a Guideline for Life.

### ***The Influence of Gamification-based Cooperative Learning Models with Wordwall Media***

This study aims to analyze the effect of the application of gamification-based cooperative learning using wordwall media on students' learning motivation in the Qur'an and Hadith materials as a Guideline for Life. Data analysis was carried out based on the results of the learning motivation questionnaire given to students in the control class and the experimental class after the implementation of learning. The data analysis process includes two main stages, namely the normality test and the homogeneity test to ensure that the learning motivation data is distributed normally and homogeneously, and the hypothesis test using *the t-test* to find out whether there is a significant difference between the learning motivation of students in classes that apply gamification-based cooperative learning with Wordwall media and classes that use conventional learning models.

#### **a. Normality Test**

The normality test was carried out to check whether the distribution of student learning motivation data in grade VII.2 as a control class and grade VII.4 as an experimental class followed the normal distribution pattern. Data normality testing was carried out using the Shapiro–Wilk test through SPSS software version 25, considering that the number of samples in each group amounted to 31 students or less than 50 participants. The decision-making criteria used are that the data is declared to be normally distributed if the significance value (Sig.) is greater than 0.05, while if the significance value is less than or equal to 0.05, the data is declared

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not to be normally distributed. The results of the normality test of student learning motivation data in both groups are presented in Table 1 below.

Table 1. Normality Test Results

Tests of Normality							
	Groups	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Say.
Learning	GroupA	.095	31	.200*	.943	31	.099
Motivatio n	GroupB	.150	31	.074	.953	31	.185
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

As shown in table 1, the Shapiro–Wilk significance value obtained in group A is 0.099 and in group B is 0.185. Both significance values were greater than 0.05, which indicates that the student learning motivation data in the control class and the experimental class were normally distributed. These results confirm that the assumption of normality as a condition for the use of parametric statistical tests has been met. With the fulfillment of these assumptions, student learning motivation data is worthy of further analysis using *the t-test* in order to test the research hypothesis.

### b. Homogeneity Test

After the data is declared to be normally distributed, the next stage of analysis is to conduct a variance homogeneity test. The homogeneity test was carried out to find out whether the variance of student learning motivation data in the control class and the experimental class was similar or homogeneous. This homogeneity test of variance is important as a prerequisite for the use of parametric statistical tests, especially the *Independent Samples T-Test*. The homogeneity test in this study was carried out using the Levene test with the help of SPSS software version 25. The results of the variance test of student learning motivation data homogeneity are presented in Table 2 below.

Table 2. Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Say.
Learning	Based on Mean	1.134	1	60	.291
Motivation	Based on Median	.826	1	60	.367
	Based on Median and with adjusted df	.826	1	57.643	.367
	Based on trimmed mean	1.217	1	60	.274

As shown in table 2, the results of the variance homogeneity test of student learning motivation data in the control class and the experimental class were carried out using the Levene test with the help of SPSS version 25. Based on the test results, a significance value of 0.291 was obtained at *the Based on Mean*, which is greater than 0.05. These results show that the variance of student learning motivation data

in both groups is homogeneous. Thus, the data of this study meets the prerequisites to proceed to the hypothesis testing stage using parametric statistical tests.

### c. Uji Hypothesis

After the student learning motivation data is declared to be normally distributed and has a homogeneous variance, the next stage of analysis is the testing of the research hypothesis. Hypothesis tests were conducted to find out whether there was a significant difference in learning motivation between students who participated in gamification-based cooperative learning using Wordwall media and students who participated in learning with conventional models. The hypothesis test in this study uses *the Independent Samples T-Test* with the help of SPSS software version 25. The results of hypothesis testing using *the t-test* are presented in Table 3 below.

Table 3. Results of the t test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Learning Motivation	Equal variances assumed	.842	.361	2.345	60	.022	3.250	1.386	.478	6.022
	Equal variances not assumed			2.345	58.910	.022	3.250	1.386	.472	6.028

The results of the *Independent Samples T-Test* involving 62 respondents showed that there was a significant difference between students' learning motivation in the control class and the experimental class. The t-value obtained was 2.345 with a degree of freedom (df) of 60 and a significance value (Sig. 2-tailed) of 0.022, which was smaller than the significance level ( $\alpha$ ) of 0.05. Based on these results, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. This shows that the application of gamification-based cooperative learning using Wordwall media has a significant influence on students' learning motivation on *the Qur'an and Hadith materials as a Guideline for Life*. The mean difference of 3,250 indicates that the level of student motivation to learn in the experimental class is higher than that of the students in the control class.

Based on the results of the research that has been conducted, it can be concluded that the application of gamification-based cooperative learning using Wordwall media has a significant effect on students' learning motivation in *the Qur'an and Hadith materials as a Guide for Life*. The results of the prerequisite test showed that the student learning motivation data in the control class and the experimental class were normally distributed and had a homogeneous variance, thus qualifying

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for parametric statistical analysis. Furthermore, the results of the *Independent Samples T-Test* proved that there was a significant difference in learning motivation between the two groups, with the learning motivation of students in classes that applied gamification-based cooperative learning using Wordwall media was higher than in classes that used conventional learning. This finding confirms that the integration of game elements in cooperative learning through Wordwall media is able to increase student engagement and enthusiasm for learning, so that it is effectively used as an alternative learning strategy in increasing learning motivation in Islamic Religious Education subjects.

### **Discussion**

The results of the normality test using the Shapiro–Wilk method showed that the data on student learning motivation in the control class and the experimental class were distributed normally. The significance value obtained in group A was 0.099 and in group B was 0.185, both of which were greater than 0.05. These findings indicate that the distribution of the data meets the assumption of normality, making it feasible to analyze using parametric statistical tests. Furthermore, the variance homogeneity test through the Levene test produced a significance value of 0.291 ( $p > 0.05$ ), which showed that the variance of learning motivation in both groups was homogeneous. With the fulfillment of these two assumptions, the inferential analysis uses the *Independent Samples T-Test* can be validly done to test research hypotheses (Majapahit, 2023).

The results of the hypothesis test showed a calculated t-value of 2.345 with a degree of freedom (df) of 60 and a significance value (Sig. 2-tailed) of 0.022, which is smaller than the significance level of 0.05. This indicates that the zero hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, so that there is a statistically significant difference between the students' learning motivation in the experimental class and the control class (Leonardoa et al., 2023; Rosyida et al., 2025; Saputri et al., 2025; Utami et al., 2025). The mean difference of 3,250 indicates that students who participate in cooperative-based learning *gamification* Using Wordwall media has a higher level of learning motivation compared to students who follow conventional learning. These findings confirm that the integration of game elements in cooperative learning is able to increase students' interest, involvement, and enthusiasm for learning in the Qur'an and Hadith materials as a Guide to Life.

Theoretically, this increase in learning motivation can be explained through the characteristics of wordwalls that provide interactive activities such as quizzes, point scores, deadlines, and live feedback. These features encourage active student engagement and create a fun and positively competitive learning atmosphere. In the perspective of learning motivation theory, gamification is able to meet students' psychological needs, such as curiosity, challenge, and reward, which ultimately increases intrinsic motivation. This is in line with the view that learning that involves active participation and meaningful learning experiences will be more effective in generating students' motivation to learn.

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The findings of this study are also in line with various previous studies that stated that game-based learning and gamification have a stronger impact on affective aspects, especially motivation and learning engagement, than simply improving cognitive outcomes directly. In the context of Islamic Religious Education, the use of digital media such as Wordwall provides a new color in the learning process which has tended to be conventional. With the presentation of Qur'an and Hadith materials that are packaged interactively, students become more enthusiastic and do not easily feel bored, so that the process of internalizing Islamic values can take place more optimally. Overall, the results of this study show that gamification-based cooperative learning using Wordwall media is an effective learning strategy to increase students' learning motivation. Although this study focuses on the motivational aspect, a significant increase in learning motivation can be an important foundation for improved learning outcomes in the cognitive and affective aspects at a later stage. Therefore, Wordwall not only serves as an interesting learning medium, but also as a relevant and potential pedagogical instrument to support more active, innovative, and meaningful Islamic Religious Education learning.

#### **4. Conclusion**

The findings of this study show that the application of gamification-based cooperative learning using Wordwall media has a positive and significant influence on students' learning motivation in the Qur'an and Hadith materials as a Guide for Life. The results of statistical analysis through the Independent Samples T-Test test proved that there was a difference in learning motivation between the experimental class and the control class, where students who participated in learning with Wordwall integration showed a higher level of motivation. Although this research focuses on the motivational aspect, the learning process that takes place becomes more interactive, fun, and encourages active student engagement. Game elements such as points, challenges, and direct feedback provided by Wordwall are able to create a conducive learning atmosphere and increase students' focus and enthusiasm in participating in Islamic Religious Education learning. Based on these results, it is recommended that Islamic Religious Education teachers use Wordwall not only as a supporting medium, but as an integral part of a planned and structured cooperative learning strategy. The integration of Wordwall with group discussions, reflections, and giving feedback is expected to strengthen students' motivation to learn continuously and support the achievement of learning goals more optimally. In addition, further research can examine the application of Wordwall gamification over a longer period of time, compare it with other digital gamification platforms, or relate increased learning motivation to its impact on students' cognitive and affective learning outcomes more comprehensively.

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