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The Effectiveness of Baamboozle Interactive Learning Media on the Learning Outcomes of Eighth-Grade Students in Islamic Cultural History

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Abstract

Observations conducted at MTs Al-Khoiriyah Probolinggo indicated that students' achievement in Islamic Cultural History was relatively low. Out of 29 students, only 13 reached the Minimum Mastery Criteria (KKM) set at 75. This situation was largely influenced by the frequent use of traditional teaching strategies, which led to minimal student involvement and low learning enthusiasm. These findings suggest the importance of applying more innovative and engaging learning media. Therefore, Baamboozle interactive learning media was introduced as an alternative solution. This research aimed to analyze the impact of Baamboozle on the learning outcomes of eighth-grade students in Islamic Cultural History at MTs Al-Khoiriyah Probolinggo. This study employed a quantitative approach with a quasi-experimental nonequivalent control group design, in which the experimental class obtained the highest post-test score (90.33) and the control group (72.60). Furthermore, hypothesis testing produced a significance value (sig. 2-tailed) of 0.000, which is below the 0.05 threshold. This means that the use of Baamboozle learning media has a significant effect on students' learning outcomes.

Keywords: bamboozle, learning media, learning outcomes, Islamic cultural history.

Introduction

Education is an essential means of forming a society that is skilled, intelligent, and grounded in faith in Allah SWT.¹ In Islam, education is not confined to the acquisition of general knowledge but also encompasses the obligation to seek religious knowledge and share it with others, as those endowed with knowledge are highly esteemed by Allah SWT. Education is therefore considered a noble endeavor in Islamic thought. This principle is evident in the first Qur'anic revelation to the Prophet Muhammad (peace be upon him), which emphasizes the importance of reading, learning, reflection on divine signs, and understanding natural phenomena in relation to faith, knowledge, and action.²

Islamic Religious Education consists of various subject areas, including Islamic Cultural History³. This subject offers students a broad opportunity to understand the cultural, social, and religious developments of the Islamic era through a historical lens.⁴ Advances in digital technology have

¹ Sunardi Sunardi dkk., "The Essence of Islamic Education: The Paradigm of Knowledge, Faith, and Action," *Ngaos: Jurnal Pendidikan dan Pembelajaran* 3, no. 2 (2025): 84–101, <https://doi.org/10.59373/ngaos.v3i2.220>.

² Raju Pratama Marronis dkk., "Analisis Kesempurnaan Akhlak Nabi Muhammad Saw Ditinjau Dari Al Qur'an dan Sunnah," *Jurnal Manajemen dan Pendidikan Agama Islam* 2, no. 3 (2024): 88–101, <https://doi.org/10.61132/jmpai.v2i3.254>.

³ Usep Mudani Karim Abdullah dan Abdul Azis, "Efektifitas Strategi Pembelajaran Analisis Nilai Terhadap Pengembangan Karakter Siswa pada Mata Pelajaran Sejarah Kebudayaan Islam," *Jurnal Penelitian Pendidikan Islam* 7, no. 1 (2019): 51, <https://doi.org/10.36667/jppi.v7i1.355>.

⁴ Robi Zulfikar dkk., "Student Interest in Learning the SKI Course Material: How is it Related to Self-Confidence among PAI Students?," *JIIIP*

profoundly altered various sectors of human existence, with education emerging as one of the most affected sectors. In the digital era, Islamic Education (PAI) encounters multifaceted challenges related to educators, learners, and supporting infrastructure. Although technology is expected to function as an instrument to improve learning effectiveness, its implementation in educational practice remains suboptimal due to various constraints.

One of the major challenges in delivering Islamic Education in the digital context is the limited level of digital literacy among both teachers and students. Many PAI educators experience difficulties in integrating technology into the learning process as a result of inadequate training and limited exposure to digital instructional tools. As a consequence, Islamic Education instruction in several schools continues to rely on conventional teaching methods, failing to fully capitalize on the potential offered by digital technology⁵.

In the context of rapid technological advancement in the modern era, the field of education is expected to utilize technology to enhance the quality of learning. This is particularly relevant to History as a subject, which is often perceived as containing extensive material and being monotonous.⁶

- *Jurnal Ilmiah Ilmu Pendidikan* 8, no. 1 (2025): 81–90, <https://doi.org/10.54371/jiip.v8i1.6515>.

⁵ Nurul Azizah dkk., “Smart Window Puzzle as An Innovative Learning Media: Its Impact on Student Learning Outcomes in Vocational High Schools,” *In Proceedings International Conference on Education Innovation and Social Science*, 2025, 115–23.

⁶ Tresna Hamidah Agustina dkk., “Pembelajaran Berbasis Gamifikasi : Pemanfaatan Platform Gimkit untuk Meningkatkan Hasil Belajar Siswa,” *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)* 4, no. 4 (2024): 1475–84, <https://doi.org/10.53299/jppi.v4i4.766>.

Advances in technology have significantly transformed teaching and learning practices while posing new challenges for educators.⁷ The rapid development of technology and knowledge is closely linked to education, which is responsible for fostering intelligent, conscientious, and morally grounded generations. In educational settings, technology is increasingly used to support instructional processes, enabling teachers to deliver lessons more effectively through digital platforms for assignments, assessment, and monitoring students' progress.⁸

Nevertheless, current educational practices reveal that the integration of technology in classroom learning remains limited. Conventional teaching approaches continue to dominate instructional activities, leading to the underutilization of technology-based learning media. Observations at MTs Al-Khairiyah Probolinggo indicate that only a few teachers have incorporated technological media into their instruction. As a result, teaching practices remain largely lecture-centered, causing students to experience low engagement and boredom, which ultimately affects their learning outcomes.

As a consequence, the learning outcomes of eighth-grade students in Islamic Cultural History have not yet reached a satisfactory level. Many students are required to undertake remedial learning due to scores below the Minimum Mastery Criteria (KKM). Data from the final semester examination indicate that 55% of students did not meet the mastery

⁷ Bunga Savana dkk., "Pengaruh Metode Pembelajaran Game Based Learning Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Muhammadiyah 57," *Journal of Sustainable Education* 2, no. 1 (2025): 30–40, <https://doi.org/10.69693/jose.v2i1.143>.

⁸ Sulalatu Nikma dkk., "Strategi Kepala Madrasah Dalam Meningkatkan Nilai Tambah Bagi Siswa Era Society 5.0," *Didaktika : Jurnal Pemikiran Pendidikan* 29, no. 2 (2023): 175, <https://doi.org/10.30587/didaktika.v29i2.6256>.

standard; of the 29 students assessed, 13 achieved the KKM, while 16 did not.

In general, the learning process has not fully utilized engaging learning media, resulting in a monotonous learning environment. This condition has led to a decline in students' learning motivation and learning outcomes.⁹ Therefore, teachers are required to innovate in instructional practices by moving away from traditional lecture-based approaches toward the integration of educational games and active learning models to enhance student engagement and learning outcomes.¹⁰

In response to these challenges, this study implements an educational game-based learning medium with the objective of improving students' learning outcomes and enabling them to achieve scores above the Minimum Mastery Criteria. Specifically, Baamboozle Edugames was utilized as an interactive learning platform designed to increase student engagement and create a more engaging learning environment through the integration of game based elements.¹¹

Based on the study conducted by Nurmawati et al., the use of Baamboozle as an educational game-based learning medium has been shown to positively influence students' motivation and learning outcomes. By creating a more interactive and enjoyable learning atmosphere, Baamboozle

⁹ Muhammad Alfa Khoiruddin dan Ranu Iskandar, "Pengembangan Gamifikasi Untuk Meningkatkan Motivasi Belajar Dan Hasil Belajar Materi Sistem AC," *Jurnal Pendidikan Vokasi Otomotif* 7, no. 1 (2024): 194–214, <https://doi.org/10.21831/jpvo.v7i1.78689>.

¹⁰ Satriani Satriani, "Inovasi Pendidikan: Metode Pembelajaran Monoton ke Pembelajaran Variatif (Metode Ceramah Plus)," *Jurnal Ilmiah Iqra'* 10, no. 1 (2018), <https://doi.org/10.30984/jii.v10i1.590>.

¹¹ Feti Lestari, "Gamified Learning Environment By Utilzing Bamboozle For Efl : Secondary Teacher & Students' Voice," *Learning : Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran* 4, no. 4 (2024): 999–1006, <https://doi.org/10.51878/learning.v4i4.3456>.

encourages students to participate more actively in the learning process, which in turn contributes to improved academic performance¹².

Most previous studies have primarily focused on students' activeness and learning interest. However, limited studies have explored the impact of Baamboozle on students' learning outcomes in Islamic Cultural History. In particular, studies investigating eighth-grade students at MTs Al-Khairiyah Probolinggo remain limited.

Therefore, this study aims to examine the effect of Baamboozle Edugames on the learning outcomes of eighth-grade students in the subject of Islamic Cultural History at MTs Al-Khairiyah Probolinggo. This research is expected to complement previous findings and provide empirical contributions to the development of interactive, game-based learning media in Islamic Cultural History instruction.

Research Method

This research applies a quantitative experiment approach. Sugiyono explains this approach is conducted to identify the influence of a given treatment on certain variables by controlling the research conditions¹³.

This study employed a *pre-test post-test control group design*. The participants were divided into two groups: an experimental group that received treatment using an active learning method and a control group that did not receive such

¹² Nurmawati dkk., "Gamification in Education: Leveraging the Bamboozle App for Effective Summative Assessments in Seventh-Grade of Junior High School," *Mimbar Ilmu* 29, no. 3 (2025): 467–75, <https://doi.org/10.23887/mi.v29i3.90266>.

¹³ Sugiyono, *Metode penelitian kualitatif, kuantitatif, dan R&D* (Alfabeta, 2021).

treatment.¹⁴ Data were collected using test instruments to measure students' cognitive learning outcomes. The tests were administered in the form of pre-tests and post-tests to both groups. Data analysis was conducted by calculating mean scores and applying the Independent samples T- test using SPSS software.¹⁵

This study utilized a quasi-experimental research design. The research was conducted at MTs Al-Khairiyah Probolinggo with eighth-grade students. The sampling technique used in this study is saturated sampling, because the population size in this research is below 50.¹⁶

Table 1. Design of Research

Posttest	Treatment	Pretest
O ₁	X	O ₂
O ₃	-	O ₄

As shown in the table, both groups were given a pre-test to identify their initial conditions prior to treatment. The population of this study included all eighth-grade students of MTs Al-Khoiriyah Probolinggo from classes VIII A and VIII B. The total sample consisted of 31 students, with 15 students in the experimental group and 16 students in the control group.

¹⁴ Muhammad Ayasy Al Muhandis dan Agung Riyadi, "Analisis Efektivitas Customer First Quality First Approach Pada Training Quality Dojo Dengan Metode Quasi Eksperimen One Group Pretest Posttest Design," *Journal Of Applied Multimedia And Networking* 7, no. 2 (2023): 98–106, <https://doi.org/10.30871/jamn.v7i2.6931>.

¹⁵ Saiful Anwar dkk., "Inovasi Pembelajaran Berbasis SQ3R Pada Materi Tarikh Islam di Pondok Modren Darussalam Gontor," *Jurnal Pendidikan Agama Islam* 4, no. 1 (2025): 462–74, <https://doi.org/10.36232/jurnalpai.v4i1.648>.

¹⁶ Nidia Suriani dkk., "Konsep Populasi dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan," *Jurnal IHSAN: Jurnal Pendidikan Islam* 1, no. 2 (2023): 24–36, <https://doi.org/10.61104/ihsan.v1i2.55>.

Results and Discussion

Before administering the pre-test and post-test, the test instrument was examined for validity and reliability to ensure accurate and consistent measurement.¹⁷ The results of the analysis showed that the test items were appropriate for use in the research.

Table 2. Item Validity Test Results

Item No.	r-table	r-calculated	Validity
1	0.396	0.379	Invalid
2	0.396	0.467	Valid
3	0.396	0.544	Valid
4	0.396	0.587	Valid
5	0.396	0.372	Invalid
6	0.396	0.564	Valid
7	0.396	0.103	Invalid
8	0.396	0.317	Invalid
9	0.396	0.545	Valid
10	0.396	0.460	Valid
11	0.396	0.550	Valid
12	0.396	0.262	Invalid
13	0.396	0.122	Invalid
14	0.396	-0.196	Invalid
15	0.396	0.020	Invalid
16	0.396	0.546	Valid
17	0.396	0.662	Valid
18	0.396	0.466	Valid
19	0.396	0.408	Valid
20	0.396	-0.146	Invalid
21	0.396	0.438	Valid
22	0.396	0.447	Valid
23	0.396	0.253	Invalid
24	0.396	0.643	Valid
25	0.396	0.662	Valid

¹⁷ Vu Thi Thanh Nha, "Understanding validity and reliability from qualitative and quantitative research traditions," *VNU Journal of Foreign Studies* 37, no. 3 (2021), <https://doi.org/10.25073/2525-2445/vnufs.4672>.

Based on the item validity test, items with r-calculated values greater than the r-table value of 0.396 were considered valid. Out of 25 test items, 14 items met the validity criteria, while 11 items were classified as invalid. The valid items were used as the research instrument, whereas the invalid items were excluded from further analysis.

Reliability Statistics	
Cronbach's Alpha	N of Items
0,838	15

Figure 1. Reliability statistics

The reliability test results show that the Cronbach's Alpha coefficient is 0.838 for 15 test items. This value exceeds the minimum reliability threshold of 0.70, indicating that the instrument has high internal consistency and is reliable for measuring students' learning outcomes. Therefore, the test instrument is considered suitable for use in the pre-test and post-test.

Pre-test Results of Students' Learning Outcomes

Table 3. Post-test learning outcomes of the experimental and control groups

Control Group	Experimental Group
33	46
40	33
46	53
33	33
40	40
60	53
46	46
53	40
60	53
60	46
66	40
46	53

73	46
66	60
53	60
Mean	Mean
51.67	46.80

A descriptive analysis of the pre-test scores of both the control and experimental groups was conducted using SPSS 25, as presented below:

Table 4. Descriptive Analysis of Pre-test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Kontrol	15	33	73	51,67	12,373
Pretest_Eksperimen	15	33	60	46,80	8,554
Valid N (listwise)	15				

The pre-test results showed that the initial abilities of students in both the control and experimental groups were relatively low and comparable. The control group ($n = 15$) obtained a mean score of 51.67 ($SD = 12.373$), while the experimental group ($n = 15$) achieved a mean score of 46.80 ($SD = 8.554$). These results indicate that both groups had similar initial learning conditions prior to the treatment.

Tests of Normality and Homogeneity of Pre-test Results

Before conducting further statistical analysis, tests of normality and homogeneity were performed to examine whether the pre-test data met the assumptions required for parametric testing.

Table 5. The Normality test of Pre-test Results

Tests of Normality							
	Kelompok_Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil_PretestSKI	Kontrol	0,150	15	.200 [*]	0,953	15	0,566
	Eksperimen	0,166	15	.200 [*]	0,932	15	0,291
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the normality test using the Shapiro–Wilk test for both the control and experimental groups, the pre-test data of the control group showed a significance value of 0.291 ($p \geq 0.05$), indicating that the data were normally distributed. Similarly, the pre-test data of the experimental group obtained a significance value of 0.566 ($p \geq 0.05$), which also indicates a normal distribution. Since the significance values for both groups were greater than 0.05, it can be concluded that the pre-test data of the control and experimental groups were normally distributed.

Table 6. The Homogeneity test of Pre-test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil_PretestSKI	Based on Mean	3,040	1	28	0,092
	Based on Median	2,846	1	28	0,103
	Based on Median and with adjusted df	2,846	1	26,573	0,103
	Based on trimmed mean	3,061	1	28	0,091

Based on the table above, it can be observed that the obtained significance value is 0.092, which is greater than 0.05. Therefore, it can be concluded that the data are homogeneously distributed.

Independent Samples t-test of Pre-test Results

Table 7. Independent samples T- test of Pre-test Results

Independent Samples Test										
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the	
									Lower	Upper
Hasil_Pret estSKI	Equal variances assumed	3,040	0,092	1,253	28	0,221	4,867	3,884	-3,089	12,822
	Equal variances not assumed			1,253	24,894	0,222	4,867	3,884	-3,134	12,867

Based on the results of the normality and homogeneity tests, the data were found to be normally distributed and to have homogeneous variances. Therefore, an Independent Samples t-test was conducted under the Equal Variances Assumed condition. The results showed that the significance value (sig. 2-tailed) was greater than 0.05 ($p = 0.221$), indicating that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. These findings indicate that the initial abilities of students in both groups were equivalent, suggesting that both groups had comparable initial conditions to receive the instructional treatment.

Post-test Results of Students' Learning Outcomes.

After the implementation of the instructional treatment, a post-test was administered to evaluate students' learning outcomes and to determine the effectiveness of the applied learning media.

Table 8. Post-test Learning Outcomes of the Experimental and Control Groups

Experimental Group	Control Group
80	60
86	66
86	66
86	73
93	73
93	73

93	80
100	80
100	66
93	73
86	80
93	60
100	86
86	73
80	80
Mean	Mean
90.33	72.60

Table 9. Descriptive Analysis of Post-test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Eksperimen	15	80	100	90,33	6,673
Posttest_Kontrol	15	60	86	72,60	7,781
Valid N (listwise)	15				

Tests of Normality and Homogeneity of Post-test Results

Before conducting hypothesis testing, prerequisite tests were performed, namely the normality and homogeneity tests, to ensure that the data were normally distributed and met the assumptions required for further statistical analysis.

Table 10. The Normality test of Post-test Results

Tests of Normality							
Kelompok_Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil_Posttest SKI	Eksperimen	0,209	15	0,078	0,893	15	0,073
	Kontrol	0,187	15	0,166	0,926	15	0,240
a. Lilliefors Significance Correction							

Based on the results of the normality test using the Shapiro–Wilk test for both the control and experimental

groups, the post-test data of the control group showed a significance value of 0.240, which is greater than 0.05, indicating that the data were normally distributed. Meanwhile, the post-test results of the experimental group yielded a significance value of 0.073, which is also greater than 0.05, suggesting a normal distribution. Therefore, since the significance values for both groups exceeded 0.05, it can be concluded that the post-test data of the control and experimental groups were normally distributed.

Table 11. The Homogeneity test of Post-test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil_Post testSKI	Based on Mean	0,059	1	28	0,810
	Based on Median	0,055	1	28	0,817
	Based on Median and with adjusted df	0,055	1	27,802	0,817
	Based on trimmed mean	0,065	1	28	0,801

As shown in the table above, the significance value of 0.810 exceeds the 0.05 threshold, indicating that the data exhibit homogeneity of variance.

Independent Samples t-test of Post-test Results

After examining the prerequisite test results, which indicated that both groups were normally distributed and homogeneous, the hypothesis testing could be continued. The hypothesis was tested using an Independent Samples t-test with the assistance of SPSS version 25. The Independent Samples t-test was employed to determine whether there was a significant difference in the mean scores between two independent samples. The results of the Independent Samples t-test are presented in the following table:

Table 12. Independent samples T- test of Post-test Results

Independent Samples Test										
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the	
Hasil Belajar SKI	Equal variances assumed	0,059	0,810	6,700	28	0,000	17,733	2,647	12,312	23,155
	Equal variances not assumed			6,700	27,364	0,000	17,733	2,647	12,306	23,160

The test results indicate that the significance value (sig. 2-tailed) was 0.000, which is lower than 0.05. This result indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, there was a statistically significant difference in post-test results between the control and experimental groups. These findings demonstrate a positive effect of using Baamboozle interactive learning media compared to conventional learning methods.

Discussion

Based on the results of the data analysis, there was a significant difference between the experimental group and the control group in the post-test results. This finding is supported by the mean post-test score of the experimental group, which was 90.33, compared to the control group's mean score of 72.60. The data indicate that the average learning outcomes of students in the experimental group were higher than those of students in the control group.

This study's findings align with learning media theory and are supported by previous research conducted by Andini, which demonstrated that Baamboozle interactive learning media positively influences students' learning interest in

Islamic Cultural History¹⁸. According to Diah Khosyani, the use of Baamboozle as a learning medium has been shown to effectively enhance students' text comprehension abilities across various learning materials¹⁹. The implementation of Baamboozle interactive learning media not only increases students' learning interest but also improves their learning outcomes. Therefore, the careful selection of learning media prior to the instructional process is essential to achieve optimal learning objectives.²⁰

W. Winkel, cited in Gifra, states that learning outcomes are indicators of students' success after participating in the learning process and are commonly represented through numerical scores²¹. Based on these considerations, teachers can manage and enhance students' learning activities, both collectively and individually, as well as measure students' levels of achievement through their learning outcomes. Based on the findings of this study, it can be concluded that Baamboozle interactive learning media is appropriate for use in the learning process, particularly in the subject of Islamic

¹⁸ Andini dkk., "Pengaruh Media Pembelajaran Baamboozle terhadap Minat Belajar Peserta Didik pada Mata Pelajaran SKI Di SMPIT Al-Ridwan," *Jurnal Penelitian Tarbawi* 9, no. 2 (2024): 115–32, <https://doi.org/10.37216/tarbawi.v9i2.1591>.

¹⁹ Diah Kusyani dan Sukma Adelina Ray, "Efektivitas Baamboozle terhadap Kemampuan Memahami Teks Cerita Rakyat Sumatera Utara pada Siswa Kelas VII SMP," *GHANCARAN: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, advance online publication, 19 Desember 2023, <https://doi.org/10.19105/ghancaran.vi.11783>.

²⁰ Humaeroh Alawiyah, "Pengaruh Media Pembelajaran Bamboozle Terhadap Minat Belajar Siswa di Madrasah Aliyah AL-Muthohhar Kelas X.3," preprint, Zenodo, 7 Oktober 2025, <https://doi.org/10.5281/ZENODO.17285562>.

²¹ Zulfani Sesmiarni Gifra, *Pengaruh Model Pembelajaran Problem Based Learning Terhadap Peningkatan Hasil Belajar PAI*, 6 (2025).

Cultural History, as it contains indicators that are able to increase students' motivation and learning interest.

The findings of the study conducted by Mindo et al. indicate an increase in students' learning motivation based on observational results during the implementation of Baamboozle in the learning process. This improvement was reflected in the use of more varied learning media and the utilization of engaging features provided by Baamboozle, which are presented in a game-based format, creating an enjoyable learning environment. Therefore, it can be concluded that the use of Baamboozle media contributes positively to enhancing students' learning motivation.²²

Therefore, it can be concluded that the use of Baamboozle interactive learning media has a significant effect on the learning outcomes of eighth-grade students in Islamic Cultural History at MTs Al-Khoiriyah Probolinggo.

Conclusion

Based on the results of the data analysis and discussion, it can be concluded that the use of learning media significantly influences the learning outcomes of eighth-grade students in Islamic Cultural History at MTs Al-Khoiriyah Probolinggo, as shown by the increase in students' achievement scores. Statistical analysis using SPSS version 25 produced a significance value of 0.000, which is below the 0.05 level. A significance value lower than 0.05 indicates that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. These results confirm that Baamboozle interactive

²² Mindo . M.J Sinaga dan Alexander Samosir, "Implementasi Media Pembelajaran Bamboozle Meningkatkan Motivasi Belajar Mata Pelajaran Bahasa Indonesia Kelas IX SMP Negeri 4 Pantai Labu," *MUARA PENDIDIKAN: Jurnal Ilmiah Ilmu Pendidikan & Sosial Humaniora* 1, no. 3 (2025): 71–82, <https://doi.org/10.64365/muradik.v1i3.30>.

Learning media significantly affect students' learning outcomes in Islamic Cultural History. This is shown by the higher mean score of the experimental group (90.33) compared to the control group (72.60).

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