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# The Influence of Islamic Educational Games on Student Discipline

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## Abstract

This study examines the influence of Islamic educational games on students' disciplinary character at SMPIT Al Marjan Bengkulu City. Employing an explanatory sequential mixed-methods design, this research first collected quantitative data through Likert-scale questionnaires administered to 50 students who had experience using Islamic educational games. The data were analyzed using simple linear regression with IBM SPSS 26. Qualitative data were then obtained through semi-structured interviews with five selected students to provide deeper explanations of the statistical findings. The results show that Islamic educational games have a significant positive influence on students' discipline, as indicated by the t-value of 3.654 and significance level of  $p = 0.001$ . The coefficient of determination ( $R^2 = 0.218$ ) indicates that Islamic educational games explain 21.8% of the variance in students' disciplinary character. However, the qualitative findings reveal that the practical impact of the games remains moderate due to limited frequency of use, technical constraints, unfamiliar gameplay mechanisms, and insufficient teacher guidance. This study contributes to Islamic character education by demonstrating that faith-based digital games can support students' discipline when integrated with structured pedagogical strategies, reflective guidance, and continuous learning supervision.

**Keywords:** character education; digital learning; Islamic educational games; mixed-methods; student discipline.

## Introduction

Education is one of the most influential factors in shaping students' moral and behavioral character. In the context of Islamic education, character formation, particularly discipline, is considered essential because it reflects the integration between knowledge, faith (iman), and righteous deeds (amal salih). Discipline enables students to manage their time, obey school regulations, and fulfill responsibilities in accordance with Islamic values (Al-Kandari & Al-Qattan, 2020). However, preliminary observations conducted at SMPIT Al Marjan Bengkulu City revealed several disciplinary issues among students, including delays in submitting assignments, limited responsibility during classroom activities, inconsistent adherence to school regulations, and low motivation to follow structured learning schedules. Teachers also reported that students tended to be more engaged with entertainment-based digital games than with instructional learning media. These conditions indicate the need for innovative learning approaches capable of integrating Islamic values with engaging digital interaction to strengthen students' disciplinary character.

The rapid development of digital technology has transformed learning processes in schools, including Islamic educational institutions. The integration of educational technology, such as Islamic educational games, provides new opportunities to foster moral and spiritual values through interactive learning experiences. Unlike general educational games, which primarily emphasize cognitive achievement, problem-solving, or entertainment, Islamic educational games are specifically designed to integrate Islamic teachings, moral values, and character formation into gameplay activities. These games commonly incorporate Qur'anic messages, prophetic stories, Islamic ethics (akhlaq), and behavioral guidance intended to strengthen students' spiritual awareness and moral responsibility (Alim, 2021). Therefore, Islamic educational games function not only as instructional media but also as tools for internalizing Islamic values and cultivating disciplinary character in accordance with the principles of Islamic education. Through interactive and value-oriented digital media, students can experience character-building processes that combine entertainment, learning, and religious reflection, making moral development more engaging, contextual, and meaningful in their daily lives (Nurhasanah & Nida, 2021).

Several studies have demonstrated that educational games can improve students' learning motivation, engagement, and knowledge retention (Chen & Yang, 2022). Recent studies also indicate that digital games containing religious and moral values can support character development by strengthening students' awareness of ethical behavior and discipline within learning activities (Rachmawati, 2023; Rahman & Husni, 2023). Furthermore, game-based learning has been recognized as an interactive pedagogical approach capable of increasing students' participation and emotional involvement in the learning process (Wang, 2021). However, previous studies have predominantly focused on cognitive achievement, motivation, and affective engagement, while limited attention has been given to the behavioral dimension of character education, particularly students' disciplinary behavior in Islamic school contexts. Existing research also rarely integrates quantitative measurement with qualitative exploration to examine how students actually experience Islamic educational games in daily learning practices. Consequently, the long-term contribution of Islamic educational games to shaping disciplinary character remains insufficiently understood. Responding to these limitations, the present study employs an explanatory sequential mixed-methods design to investigate not only the statistical influence of Islamic educational games on students' discipline at SMPIT Al Marjan Bengkulu City, but also students' perceptions and experiences regarding the effectiveness of these games in fostering responsibility, self-regulation, and adherence to learning rules.

Discipline as a component of character education involves consistency in following rules, responsibility, and self-control. In Islamic pedagogy, these attributes are nurtured through continuous practice of *akhlaq al-karimah* (noble behavior) derived from Qur'anic teachings and the Prophet's example (*uswah hasanah*). Incorporating Islamic educational games can serve as an innovative pedagogical tool to promote these values among middle school students.

Previous studies on Islamic educational games and game-based learning have generally emphasized learning motivation, cognitive achievement, and student engagement, while only limited research has specifically examined their influence on students' disciplinary character within Islamic school environments (Chen & Yang, 2022; Rahman, 2023). In addition, most earlier studies relied predominantly on quantitative approaches without exploring students' subjective experiences in using Islamic educational games. Therefore, the present study

contributes to the literature by integrating quantitative regression analysis with qualitative interview findings to examine both the measurable influence and the perceived behavioral impact of Islamic educational games on students' discipline at SMPIT Al Marjan Bengkulu City. This integration enables a more comprehensive understanding of the relationship between Islamic digital learning media and disciplinary character formation, particularly in the context of Islamic-based secondary education.

## Methods

This study employed an explanatory sequential mixed-methods approach combining quantitative and qualitative methods to comprehensively examine the relationship between the use of Islamic educational games (independent variable) and students' disciplinary character (dependent variable) (Creswell & Plano Clark, 2018; Tashakkori & Teddlie, 2010). Quantitative data were collected through questionnaires distributed to 50 students of SMPIT Al Marjan Bengkulu City who had experience using Islamic educational games. Subsequently, qualitative data were obtained through semi-structured interviews with five selected students to gain deeper insights into their experiences, perceptions, motivation, and disciplinary behavior related to the use of Islamic educational games (Qian & Clark, 2016; Papastergiou, 2009). The research instruments consisted of a Likert-scale questionnaire designed to measure discipline-related behaviors and an interview guide intended to explore students' lived experiences and responses toward Islamic educational games in the learning process (Clark, Tanner-Smith, & Killingsworth, 2016).

The research design adopted an explanatory sequential mixed-methods approach to identify the influence of Islamic educational games on students' discipline and to explain the quantitative findings through qualitative data (Creswell & Plano Clark, 2018). The population of this study consisted of junior high school students at SMPIT Al Marjan Bengkulu City. A total of 50 students from grades VII and VIII participated in the quantitative phase and were selected using purposive sampling based on several criteria: (1) students had experience using Islamic educational games, (2) students actively participated in Islamic learning activities, and (3) students were willing to complete the questionnaire and participate in interviews. The sample consisted of both male and female students to ensure broader representation of students' experiences and disciplinary behaviors. The number of 50 participants was considered adequate for simple linear regression analysis because it met the minimum sample recommendation for examining relationships between variables in educational research (Hair et al., 2019). In the qualitative phase, five students were selected purposively to provide deeper explanations regarding their experiences, motivation, and perceptions of Islamic educational games. The mixed-method approach enabled triangulation between quantitative and qualitative findings, thereby strengthening the credibility and comprehensiveness of the study (Denzin & Lincoln, 2018). The research procedure included instrument development, expert validation, data collection, quantitative analysis, and qualitative interpretation conducted systematically in accordance with the study objectives.

The research procedure consisted of several main stages. First, the questionnaire was developed based on discipline indicators derived from previous studies on character education and student discipline, including punctuality, responsibility, adherence to school rules, self-regulation, and task completion (Lickona, 2013; Nurhasanah & Nida, 2021). The instrument consisted of 16 items divided into two variables: eight items measuring students' experiences with Islamic educational games (Variable X) and eight items measuring students' disciplinary character (Variable Y). The questionnaire employed a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Examples of questionnaire items included "Islamic educational games encourage me to follow

learning rules” and “I complete school assignments on time after using Islamic educational games.” Several questionnaire items were adapted and modified from previous validated instruments related to character education and educational game-based learning to ensure conceptual relevance to the context of Islamic education.

Second, the validity and reliability of the instrument were evaluated through expert judgment and statistical testing. Two experts in Islamic education and educational technology reviewed the questionnaire to assess content relevance, language clarity, and alignment with research objectives. Revisions were made based on the experts’ suggestions before the instrument was distributed to respondents. Statistical validity testing was conducted using Pearson Product Moment correlation, while reliability testing employed Cronbach’s Alpha analysis. The reliability coefficients for both variables exceeded 0.70, indicating good internal consistency (Cronbach, 1951; Hair et al., 2019). Third, quantitative data were collected through questionnaire distribution to students, followed by semi-structured interviews with selected participants to obtain deeper explanations regarding students’ experiences, motivation, and perceptions of Islamic educational games. This procedure enabled the integration of measurable statistical data with descriptive qualitative insights (Miles, Huberman, & Saldaña, 2020).

After data collection, the analysis process was conducted quantitatively and qualitatively. Quantitative data were analyzed using IBM SPSS version 26 through simple linear regression to examine the influence of Islamic educational games on students’ discipline (Field, 2018; Montgomery, Peck, & Vining, 2021). Before conducting regression analysis, several classical assumption tests were performed to ensure the appropriateness of the regression model. These included the normality test using the Kolmogorov–Smirnov method to determine whether the data were normally distributed, the linearity test to examine whether the relationship between the independent and dependent variables was linear, and the homoscedasticity test using scatterplot analysis to assess the equality of residual variance across observations. The results of these assumption tests indicated that the data met the requirements for regression analysis.

After the assumptions were fulfilled, hypothesis testing was conducted through simple linear regression analysis, including the t-test to determine the partial effect of the independent variable and the coefficient of determination ( $R^2$ ) to measure the contribution of Islamic educational games to students’ disciplinary character. Meanwhile, qualitative interview data were analyzed using thematic analysis following the stages proposed by Braun and Clarke (2006), including data familiarization, coding, theme identification, theme review, and interpretation. The qualitative findings were then integrated with the quantitative results to provide a more comprehensive understanding of students’ experiences and perceptions regarding the use of Islamic educational games in character education.

All research activities adhered to the ethical standards established by the American Educational Research Association (AERA, 2011). Prior to data collection, official permission to conduct the study was obtained from SMPIT Al Marjan Bengkulu City. Because the participants were junior high school students categorized as minors, parental or guardian consent was also obtained before students participated in the research process. Students were informed about the objectives, procedures, and voluntary nature of the study, and they were assured that their participation would not affect their academic evaluation. In addition, confidentiality and anonymity of participants’ responses were strictly maintained throughout the research process. These ethical procedures were implemented to ensure the credibility, integrity, transparency, and protection of participants’ rights during the study (AERA, 2011; Resnik, 2020).

## Results

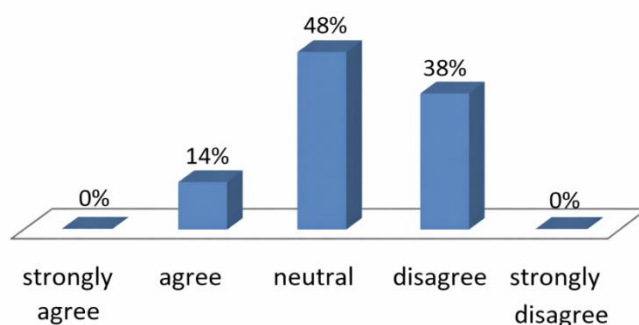
The findings of this study indicate that students at SMPIT Al Marjan Bengkulu City had varying perceptions regarding the use of Islamic educational games and their influence on disciplinary character. Most respondents reported having experience using Islamic educational games, although the intensity and frequency of use remained relatively low. Students generally expressed neutral to moderately positive perceptions of the games' effectiveness in improving responsibility, punctuality, and adherence to learning rules. Interview findings further revealed that while some students considered the games motivating and enjoyable, others experienced difficulties related to gameplay understanding, limited engagement, and technical constraints. These descriptive findings suggest that Islamic educational games possess potential as character-based learning media, although their practical impact on students' disciplinary behavior remains limited and context-dependent. To ensure the quality and accuracy of the research instrument, validity and reliability tests were conducted before hypothesis testing. Subsequently, regression analysis was employed to examine the statistical influence of Islamic educational games on students' disciplinary character.

### Description of Research Data

**Table 1.** The Influence of Islamic Educational Games

Response Category	Frequency	Percentage
Strongly Agree	0	0%
Agree	7	14%
Neutral	24	48%
Disagree	19	38%
Strongly Disagree	0	0%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table 1 shows students' responses regarding the influence of Islamic educational games on disciplinary character. Most respondents expressed neutral perceptions (48%), while 38% disagreed and 14% agreed that Islamic educational games significantly influenced their discipline. No respondents selected the categories of strongly agree or strongly disagree. These findings indicate that although students have been exposed to Islamic educational games, their perceived impact on disciplinary behavior remains moderate and not yet strongly internalized among most participants.



**Fig 1.** Students Disciplinary Character

The diagram above presents the respondents' responses to statements concerning students' disciplinary character. Based on the data, 48% of respondents expressed a neutral opinion, 38% disagreed, and 14% agreed, while none selected the categories of strongly agree or strongly disagree. These results indicate that most respondents do not yet hold a firm view regarding students' discipline, while others believe that students' disciplinary character still needs

improvement. This finding suggests the necessity of strengthening discipline values through habituation and exemplary practices within the teaching and learning process.

## Validity

### Variable X

The results of the item validity analysis were obtained through SPSS output using the Pearson Product Moment correlation. The total number of respondents (N) was 50. The critical r-value (r-table) for  $df = 48$  at a significance level of  $\alpha = 0.05$  is approximately 0.279. An item is considered valid if the calculated correlation coefficient (r-count) is greater than the r-table value.

**Table 2.** Item Validity Test Results of Variable X

Item	r-count (with total)	r-table	Description
Item_1	0.642	0.279	Valid
Item_2	0.609	0.279	Valid
Item_3	0.641	0.279	Valid
Item_4	0.445	0.279	Valid
Item_5	0.476	0.279	Valid
Item_6	0.480	0.279	Valid
Item_7	0.496	0.279	Valid
Item_8	0.598	0.279	Valid

Table 2 presents the validity test results for Variable X (Islamic Educational Games). The analysis was conducted using Pearson Product Moment correlation with 50 respondents. The critical r-table value for  $df = 48$  at  $\alpha = 0.05$  was 0.279. The findings show that all questionnaire items obtained r-count values higher than the r-table threshold, ranging from 0.445 to 0.642. Therefore, all items were declared valid and considered appropriate for measuring students' experiences with Islamic educational games in this study.

### Variable Y

The validity test for Variable Y was conducted using the same method. The results are presented below:

**Table 2.** Item Validity Test Results of variable Y

Item	r-count (with total)	r-table	Description
Item_1	0.462	0.279	Valid
Item_2	0.452	0.279	Valid
Item_3	0.421	0.279	Valid
Item_4	0.414	0.279	Valid
Item_5	0.362	0.279	Valid
Item_6	0.370	0.279	Valid
Item_7	0.452	0.279	Valid
Item_8	0.529	0.279	Valid

Based on the results above, all items in Variable Y are valid, as all r-count values are greater than the r-table (0.279). Hence, the entire set of items is valid and feasible for research use.

## Reliability

The interpretation guideline for Cronbach's Alpha is as follows:

**Table 3.** Cronbach's Alpha Reliability Coefficient

Cronbach's Alpha	Interpretation
< 0.60	Low or unacceptable reliability
0.60 - 0.70	Acceptable reliability
0.70 - 0.80	Good reliability
0.80 - 0.90	Very good reliability
> 0.90	Excellent reliability

**Variable X****Table 4.** Cronbach's Alpha variable X

Cronbach's Alpha	Number of Items
0.709	8

Based on the results, the Cronbach's Alpha value for Variable X is 0.709, indicating that the instrument consisting of eight items possesses good reliability.

**Variable Y****Table 5.** Cronbach's Alpha variable X

Cronbach's Alpha	Number of Items
0.781	8

The Cronbach's Alpha value for Variable Y is 0.781, suggesting that the eight-item instrument also demonstrates good reliability.

**Simple Linear Regression****Tabel 6.** ANOVA Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	513.162	1	513.162	13.351	0.001
Residual	1844.918	48	38.436		
Total	2358.080	49			

The output indicates an F-value of 13.351 with a significance level of  $0.001 < 0.05$ . This result shows that the regression model can be used to predict the influence of Variable X on Variable Y.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.466	0.218	0.201	6.19966

The coefficient of determination ( $R^2$ ) of 0.218 indicates that 21.8% of the variation in Variable Y can be explained by Variable X, while the remaining 78.2% is influenced by other factors not included in the model. This suggests that, although Variable X has a meaningful effect, other variables also play important roles in determining Variable Y.

**Hypothesis Testing (t-Test)**

Based on the regression analysis, the significance value for the effect of Islamic educational games on students' disciplinary character was 0.001, which is lower than 0.05 ( $p = 0.001 < 0.05$ ). The t-value of 3.654 further indicates that Islamic educational games have a statistically significant positive influence on students' discipline at SMPIT Al Marjan Bengkulu City. Therefore, the research hypothesis is accepted. However, although the quantitative findings demonstrate a significant relationship, the qualitative findings reveal that the influence tended to be moderate and not yet fully reflected in students' daily disciplinary behavior. This suggests that Islamic educational games may contribute to students' disciplinary character at a conceptual or motivational level, but their practical implementation has not been sufficiently intensive to produce strong behavioral transformation.

Most students reported having used Islamic educational games, although the frequency of use remained relatively limited. Some students explained that they had only used the games once or twice, indicating that the games had not yet become part of their regular learning activities. The student stated, "I have played the Islamic game before, but only once because I rarely use

educational games” (student 2). Another participant commented, “I usually play other games that are more entertaining, so I do not often use the Islamic game” (student 4). These findings indicate that students were still more attracted to commercial entertainment games than educational games, which may reduce the long-term behavioral impact of Islamic educational games on discipline and responsibility.

Under the theme of learning motivation, several students expressed positive perceptions regarding the games. One participant noted, “The game is interesting because it contains Islamic stories and quizzes, so learning feels more enjoyable” (student 1). This finding suggests that Islamic educational games can create a more engaging and enjoyable learning atmosphere, which supports previous studies emphasizing the motivational benefits of game-based learning. Nevertheless, not all students experienced the games positively. One participant explained, “Sometimes I feel confused about how the game works, so I lose interest quickly” (student 3). This indicates that usability and game design remain important factors influencing students’ engagement and learning experience.

Regarding behavioral impact, most students acknowledged that the games provided some support in remembering Islamic lessons and encouraging learning interest, although the effect on discipline and responsibility was still relatively limited. One participant stated, “The game helped me remember some lessons, but it did not really change my study discipline” (student 5). These findings demonstrate that Islamic educational games contributed more strongly to cognitive reinforcement and learning motivation than to direct behavioral change. In other words, although the games positively influenced students’ awareness of learning, the formation of consistent disciplinary habits likely requires continuous guidance, structured learning supervision, and longer-term implementation.

In terms of learning outcomes, students’ responses varied considerably. Some students felt that the games helped them understand Islamic material more easily, while others experienced confusion due to gameplay complexity or unfamiliar instructions. Similarly, the influence on students’ responsibility and self-regulation remained inconsistent. A few students reported slight improvements in managing study schedules, whereas others admitted difficulty balancing study and recreational gaming activities, particularly with popular online games such as Mobile Legends: Bang Bang. These findings suggest that students’ disciplinary character is influenced not only by educational media but also by individual motivation, gaming habits, and environmental support.

The findings also identified several implementation challenges, including limited device performance, unfamiliarity with gameplay mechanisms, and insufficient instructional guidance before using the games. These obstacles reduced students’ engagement and limited the educational effectiveness of the games. Therefore, Islamic educational games require further pedagogical refinement, including simpler interfaces, clearer instructions, and technical optimization for lower-specification devices commonly used by students. In addition, stronger integration between game activities and classroom supervision may help reinforce disciplinary values more effectively.

Overall, the integration of quantitative and qualitative findings demonstrates that Islamic educational games have a positive but still limited influence on students’ disciplinary character at SMPIT Al Marjan Bengkulu City. While the statistical findings confirm a significant relationship, the qualitative data indicate that the effectiveness of the games in fostering discipline, responsibility, and self-regulation depends greatly on usage intensity, game quality, student engagement, and teacher guidance. Therefore, Islamic educational games should be viewed not as a standalone solution for character education, but as a complementary pedagogical tool that requires continuous support and systematic implementation within Islamic learning environments.

## Discussion

The simple linear regression analysis produced an F value of 13.351 ( $p = 0.001$ ), indicating that the regression model is statistically significant in predicting the effect of Islamic educational game use on students' discipline. The coefficient of determination ( $R^2 = 0.218$ ) shows that approximately 21.8% of the variance in students' disciplinary character is explained by the use of Islamic educational games, while the remaining 78.2% is influenced by other factors not included in the model, such as family environment, school learning systems, peer influence, and individual characteristics. Furthermore, the t-test results for Variable X ( $t = 3.654$ ,  $p = 0.001$ ) confirm that Islamic educational games have a statistically significant positive effect on students' discipline. Although the relationship is statistically significant, the relatively modest  $R^2$  value indicates that the magnitude of influence remains limited, suggesting that Islamic educational games contribute only partially to students' disciplinary outcomes in the current educational context.

Qualitative interviews with five students corroborated and elaborated the quantitative findings. Four students reported having used Islamic educational games, although the frequency of use remained relatively low. Students expressed varying experiences regarding the games' effectiveness. One participant stated, *"The game is interesting and makes learning more enjoyable, but I only played it a few times."* Another student explained, *"Sometimes I feel confused about how to play the game, so it does not really help me study."* In terms of discipline and responsibility, a participant mentioned, *"The game helped me remember some Islamic lessons, but it did not significantly change my study discipline or responsibility."* These interview findings indicate that students perceived Islamic educational games as moderately engaging but not yet sufficiently effective in strengthening disciplinary behavior.

These findings align with previous studies indicating that digital educational games can improve engagement and learning motivation, while their impact on behavioral outcomes such as discipline and self-regulation remains inconsistent unless supported by structured pedagogical frameworks (Wang, 2021; Qian & Clark, 2016). Previous research has also emphasized that the effectiveness of game-based learning depends greatly on instructional design quality, curriculum integration, and teacher facilitation during implementation (Papastergiou, 2009; Clark, Tanner-Smith, & Killingsworth, 2016).

Several challenges identified by students such as limited understanding of gameplay, technical constraints (e.g., low-performance smartphones), and lack of initial guidance reflect issues highlighted in prior literature. Research on Islamic educational media and mobile learning reports similar obstacles related to accessibility, usability, and instructional adaptation, which may reduce the educational effectiveness of digital learning tools (Abdullah & Ismail, 2020; Rahman & Husni, 2023). Furthermore, unstructured or excessive gaming may hinder rather than strengthen students' self-discipline, particularly among adolescents who require consistent supervision and moral guidance during the learning process (Gentile et al., 2020).

From the perspective of Islamic pedagogy, the effectiveness of Islamic educational games depends not only on technological features but also on the role of teachers in guiding habituation (*ta'dib*) and moral character formation (*akhlak*). In Islamic education, discipline is cultivated through continuous practice, reflection, and teacher modeling rather than through digital interaction alone. Therefore, teachers play an essential role in mediating students' engagement with educational games by connecting game content with Islamic values, classroom discussions, reflective activities, and daily behavioral practice. Reflective guidance can help students internalize moral messages contained in the games, such as responsibility, honesty, punctuality, and self-control, transforming gameplay into meaningful character-learning experiences. These findings

reinforce the notion that game-based learning in Islamic education should not be treated merely as entertainment media, but as part of an integrated pedagogical strategy that combines technology, teacher facilitation, habituation, and moral reflection to strengthen students' disciplinary character (Becker & Parker, 2012).

Overall, the mixed-method findings suggest that Islamic educational games have a statistically significant influence on students' discipline, although the practical impact perceived by students remains relatively limited and context-dependent. An important finding of this study is the tension between the quantitative results, which demonstrate a significant positive relationship ( $p = 0.001$ ), and the qualitative findings, in which most students reported only modest improvements in discipline, responsibility, and learning motivation. This discrepancy indicates that statistical significance does not necessarily reflect strong behavioral transformation in everyday learning practices. In other words, while Islamic educational games may contribute positively to students' disciplinary character at a measurable level, their actual effectiveness is still constrained by factors such as low frequency of use, limited pedagogical integration, technical barriers, and varying student engagement.

The qualitative findings suggest that educational games alone are insufficient to foster sustainable disciplinary behavior without consistent instructional support and reflective learning activities. Therefore, to enhance impact, educational game development should focus on three key strategies: (1) embedding gameplay within structured learning sequences that connect in-game behavior to classroom reflection; (2) employing user-centered design to improve accessibility and device performance; and (3) incorporating self-regulation features such as progress tracking, goal setting, and reflective prompts. These recommendations are consistent with previous meta-analyses emphasizing that serious games produce more effective behavioral and learning outcomes when integrated pedagogically and continuously refined through instructional evaluation (Hamari et al., 2016; Dicheva et al., 2015). Future studies should employ longitudinal or quasi-experimental designs to examine sustained behavioral changes and explore how Islamic educational games can more effectively cultivate discipline as a core character value in Islamic education contexts.

## Conclusion

This study concludes that Islamic educational games have a statistically significant influence on students' disciplinary character at SMPIT Al Marjan Bengkulu City. The regression analysis showed that the use of Islamic educational games contributed 21.8% ( $R^2 = 0.218$ ) to the variation in students' discipline, indicating that the effect was significant but relatively modest. Qualitative findings further revealed that students perceived the games as moderately engaging; however, their influence on responsibility, self-regulation, and disciplinary behavior was not yet optimal due to limited use, technical constraints, and insufficient pedagogical integration. Therefore, Islamic educational games can serve as supportive media for character education, but their effectiveness depends on structured instructional implementation and alignment with students' learning contexts.

Building upon these findings, the study offers valuable prospects for further research and application. Future studies can develop improved versions of Islamic educational games that incorporate adaptive learning features, culturally contextualized narratives, and real-time feedback mechanisms to strengthen students' self-regulation and discipline. Experimental and longitudinal designs are also recommended to examine causal relationships and long-term behavioral impacts of game-based learning in Islamic education contexts. Furthermore, the implementation of such educational games in broader learning settings such as madrasahs, integrated Islamic schools, and

extracurricular programs can serve as a model for integrating digital innovation into character education. By expanding this line of research, Islamic educational games hold the potential not only to enhance disciplinary character but also to nurture a generation of digitally literate and ethically grounded learners.

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