Universitas Ahmad Dahlan

Al-MISBAH (Jurnal Islamic Studies)
Vol. 13, No. 2, October 2025, pp. 104-114
P-ISSN: 2337-5264 | E-ISSN: 2656-0984
http://journal2.uad.ac.id/index.php/almisbah/index

Optimization of learning outcomes of moral beliefs through joyful learning genially for students

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Article History

Received 12-06-2025
Revised 12-08-2025
Accepted 01-10-2025

Keywords

Joyful learning
Genially media
Learning outcomes
Islamic education

ABSTRACT

This research is based on the results of the researcher's observations which show that the learning process in grade VII MTs Al Anwar, Cirebon Regency still applies conventional learning methods with less varied media use. The purpose of this research is to find out the optimization of learning outcomes of Akidah Akhlak through *Joyful Learning Genially* of MTs Al Anwar students in Cirebon Regency. This research was carried out with a quantitative approach through an experimental method, using *the One Group Pretest-Posttest* research design as the research design. Data was obtained by carrying out tests to evaluate student learning outcomes and documentation. Data analysis in this study was carried out using the *Paired Sample T-Test*, the results showed that: (1) The learning outcomes of students with an average score before the implementation of Akidah Akhlak learning through *Joyful Learning Genially* were 56.00. (2) The learning outcomes of students with an average score after implementing Akidah Akhlak learning through *Joyful Learning Genially* are 86.38. (3) The results of the hypothesis test were obtained with the value of sig. of 0.000 < 0.05, then the H_0 hypothesis is rejected and H_a is accepted. The results of the hypothesis test analysis showed significant differences so that it can be concluded that there is an optimization of learning outcomes of Akidah Akhlak through *Joyful Learning Genially* for MTs Al Anwar Students in Cirebon Regency.

1. Introduction

Education as regulated in Law Number 20 of 2003 concerning the National Education System "education is a conscious and planned effort to develop the potential of students. The goal is for students to have spiritual strength, self-control, personality, intelligence, and noble morals". Education as a basic need to achieve a better future. From the perspective of the nation and state, education is an investment to prepare the younger generation to build, manage, and manage the country. The level of quality of education is also closely related to the competencies that teachers need to master. There are four Competency standards inherent in the role of a teacher, including: competence in teaching (pedagogic), attitude (character), professional skills, and social skills. Fulfilling this competence is part of the responsibility to the community as an education service provider. One of the steps that needs to be taken by teachers who work in this field is to create or develop learning media, not just using or applying existing media (Sitepu, 2021). The rapidly evolving digital era is now characterized by technological advancements that have become an essential element in the learning process, allowing for the

P-ISSN: 2337-5264 | E-ISSN: 2656-0984

creation of more interactive and engaging learning experiences. The development of information technology today has had a significant impact on the variety of media that are integrated in the learning process as a means to convey the material to be taught (Moto, 2019). Basically, learning media is a means for communicators (teachers) to convey knowledge to communicators (students), who are the recipients of learning. Learning objectives can be achieved more optimally if the learning environment is planned systematically, Students are more likely to be motivated and actively participate in the class when the learning environment is comfortable (Saleh & Syahruddin, 2023).

Digital technology is experiencing rapid development; the use of technology-based learning materials is now the most important thing to make the learning process more effective and interesting. In addition to providing convenience for teachers in delivering material, interactive learning resources also make the atmosphere in the classroom more interesting, which can increase student participation and enthusiasm. Therefore, incorporating technology into the classroom is a strategic step to support students in achieving their learning goals. Based on observations at MTs Al Anwar, Cirebon Regency, learning Akidah Akhlak lacks the use of diverse media and the use of conventional methods in the learning process. This condition is very boring for students, so they tend to feel sleepy in class and often do not focus on the lessons taught by the teacher. Therefore, often the learning results obtained do not reach the expected potential. Due to lack of enthusiasm in learning and inadequate understanding of the material, learning outcomes have not fully reached the Minimum Graduation Criteria (KKM) set, which is less than 75 points. The abilities that students have as a result of their involvement in learning activities are a concrete form of learning outcomes. Learning outcomes refer to the academic achievements achieved by students after undergoing a certain educational process. This includes understanding the material, skill development, and changes in attitudes that occur as a result of the learning process (Juniarti et al., 2016). The evaluation of learning outcomes aims to measure how far students have achieved the learning goals that have been set, as well as to assess how effective the teaching methods applied are.

The emphasis on knowledge, understanding, and appreciation of the rules of life that can be the basis for daily thinking is what distinguishes the study of Aqidah Akhlak. (Sufiani, 2017). Directing students to grow as individuals who have strong faith and spiritual loyalty to Allah SWT, the main purpose of teaching Akidah Akhlak is to instill and strengthen faith while strengthening the understanding of the values of good behavior. The material presented in this lesson requires a deep understanding and a firm belief in the teachings of Islam. (Indonesia, 2014). Viewed from the point of view of Piaget's cognitive theory, the age that begins at 11–12 years old has entered a phase of formal operational thinking (*formal operational stage*). Adolescence at this stage has reached the stage of thinking more abstractly, logically, and more idealistic (Marinda, 2020). However, they still need concrete material content to further help their understanding. The material must be delivered through an effective learning strategy and supported by a learning environment that makes students feel actively involved, motivated, and interested in the material being studied. One of the interesting and fun learning approaches is *Joyful Learning*. A fun learning approach is a learning method that does not impose a burden either mentally or physically during the process, with the aim of creating a fun, creative, and happy environment (Tugiah & Asmendri, 2022). Learning that is fun does not only focus on entertaining students to laugh freely, have fun, or keep playing. However, this kind of learning emphasizes the strong attachment between teachers and students in an atmosphere without coercion (Alamsyah & Ahwa, 2020). In this learning, the use of relevant and effective media is an important element to support the knowledge transfer process.

One of the increasingly popular technological tools used as a means of interactive learning as a relevant and effective media is *Genially*. Media use *Genially* As varied and interesting learning can be an effective solution to help in understanding material that is abstract into concrete. *Genially* is a web that allows users to produce interactive digital content such as presentations, infographics, posters, and other multimedia learning materials with a variety of

 P-ISSN: 2337-5264 | E-ISSN: 2656-0984

interactive features, including animation, audio, video, and images (Alza Nabiel Zamzami & Raharjo Raharjo, 2024). Studies on *Joyful Learning* has been widely studied by previous researchers, including: Evi Glory Situmorang (Situmorang, 2024), Praharsini & Devi Fatimah (Praharsini & Ahsani, 2023), Oktaviani & Santi Lisnawati (Oktaviani & Lisnawati, 2023). Of the three studies that have been conducted, the difference lies in the use of the media used, which is based on *ice breaking, puzzle games and Teams Games Tournament*, while this study presents an update with the use of media based *Genially* and is aimed at testing student learning outcomes.

The present study, titled "Optimization of Learning Outcomes of Moral Beliefs through Joyful Learning Genially for Students of MTs Al Anwar Cirebon Regency," is positioned as a continuation and development of previous research in the domain of joyful learning. While prior studies by Situmorang (2024), Praharsini & Ahsani (2023), and Oktaviani & Lisnawati (2023) have successfully explored joyful learning using various media such as ice-breaking activities, puzzle games, and Team Games Tournament (TGT), this study introduces a novel approach by utilizing Genially, a digital interactive media platform that allows for dynamic and engaging content. Furthermore, the focus of this research lies in the moral beliefs' domain, which distinguishes it substantively from the earlier works that generally focused on cognitive aspects or general motivation. This study not only enriches the Joyful Learning model by integrating digital interactivity through Genially but also contributes to character education by optimizing students' learning outcomes in moral belief formation, specifically within the context of MTs Al Anwar in Cirebon Regency. Based on this background, this research was conducted because the *Joyful Learning* approach combined with *Genially* media is still relatively new, especially in learning Akidah Akhlak. Media *Genially* supports visual presentations, quizzes, interactive games, and fun that are in line with *the principles of Joyful Learning*. This approach is believed to increase student participation and make the learning process more efficient and interesting.

2. Method

This study uses a quantitative approach of experimental methods. The process of data collection, data interpretation, and presentation of findings all involve the use of numbers in this quantitative research approach (Hermawan, 2022). In other words, one technique for determining how a variable affects other variables in a controlled environment is experimental research. (Sugiyono, 2013). Design *pre-experimental* used in this study in the form of *One Group Pretest Posttest Design,* that is, experimental research design that only involves one group of subjects as a research sample, where measurements are taken before and after treatment. The following is the research design *One Group Pretest Posttest* (Sugiyono, 2016). Table 1 shows the research design using a pretest-posttest design in one experimental class. Before the treatment was administered, students first took a pretest (O_1) to measure their initial abilities. Next, the experimental class received treatment (X) in the form of learning using the Joyful Learning approach with the assistance of the Genially application. After the learning process was completed, students took a posttest (O_2) to determine the improvement in learning outcomes after receiving the treatment.

Table 1. Research Design

Class	*Pretest*	Treatment	*Posttest*
Experiment	O_1	X	O_2

The population used in this study included all 128 students in grade VII of MTs Al Anwar in the 2024/2025 academic year. According to Arikunto (2016), if the population is less than 100, the entire sample is taken. However, if the population is greater than 100, 10% - 15% or 20% - 25% of the population can be taken. In this study, the population was greater than 100, namely 128 students. Therefore, the researcher used a non-probability sampling method with a purposive sampling method. According to Sugiyono (2016), non-probability sampling is a

 P-ISSN: 2337-5264 | E-ISSN: 2656-0984

sampling technique that does not provide equal opportunity for every element or member of the population to be sampled. Meanwhile, according to Sugiyono (Sugiyono, 2018), purposive sampling technique is a sampling technique using certain considerations according to the desired criteria to determine the number of samples to be studied. Therefore, the researcher chose a class consisting of 42 students as the research sample. This selection was based on certain considerations in accordance with the research objectives, such as time availability, ease of access, and suitability of class characteristics with the treatment provided, namely Joyful Learning-based Akidah Akhlak learning assisted by general media.

This study utilizes instruments in the form of tests for data collection tools, with the type of test used is an objective multiple-choice test that includes 25 items designed to assess students' learning achievements in Moral Faith lesson. The instruments are compiled based on indicators that refer to the cognitive realm of Bloom's Taxonomy, including the cognitive realms C1 - C4 then, instruments are used to assess the validity, reliability, level of difficulty, and differentiating power of the questions. The results of the test instrument validity test using *the Pearson Product Moment formula*, were obtained that all question items had a correlation value at a significant level of 5%, which was 0.361. The results of the consistency or reliability test analysis showed that this measuring instrument had a consistency coefficient value of 0.833, which was in the very high category. The results of the difficulty analysis of the questions showed that most of the questions were moderate, while some of them were in the easy category. In addition, the test of the differentiating power of the questions mostly showed a good category. Therefore, this instrument can be used as a measurement instrument in research.$r_{hitung} > r_{tabel}$. The technique in analyzing in this study is by utilizing descriptive analysis of learning outcome tests and hypothesis tests in this study using *the Paired Sample T-Test*. The test is carried out after the data meets the analysis criteria, namely through normality and homogeneity testing. All of these data were tested using *the IBM SPSS Statistics Version 26.0 For Windows program*

3. Results and Discussion

3.1. *Data Results Description*

3.1.1. *Student learning outcomes before learning Akidah Akhlak through Joyful Learning Genially*

Based on the results of the research that has been carried out at MTs Al Anwar, Cirebon Regency, data was obtained from the learning outcomes of grade VII B students before implementing the learning process of Akidah Akhlak through *Joyful Learning Genially*. The following results of the descriptive analysis for learning outcomes (*Pretest*) can be seen in the Table 2.

Table 1. Learning Outcome Data Analysis Pretest

Descriptive Analysis	Value
Mean	56
Median	56
Mode	56
Minimum	36
Maximum	72

When displayed in the form of a graph, the description of the *learning results of the pretest* of the Moral Faith subject can be seen in the Fig. 1. Based on Fig. 1 the *results of the pretest can be found* with a sample number of (N) 42 students, an average score of 56, a median score of 56, a mode score of 56, a minimum score of 36, and a maximum score of 72.

P-ISSN: 2337-5264 | E-ISSN: 2656-0984

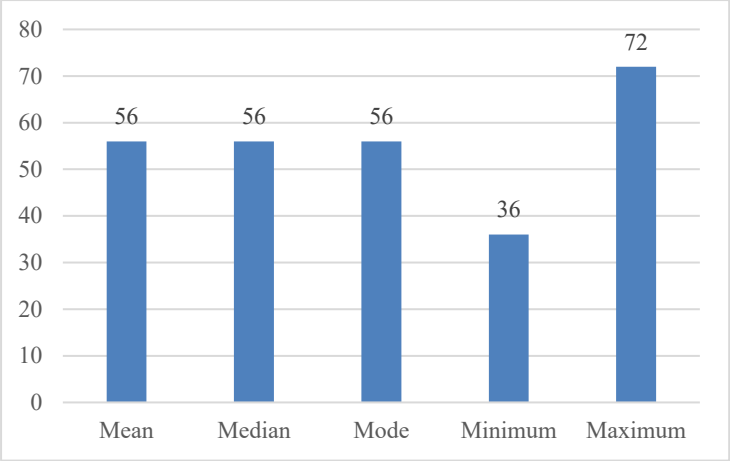

Fig. 1. Learning Outcome Data Analysis Images Pretest

3.1.2. *Student learning outcomes after learning Akidah Akhlak through Joyful Learning Genially*

Based on the results of research that has been carried out at MTs Al Anwar, Cirebon Regency, data was obtained from the learning outcomes of grade VII B students after implementing the learning process of Akidah Akhlak through *Joyful Learning Genially*. The following results of the descriptive analysis for learning outcomes (*Posttest*) can be seen in the Table 3.

Table 2. Learning Outcome Data Analysis Postest

Descriptive Analysis	Value
Mean	86,38
Median	88
Mode	84
Minimum	72
Maximum	100

When displayed in the form of a graph, the description of the *posttest* learning outcomes of the Moral Faith subject can be seen in the Fig. 2.

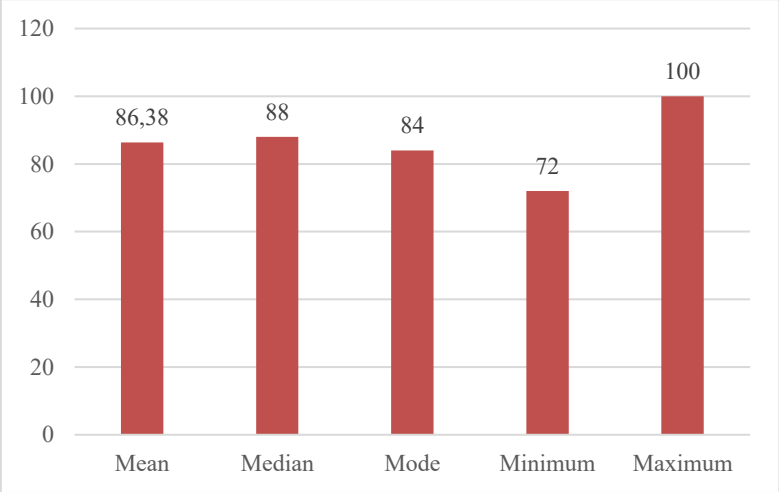

Fig. 2. Learning Outcome Data Analysis Images Posttest

Based on Fig. 2 the *results of the pretest can be known* with a sample number of (N) 42 students, an average score of 86.38, a median score of 88, a mode score of 84, a minimum score

 P-ISSN: 2337-5264 | E-ISSN: 2656-0984

of 72, and a maximum score of 100. A comparison of student learning outcomes before and after *Genially-assisted* Joyful Learning learning in the subject of Moral Faith can be seen in the Fig. 3.

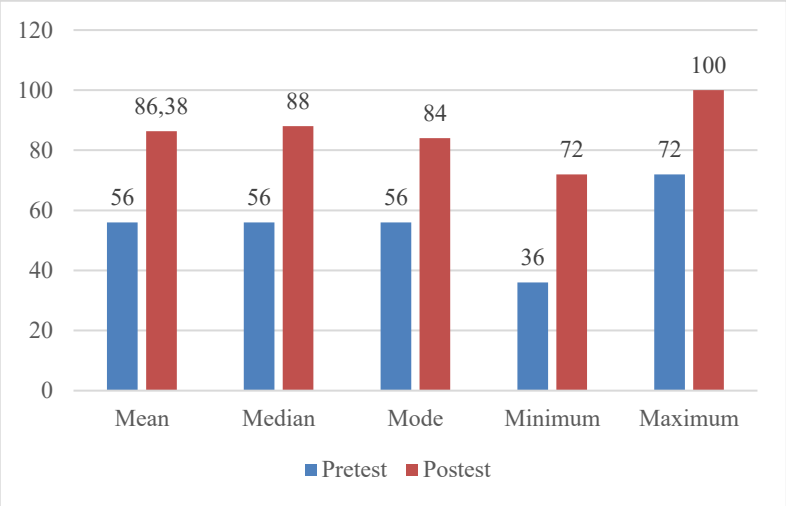

Fig. 3. Comparative Picture of Learning Outcome Data Analysis Pretest and Posttest

Based on Fig. 3 regarding the difference in learning outcomes, it can be seen that there is a significant increase in student learning outcomes after the implementation of *Genially assisted* Joyful Learning in the subject of Moral Faith. The mean increased from 56.00 to 86.38, the median from 56 to 88.00, and the mode from 56 to 84, the mimimal value increased from 36 to 72, while the highest value changed from 72 to 100. The increase in each of these aspects shows that the teaching methods used have been successful in improving student understanding. Thus, learning Akidah Akhlak through *Joyful Learning Genially* is able to build a fun learning environment, encourage students, and increase active involvement in understanding the material in order to improve student learning achievements.

3.2. *Test Prerequisites for Analysis*

3.2.1. Normality Test

The normality test is used to see whether the data taken has a normal distribution pattern or vice versa. In this study, Shapiro Wilk was used because the number of research samples was less than 50 (Santoso, 2017). The basis for decision-making used in this test is as follows; (1) If the Sig. value is probability <0.05, then the data does not have a normal distribution; (2) If the Sig. value is > probability of 0.05, then the data has a normal distribution. Based on Table 4, it can be seen that the Sig. value in the *Shapiro-Wilk* column is obtained with a significance value of 0.408 and 0.241. This value will be compared with the value of 0.05 which is the basis for decision-making and is distributed normally or not. The above data shows that the values that have been mentioned > 0.05 which shows that the data in this study is normally distributed data.

Table 3. Normality Test Results

Tests of Normality			
	Shapiro-Wilk		
	Statistics	***Df***	***Sig.***
Pretest	.973	42	.408
Posttest	.966	42	.241
a. Lilliefors Significance Correction			

3.2.2. Homogeneity Test

The homogeneity test is used to see if the data taken from two or more groups have consistent variations (homogeneous) or varied (heterogeneous) (Sugiyono, 2013). The basis

 P-ISSN: 2337-5264 | E-ISSN: 2656-0984

for decision-making used in the homogeneity test is as follows; (1) If the Sig. value > 0.05, then the data has a homogeneous distribution (equal); (2) If the Sig. value < 0.05, then the data has a heterogeneous distribution. Based on Table 5, it is known that the value of sig. *Based on Mean* is 0.432 > 0.05, so it can be concluded that the data variance is equal or homogeneous.

Table 4. Homogeneity Test Results

Test of Homogeneity of Variance					
		Living Statistic	***df1***	***df2***	***Sig.***
Learning Outcomes	*Based on Mean*	.625	1	82	.432

3.3. *Hypothesis Test*

Based on the statistical analysis prerequisite test that has been passed, it is proven that the learning data about Moral Faith in this study is distributed normally. Testing of the hypothesis is carried out with the Paired Samples T-Test. Thus, the statistical hypothesis is expressed as follows: This study proposes two hypotheses to test the effectiveness of the implementation of Akidah Akhlak learning through Joyful Learning assisted by Genially on students of MTs Anwar, Cirebon Regency. The null hypothesis (H_0) states that there is no difference in learning outcomes before and after the implementation of Akidah Akhlak learning through Joyful Learning Genially. Meanwhile, the alternative hypothesis (H_a) states that there is a difference in learning outcomes before and after the implementation of Akidah Akhlak learning through Joyful Learning Genially on students of MTs Anwar, Cirebon Regency. Thus, testing this hypothesis aims to determine the extent to which the learning model has an influence on improving student learning outcomes. The decision-making basis used in *the paired sample t test* is as follows: (1) If the significance value < 0.05, then there is a significant difference in learning outcomes in the *pretest* and *posttest data*. If the significance value > 0.05, then there is no significant difference between the learning outcomes in the *pretest* and *posttest data*. Table 6 is the result of the hypothesis test data on the learning outcomes of Akidah Akhlak of class VII B students at MTs Al Anwar, Cirebon Regency.

Table 5. Test Results Paired Sample T-Test

Paired Samples Test									
		Paired Differences					***t***	***Df***	***Sig. (2-tailed)***
		Mean	***Std. Deviation***	***Std. Error Mean***	***95% Confidence Interval of the Difference***				
					Lower	***Upper***			
Pair 1	Pretest - Posttest	-30.381	4.596	.709	-31.813	-28.949	-42.843	41	.000

Based on Table 6, it is known that the results of the hypothesis test, namely the sig. value of 0.000 < 0.05, so it H_0 is rejected and accepted, meaning H_a that there is a difference between the learning outcomes of the Moral Faith. The results obtained show that interesting learning methods and using interactive media can improve students' academic achievement. Learning outcomes can be understood as changes in the behavior and skills that students experience after engaging in the learning process (Subagia & Wiratma, 2016). Learning outcomes are classified into three domains, namely cognitive (knowledge), affective (attitude), and psychomotor (skills) (Magdalena et al., 2020). In the context of this study, the main focus lies in the cognitive aspect, which assesses students' ability to understand and master the material of the Moral Faith after the learning process is completed. Factors that contribute to learning outcomes also involve the learning approach and the type of media applied. Factors from within the student or internally that affect learning outcomes such as interest and motivation, as well as external factors such as the learning atmosphere, teaching methods and the media or learning tools applied (Ahmad Susanto, 2016). *Joyful Learning* Creating a learning

P-ISSN: 2337-5264 | E-ISSN: 2656-0984

environment that is fun and not boring, thus motivating students to be more engaged and enthusiastic. Meanwhile, the media *Genially* As an interactive digital learning tool, it can present material in a visual and attractive way, which helps students in understanding and participating more actively in the learning process.

The main features of *the Genially* media used are interactive presentations and gamification. The presentation feature is used to convey material with an attractive and interactive visual appearance, such as animations, *hyperlinks* between *slides*, and the insertion of multimedia elements in the form of video and audio. Help students to more easily grasp abstract material to become more concrete and increase their attention and participation in the learning process. Meanwhile, gamification features are implemented through interactive quizzes and subject-based educational games. This activity is not only a means of evaluating students' understanding but also creates a fun and competitive learning environment in a positive way. The quizzes and games designed at *Genially* provide an engaging learning experience and encourage students to show active participation during the implementation of learning activities. This provides both a challenge and quick feedback, encouraging participation in the learning process directly and repeatedly. Learning activities also feel like play, thus reducing boredom and increasing learning motivation. A systematic review of the literature on gamification in education found that approximately 56% of studies reported a positive impact on learning motivation, and 33% noted improvements in academic performance as a result of implementing gamified learning approaches. Accordingly, the design of Genially, which incorporates interactive quizzes and content-based games, not only facilitates real-time assessment of student understanding but also empirically supports increased motivation, engagement, and learning outcomes. This is in line with the implementation observed in MTs Al Anwar, where students actively participated in activities embedded within Genially media during Moral Beliefs instruction. The engaging and competitive nature of the platform provided stimulation, challenge, and immediate feedback, reducing boredom and encouraging repeated participation.

An experimental study conducted by Castillo-Cuesta (Castillo-Cuesta, 2022) on 48 A2-level EFL students showed that the use of Genially-based games significantly improved students' reading and writing skills. The experimental group (n=23) who used Genially-based games achieved an average post-test score of 8.37, while the control group (n=25) who did not receive the same treatment only achieved 7.22. These results reinforce the finding that gamification elements such as interactive quizzes and educational games on the Genially platform can maintain student engagement, increase motivation, and maximize participation during online learning, in line with previous research that emphasizes the effectiveness of gamification in improving language skills. Specifically regarding the Genially platform, a study by Muhammad Irpan and Ahmad Fajri Lutfi (Irfan & Fajri, 2024) showed that Genially-based interactive learning media can improve students' interest and learning outcomes in the Basic Graphic Design subject. The average post-test score (-41.08) was significantly higher than the pre-test score (-7.321) with a significance level of 0.000 (<0.05), and the usability level reached 93% (category "Very Feasible"). These findings confirm that Genially's interactive features, such as quizzes and animations, are effective in increasing student engagement and motivation. Supporting this, research conducted in Indonesian classrooms by Novita Sari, Maulidiyah, et al. (Novita Sari, N., Maulidiyah, M., & Rahmawati, 2023)concluded that gamification using Genially effectively improved students' motivation, engagement, and critical thinking. These findings provide empirical support for the use of Genially in the Joyful Learning model applied in this study, confirming that the platform is not only technologically effective but also pedagogically aligned with student-centered learning in moral education.

The use of these two features is in line with the principles of *Joyful Learning*, i.e. experiencing, interaction, communication and reflection (Dadang Kahmat, 2019). *Genially* not only plays a role in providing materials, but also directly measures and increase student engagement through a combination of interactive activities and material visualizations. As can

 P-ISSN: 2337-5264 | E-ISSN: 2656-0984

be seen from the scores obtained by students, which show a significant improvement, this is one of the main variables that support a real improvement in student learning outcomes. As has been revealed in the research carried out by Glory Situmorang, Oktaviani, D. F., & Lisnawati, S, Yasif, S., & Fitriani, B which shows that there is a significant influence of the application of *the Joyful Learning* method on learning outcomes. In the study, it was explained that a fun learning approach is able to actively participate students in the learning process, which in turn makes a positive contribution to the learning outcomes achieved. In line with these findings, the results of research at MTs Al Anwar, Cirebon Regency show that *Joyful Learning*, especially combined with Genially*'s interactive learning media*, can create a more interesting learning atmosphere, reduce student boredom, and increase active participation in learning. Media *Genially*, which offers a variety of interactive features such as quizzes, animations, and visualizations, making it easier for students to understand the material of Moral Beliefs. Based on the explanation above, it can be concluded that Moral Faith Learning through *Joyful Learning Genially* has proven to be effective in improving the learning outcomes of MTs Al Anwar students, as shown by a significant increase in *pretest* to *posttest scores*. Genially's fun learning atmosphere and interactive features are able to increase students' motivation, engagement, and overall understanding.

4. Conclusion

Based on the data analysis, this study on the Optimization of Learning Outcomes of Moral Beliefs through Joyful Learning Genially for Students of MTs Al Anwar Cirebon Regency concludes that there is a significant improvement in students' learning outcomes after the implementation of the Joyful Learning approach integrated with the Genially platform. Prior to the intervention, Grade VII B students achieved an average score of 56.00, with the highest score being 72—both of which fell below the Minimum Completeness Criteria (KKM) of 75. Following the implementation of Joyful Learning Genially, the average score rose sharply to 86.38, with the highest score reaching 100, thereby surpassing the KKM and indicating a substantial increase in student performance. Statistical analysis using the Paired Samples T-test yielded a significance value of 0.000 (< 0.05), leading to the rejection of H_0 and the acceptance of H_a. This confirms that the integration of Joyful Learning with Genially effectively optimizes the learning outcomes of students in the domain of moral beliefs. The results of this research hold important implications for both theory and practice in Islamic education, particularly in the cultivation of students' moral beliefs. From a theoretical perspective, the study reinforces the view that active, student-centered pedagogies, when integrated with interactive digital platforms can serve as effective vehicles for internalizing religious and moral values. This aligns with contemporary educational theories that emphasize meaningful learning experiences as a pathway to deeper value formation. From a practical standpoint, the success of Joyful Learning Genially in optimizing moral belief learning outcomes offers a replicable framework for educators, curriculum developers, and policymakers. It can inform the design of faith-based digital learning interventions across various subjects, bridging the gap between traditional Islamic moral education and the demands of 21st-century digital literacy. Furthermore, the approach has the potential to inspire future research on scalable, technology-enhanced strategies for nurturing moral and spiritual character in diverse educational settings

Acknowledgment

The authors would like to express their sincere gratitude to Universitas Islam Negeri Siber Syekh Nurjati Cirebon, Indonesia, for the support and academic environment that made this study possible. The authors also appreciate all colleagues and participants who contributed valuable insights and assistance throughout the research process.

P-ISSN: 2337-5264 | E-ISSN: 2656-0984

Declarations

Author contribution : Conceptualization, IS; Methodology, ZS; Validation, NA; Formal Analysis, IS; Investigation, ZS; Writing – Original Draft, IS; Writing – Review & Editing, ZS and NA; Supervision, NA.

Funding statement : This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Conflict of interest : The authors declare no conflict of interest.

Additional information : No additional information is available for this paper.

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