

The Impact of the Al-Qur'an Quiz Game in Increasing the Interest and Learning Motivation of Grade VIII Students of SMP Muhammadiyah 1 Pare on the Reading of the Qur'an

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Abstract: *This study aims to determine the impact of the application of the "Qur'an Quiz" game on increasing interest and motivation to read the Qur'an in grade VIII students of SMP Muhammadiyah 1 Pare. Using a qualitative descriptive approach, data was collected through observation, interviews, and documentation. This game is designed as a fun and interactive learning method, with Tajweed materials, memorization, and understanding of verses, which are tailored to the students' abilities. The results of the study show that the "Qur'an Quiz" is able to increase students' activeness, confidence, and interest in reading the Qur'an, both in the classroom and outside of class hours. Students become more enthusiastic, actively engaged, and show positive attitude changes. In addition to the cognitive aspect, this method also supports the formation of Islamic characters, such as responsibility, sportsmanship, and love for the Qur'an. Thus, the game has proven to be effective as an alternative to Qur'an learning that is not only engaging, but also has a long-term impact on students' spiritual and emotional development.*

Keywords: *Islamic character, Learning of the Qur'an, Learning motivation, Qur'an quizzes, Reading interest.*

Introduction

Education has a very important significance, because in essence humans do not understand anything, and the role of education is to inform, guide, and direct humans from a very simple level to a level that

is very simple and very advanced. Moreover, Islamic religious education is indispensable as a shield in facing the negative influences caused by technological developments in the current digital era. Education based on the Qur'an and Hadith is expected to form students who have good morals and have piety to Allah SWT.

Religious education is one of the most important aspects in the world of education, because it plays a big role in shaping the character, morals, and spiritual values of students. In the school environment, religious education is not only complementary, but also the main foundation in instilling noble morals, integrity, and discipline. In the context of Islam, one of the religious subjects that has a central position is the Qur'an. The Qur'an is not only a holy book that is read and memorized, but also a guideline for Muslims who regulate all aspects of life, from faith, worship, to social behavior.

Ibn Miskawayh's perspective, the Qur'an has a central position in the educational process, because it is the main source of moral and spiritual values, he emphasizes the importance of education from an early age, because the child's soul is still flexible and easily molded. According to him, good habits will give birth to good character, while bad habits will form reprehensible morals. Therefore, learning the Qur'an in children must be carried out gradually, continuously, and adjusted to the psychological development of students. Fun and non-coercive learning methods are highly recommended so that children grow up with a love for the Qur'an.

Learning the Qur'an is an obligation that must be carried out and developed for every individual who is Muslim, because of the habit of ritual worship such as prayer, hajj and also praying. This has become a fundamental argument with the establishment of reading skills as the most important priority in Islamic education. Reading the Qur'an is a form of dhikr that is highly recommended by Islam for its people in addition to the utterance of tahmid, tasbih, tahlil and takbir. If you see that reading the Qur'an is a form of dhikr and then it is analogous to transcendence meditation in providing positive benefits for the human body.

It is no secret that the interest in learning, especially to learn to read the holy verses of the Qur'an among some school-age children in Indonesia, is also decreasing over time. Especially for school-aged children aged 8-16 years who still enjoy playing and trying new things and also attracting the attention of others around them. However, they are very easily influenced by the environment and also the association of friends around them.

The guideline for the life of all Muslims in the world is the holy book of the Qur'an, the Qur'an will be a guide for life so that it is able to become a Muslim ummah that is Rahmatan lil, alamin. Not only the Qur'an, but hadith can also be used as a guideline for Muslims to develop life in the world. All the problems of life in the world will definitely be returned to the Qur'an as a guideline for Muslims and Muslims must believe it. Reading the Qur'an is a worship in the sight of Allah SWT, especially when we balance it with contemplation, and understand its meaning and apply it in our daily lives, and so on.

In Indonesia, the teaching of Islamic religious lessons in schools has been regulated in the national curriculum as a compulsory subject. However, in reality, there are still many students who are less interested in learning the Qur'an. In addition, when looking at the skills of reading the Qur'an in our children, there are still many who have not mastered the reading of the Qur'an fluently and correctly.

SMP Muhammadiyah 1 Pare as one of the educational institutions that has a strong commitment to Islamic religious learning, strives to develop innovative learning methods, one of which is by integrating games in the Islamic religious learning process, especially in the field of the Qur'an.

To overcome this, a more interesting learning method is needed and can motivate students to be more involved in Qur'an recitation activities. One method that can be used is to use educational games, such as "Qur'an Quizzes". This game is designed to be a fun means of learning the content and interpretation of the Qur'an, so that students feel more interested and motivated to memorize, understand, and practice the teachings in the Qur'an.

Method

This study uses a descriptive qualitative approach, which aims to understand social phenomena in a natural context without statistical intervention. Qualitative research produces data in the form of written or spoken words from the observed individuals or groups. The main focus is not on testing theory, but on an in-depth understanding of an event from the perspective of the research subject.

This type of research is descriptive, that is, it depicts factually and accurately the phenomenon that is happening at this time. Data is collected not in the form of numbers, but in the form of words, pictures, personal documents, notes, and other official documents. Researchers play a key role in collecting and analyzing data inductively.

The data collection in this study was carried out in a natural setting using primary data sources. There are three main techniques used,

namely observation, interview, and documentation. The observation technique is carried out by researchers directly in the classroom to observe the learning process of reading the Qur'an, especially in the application of the Qur'an quiz game method. Through this observation, the researcher recorded student behavior, teacher activities, and assessed the effectiveness of the learning methods used. Furthermore, interviews were conducted with principals, teachers, and students to explore in-depth information about learning strategies, implementation steps, and the impact felt by students. This interview aims to get diverse perspectives from all parties involved. The documentation is used to collect written data such as the school's organizational structure, a list of names of teachers and students, and other official documents related to research. This technique also serves to complement and compare the data that has been obtained from observation and interview results. By applying the three techniques in an integrated manner, the researcher seeks to obtain complete and comprehensive data to evaluate the effectiveness of quiz-based learning strategies in teaching the Qur'an.

The data analysis technique in this study was carried out through several systematic stages. The first stage is data collection, which is collecting raw data or initial data obtained from the field. Furthermore, data simplification is carried out by selecting, focusing, and summarizing data so that it is sharper and more relevant, and can be accounted for analytically. After that, simplified data is presented in the form of information that is systematically arranged to facilitate the interpretation process. The final stage is drawing conclusions, which is interpreting the data that has been presented by recording certain patterns, regularities, and configurations that allow it to be analyzed logically and methodologically, as well as identifying possible cause and effect relationships.

Result and Discussion

The results of the research were obtained through several processes, namely interviews, and documentation with the main informants in this study. The informant was a grade x student of SMA Muhammadiyah 1 Pare who took the subject of Islamic Religious Education and was also a teacher in the subject of Islamic Religious Education.

SMP Muhammadiyah 1 Pare seeks to develop innovative and fun Qur'an learning methods through the application of the "Qur'an Quiz" game. This method aims to increase students' motivation, understanding, and active participation in Qur'an learning. The game includes materials such as tajweed, letter makhraj, verse content, and

memorization of short letters, which are tailored to the abilities of grade VIII students. The competitive but fun learning atmosphere is proven to encourage students to read and understand the Qur'an more actively. This research is part of the Islamic Religious Education subject with a qualitative descriptive approach through observation, interviews, and documentation, whose focus is to examine the impact of games on increasing students' interest and motivation to learn.

Implementation of Qur'an quiz games

In its implementation, the Qur'an Quiz game is carried out through three main stages: planning, implementation, and evaluation-reflection. In the planning stage, PAI teachers prepare quiz tools such as questions from Juz 30, tajwid, verse meanings, question cards, scoreboards, and observation sheets, which are designed one week before the implementation. This preparation also includes socialization to students so that they understand the goals and rules of the game. The implementation stage was carried out in two meetings for two weeks, each lasting 30–45 minutes. Students were divided into five groups randomly and participated in a questions and answers session and a scramble session with question types including tartil reading, memorization, and understanding the content of the verse. Teachers assess openly and emphasize character values such as sportsmanship, honesty, and teamwork.

In the evaluation and reflection stage, the teacher provides feedback on the course of the activity, reviews the material, and reaffirms the importance of character values in learning. Students were also given space to convey their impressions and obstacles during the game. The group with the highest points is appreciated, and the entire process is evaluated for future improvement. This reflection helps students realize that learning is not just about playing but also shaping a fun and meaningful learning experience in a supportive atmosphere.

The implementation of the Qur'an Quiz game in grade VIII of SMP Muhammadiyah 1 Pare showed positive results in increasing students' interest, motivation, and involvement in learning the Qur'an. This method is in line with a modern approach to learning that is active, interactive, and fun.

Research by Hidayah and Pramesti (2023) supports the effectiveness of game-based learning in religious lessons, as it is able to provide a meaningful learning experience and encourage students' curiosity. In addition, the Qur'an Quiz meets three important psychological needs—freedom, competence, and connectedness—thus encouraging students' intrinsic motivation.

Another study by Husaini et al. (2023) added that educational games also support cognitive and social development, as students are trained to work together, communicate, and share strategies during games.

The Qur'an Quiz Game is an effective, fun, and able to increase students' engagement and motivation in reading the Qur'an, although it still needs to overcome some technical obstacles.

The impact of the "Al-Qur'an Quiz" game on the learning interest of grade VIII students of SMP Muhammadiyah 1 Pare on the Reading of the Qur'an

Based on the results of initial observations and interviews, it was found that students' interest in learning in reading the Qur'an was relatively low. Students appear passive, show an expression of boredom, and are reluctant to read in front of the class. PAI subject teachers stated that even though various methods such as reading together and listening to audio have been applied, students still do not show strong enthusiasm. This phenomenon is in line with the opinion of Sari and Prasetyo (2022) who stated that low interest in learning is often caused by monotonous learning methods that do not touch the affective aspects of students. In the context of religious learning, unvaried methods can hinder students' emotional and spiritual attachment to the material being taught.

In addition, interviews with students revealed that fear of being laughed at and anxiety about making reading mistakes were inhibiting their active participation. This is in accordance with the opinions of Putri and Mahyuddin (2021), who explained that the fear of making mistakes in public is related to low student self-efficacy, namely confidence in one's ability to complete tasks well. This self-confidence makes students reluctant to appear and participate in reading the Qur'an in front of the class. This situation shows the importance of creating a psychologically safe learning environment for students to be more confident and actively involved, especially in spirituality-based learning such as reading the Qur'an.

However, after the implementation of the "Qur'an Quiz" game, there was a significant change in student behavior. They become more active, take the initiative to read first, and are more enthusiastic about listening to the verses of the Qur'an, even when the game is not in progress. This change is in line with the findings of Hakim et al. (2023) who stated that game-based learning media has been proven to be able to increase students' emotional involvement and strengthen learning motivation, especially in learning based on Islamic values. Quiz games

create a healthy and fun element of competition, so students feel comfortable and unburdened.

This approach can be attributed to the Game-Based Learning (GBL) model, which integrates games into the learning process to achieve specific goals. Qomariyah and Zubaidah (2022) stated that GBL is effective in fostering intrinsic motivation through a fun, challenging, and engaging learning experience that involves active collaboration of students. The teacher also confirmed that students who are usually passive actually become the most excited during the quiz. This shows that a competitive atmosphere in play can help students get out of their comfort zone, overcome fear, and more actively contribute to learning. Based on the analysis of observation and interview data, it can be concluded that the game "Al-Qur'an Quiz" has a positive impact in increasing students' interest in learning the Qur'an, including:

1. Increase Student Active Engagement

The game "Qur'an Quiz" encourages student involvement not only physically, but also cognitively and emotionally. Students seem to be active in discussing, encouraging each other, and showing initiative in answering questions and correcting reading errors. This reflects an active and collaborative learning process. These findings are in line with Vygotsky's theory of social constructivism which emphasizes that social interaction plays an important role in building students' understanding and motivation to learn.

2. Reduces Anxiety and Embarrassment

Games create a fun and non-rigid learning atmosphere, so students feel more psychologically safe. Many students who were previously reluctant to perform, became more confident because felt they were not assessed individually and received support from peers. Febriani and Mulyana (2023) emphasized that learning involving games and group interaction is effective in reducing learning anxiety.

3. Build a Conducive and Fun Learning Atmosphere

Games create a comfortable and enthusiastic learning climate. This has been proven to increase students' interest in learning religious lessons that were previously considered monotonous. Rahmawati and Kurniawan (2021) stated that a pleasant learning atmosphere greatly affects students' enthusiasm and concentration in following the learning process, especially in subjects with religious nuances.

4. Cultivate Intrinsic Motivation

Students are encouraged to learn to read the Qur'an not just because of grades or punishments, but because they enjoy the learning process. The feeling of being challenged to answer questions in quizzes makes them more active and focused in understanding the material. This is in

accordance with the opinion of Muslimin and Darwis (2023) who stated that providing challenges such as quizzes can foster students' intrinsic motivation because learning feels fun and meaningful.

5. Increase Enthusiasm for Learning Outside the Classroom

The positive impact of the game is not only seen in the classroom but also continues outside the classroom. Students show the initiative to train independently at home, which signifies a growth in interest and motivation to learn internally. This reflects the achievement of the goal of character education, which is to form individuals who learn because of personal awareness and desire, not because of external pressure.

Changes in Students' Attitudes and Habits in Reading the Qur'an after Participating in the "Qur'an Quiz" Game

Prior to the implementation of the "Qur'an Quiz", the results of observations and interviews showed that most students were passive, lacking enthusiasm, and reluctant to read the Qur'an without direction. Reading activity has not become a habit or personal awareness, but only a formal routine. The teacher also said that students rarely read the Qur'an outside of class hours. These findings are in line with the study of Zulfikar & Hasanah (2021) which highlights that students' low interest in worship is often caused by a lack of meaningful learning experiences and the absence of an approach that builds emotional attachment.18 Safitri & Nurfadilah (2022) also stated that shame and fear of being wrong can hinder students, especially in an environment that is less psychologically safe. After the "Qur'an Quiz" game was implemented, significant changes occurred:

1. Increased Confidence

Students become more courageous to appear in front of the class. Games create a fun learning space and are free from ridicule. This corroborates the opinion of Wulandari & Maulana (2023) that educational games encourage students to take risks without fear of failure.

2. Positive Attitude to Qur'an Learning

The activity of reading the Qur'an that was originally boring has now become interesting. Nasution et al. (2021) said that a positive emotional approach can change the view of worship from an obligation to a need of the heart.

3. Active Participation in Class

Students begin to actively ask questions, discuss, and proofread. This is in line with Vygotsky's theory of social constructivism, which emphasizes that social interaction helps students build deeper understanding.

In addition to changes in attitudes, there are also changes in habits:

1. Reading Frequency Increases

Students begin to read the Qur'an voluntarily outside the classroom. Irawan & Mubarak (2022) say that fun learning can foster meaningful spiritual experiences and increase the frequency of worship.

2. Independent and Small Group Exercises

Students form study groups and demonstrate improvement initiatives. Pranoto, Wibowo, & Atieka (2022) emphasized that group interaction can increase self-regulated learning and student confidence.

3. Awareness of Improving Reading

Interest in tajweed and makharijul letters increases, showing motivation not only emotional but also technical and spiritual.

Overall, it was found that the long-term potential of this game in shaping students' religious characters was found. Kurniasih & Rohmatika (2023) emphasized that value-based learning approaches and active methods can foster consistent worship habits.

The game "Qur'an Quiz" has been proven to have a positive impact on changes in students' attitudes, participation, and religious habits. Learning that involves positive emotions, healthy competition, and a supportive atmosphere has been proven to be effective in building confidence and sustainable Islamic character.

Conclusion

Based on the results of thorough research and analysis, it can be concluded that the application of the Qur'an Quiz game in grade VIII of SMP Muhammadiyah 1 Pare is a learning innovation that is not only effective, but also relevant and contextual in answering the challenge of low interest and motivation of students in reading, understanding, and practicing the content of the Qur'an. This innovation is present in response to the learning conditions of the Qur'an which are often monotonous and cannot arouse the enthusiasm of students, especially at the adolescent level who are in the phase of finding their identity and tend to need an interactive, varied, and fun approach.

The Qur'an Quiz method does not only function as a means of entertainment but is designed systematically and structured through three main stages, namely: planning, implementation, and evaluation and reflection. At the planning stage, teachers arrange learning materials selectively and adaptively according to the student's ability

level, including important topics in learning the Qur'an such as tajweed, makhraj letters, verse content, and memorization of short letters. In the implementation process, the classroom atmosphere has undergone a significant change from initially tending to be passive to more active, dynamic, and fun. The students not only sit and listen but are also directly involved through activities of answering questions, discussing in groups, and correcting each other's readings with peers. This activeness reflects students' physical, cognitive, and emotional involvement, which is an important indicator of meaningful learning.

From the affective side, this game can foster students' confidence, especially for those who previously tended to be shy, indecisive, or felt incapable enough to read the Qur'an correctly. Qur'an quizzes provide a safe and supportive space for students to dare to appear in front of the class without fear of being judged or humiliated. They began to show courage in reading, asking questions, and responding to questions, all of which contributed to the development of Islamic personality and character. From the cognitive aspect, the increase in understanding of the materials of the Qur'an is clearly visible, both in terms of the technical ability to read with correct tajwid, and in understanding the meaning and content of the holy verses. Active participation in discussions and the ability to identify and correct reading errors indicate a gradual but consistent internalization of knowledge.

Interestingly, the positive effect of the implementation of the Qur'an Quiz is not only limited to formal classrooms. Socially and spiritually, students show quite noticeable behavioral changes outside of class hours. It can be seen from the increasing frequency of reading the Qur'an voluntarily at home and at school, the formation of independent study groups between students, and the emergence of personal awareness to continuously improve the quality of reading. This indicates that learning has succeeded in going beyond the cognitive dimension towards the transformation of attitudes and behaviors, which is the main goal of Islamic education.

These findings are in line with previous studies that show that game-based learning approaches have been proven to be able to create fun and meaningful learning experiences. In addition to boosting confidence, this method also helps meet students' basic psychological needs, such as a sense of security, competence, and social connection. The game creates a competitive atmosphere that is healthy yet remains inclusive and non-repressive. Quite the opposite, competition built in a fun atmosphere can intrinsically motivate students, making them motivated to learn not because of compulsion, but because of curiosity and excitement in the learning process itself.

By considering all these aspects, it can be concluded that the application of the Qur'an Quiz is not only a fun learning method but also has great transformative potential in shaping the character of students both from spiritual, emotional, and social aspects. This game not only helps students to be proficient in reading the Qur'an properly and correctly but also fosters a love for the Qur'an as a guideline for life. Therefore, this method is very feasible to be used as an alternative learning model in Islamic Religious Education subjects, especially in learning the Qur'an, in the hope of producing a young generation who are not only intellectually intelligent, but also noble, religious, and love the Qur'an as an inseparable part of daily life.

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