Implementation of the Quizizz-Based ASSURE Learning Model in Islamic Religious Education

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Abstract: *Technology and information in the world of education play a crucial role in improving the effectiveness of the learning process. Therefore, teachers are required to continue to develop their teaching skills and integrate technology into learning activities. This study aims to analyze teacher strategies in designing effective and efficient learning in accordance with technological developments. The method used is descriptive qualitative with a focus on the implementation of the ASSURE learning model based on Quizizz in Islamic Religious Education subjects at SMPN 1 Buay Bahuga. The results of the study showed that the implementation of this model significantly improved students' learning experiences. With the active involvement of students, the ASSURE learning model based on Quizizz has been proven to be able to improve learning outcomes and create a more varied and enjoyable learning atmosphere.*

Abstrak: Teknologi dan informasi dalam dunia pendidikan memainkan peran krusial dalam meningkatkan efektivitas proses pembelajaran. Oleh karena itu, guru dituntut untuk terus mengembangkan keterampilan dalam mengajar serta mengintegrasikan teknologi dalam kegiatan pembelajaran. Penelitian ini bertujuan untuk menganalisis strategi guru dalam merancang pembelajaran yang efektif dan efisien sesuai dengan perkembangan teknologi. Metode yang digunakan adalah deskriptif kualitatif dengan fokus pada implementasi model pembelajaran ASSURE berbasis Quizizz dalam mata pelajaran Pendidikan Agama Islam di SMPN 1 Buay Bahuga. Hasil penelitian menunjukkan bahwa penerapan model ini secara signifikan meningkatkan pengalaman belajar siswa. Dengan keterlibatan aktif siswa, model pembelajaran ASSURE berbasis Quizizz terbukti mampu meningkatkan hasil belajar dan menciptakan suasana pembelajaran yang lebih variatif serta menyenangkan.*

INTRODUCTION

The learning process serves as a central pillar in realizing the competencies expected within educational goals (González-Pérez & Ramírez-Montoya, 2022). In today's rapidly evolving world, education continues to experience significant transformations in line with technological advancements and the growing capacity of human knowledge (Timotheou et al., 2023; Alenezi et al., 2023). Among these transformations, the integration of technology into teaching and learning has become a fundamental shift. Technological development is no longer an external factor to education but has now become an integral part of classroom dynamics. As a result, teachers are not only expected to master content and pedagogy but also to adapt to digital tools that can enhance student engagement and learning outcomes (Latifa, Pratama, Hasan, Kamal, & Zakir, 2024).

In this digital age, the selection and implementation of an appropriate learning model play a significant role in shaping the learning environment. A learning model is more than just a framework, it guides the direction, methods, and techniques employed throughout the learning process. As Byrne (2023), Hertz et al (2022), and Folabit & Jita (2024) points out, a learning model reflects the learning experience from beginning to end, essentially forming the blueprint of a teacher's pedagogical delivery. Given this, the ability to adopt a model that accommodates the learning styles of today's digital-native students is essential to ensure effective knowledge transfer and student engagement.

One such model that aligns with the demands of 21st-century learning is the ASSURE model, developed with the explicit goal of incorporating media and technology into instructional planning. According to Lei (2024), Utama et al., (2022), Saputra, Jasiah, and Purwanti (2020), the ASSURE model facilitates student-centered learning through strategic use of technology and digital media. It encourages active student participation, autonomy, and the use of multimedia tools to achieve specific learning competencies. In a technology-enhanced classroom, ASSURE offers a structured yet flexible approach that emphasizes the planning, selection, and evaluation of media to improve learning effectiveness.

In practice, integrating technology through platforms such as *Quizizz* has shown great potential in increasing student motivation and learning efficiency. A preliminary study at SMPN 1 Buay Bahuga, conducted through interviews and classroom observations of a grade VII Islamic Religious Education teacher, found that students were more engaged when using the Quizizz application. The application's features (interactive quizzes, game-based learning mechanics, and audiovisual elements) contributed to a competitive yet fun learning environment. This engagement is critical, especially in religious education, where abstract content often requires innovative strategies to connect with students meaningfully.

However, while the benefits of both the ASSURE model and digital platforms like Quizizz have been recognized individually in previous studies, there remains a significant gap in the research literature regarding their integration, particularly within the context of Islamic Religious Education at the junior high school level. Previous studies have explored the use of the ASSURE model to improve student motivation (Choi et al., 2022; Ashari, 2024), its implementation in elementary-level

Islamic Religious Education lessons (Kuswantoro, Winarni, & Hidayat, 2023), and multimedia applications in Al-Qur'an Hadith instruction (Muzakki, Zainiyati, Rahayu, & Khotimah, 2021). Similarly, the use of Quizizz has been studied as a general instructional or evaluative tool in Islamic Religious Education (Irawan & Amirudin, 2024; Kartika, Novianti, & Nizar, 2024).

Nevertheless, few studies have focused on how the ASSURE instructional model can be systematically combined with Quizizz as a technological platform to enhance learning outcomes in Islamic Religious Education for junior high school students. This indicates a theoretical and empirical gap: existing literature has yet to sufficiently address the synergy between structured instructional design (like ASSURE) and gamified learning tools (like Quizizz) within this specific educational domain. Furthermore, given the importance in shaping students' moral and spiritual development, it is crucial to investigate whether modern pedagogical tools can uphold both academic rigor and religious values.

To address this gap, the current study investigates the implementation of a Quizizz-based ASSURE learning model in the teaching of Islamic Religious Education at SMPN 1 Buay Bahuga. The study seeks to explore how teachers design interactive, technology-enhanced lessons using the ASSURE framework and how these efforts impact student participation, motivation, and learning outcomes. This research aims to fill the void in existing literature by offering a practical integration model that blends pedagogical structure with digital interactivity in religious education.

The core argument of this study is that combining the structured stages of the ASSURE model with the interactive features of Quizizz creates a more dynamic, student-centered learning environment. This hybrid model is expected to support not only the cognitive aspects of learning but also promote higher-order thinking, active engagement, and positive learning attitudes. By contextualizing the integration within Islamic Religious Education, this research offers insights into how technological innovation can be harmonized with values-based education, rather than existing in tension with it.

Therefore, this study is significant in both theoretical and practical terms. Theoretically, it contributes to the limited body of research on blended pedagogical approaches in religious education. Practically, it offers an actionable framework for teachers, particularly those in Islamic schools or public schools offering Islamic Religious Education, to incorporate technology meaningfully into their instructional strategies. Ultimately, this research aims to support the advancement of a more effective, engaging, and contextually relevant model of learning that aligns with the goals of national education while embracing the potential of digital innovation.

METHOD

This research employs a qualitative descriptive method with the type of field research, which is intended to explore and describe in detail the implementation of the Quizizz-based ASSURE learning model in Islamic Religious Education for grade VII students at SMPN 1 Buay Bahuga. The qualitative approach is chosen because it allows the researcher to understand phenomena in a natural context, particularly

how teachers and students interact during the learning process. This method helps in uncovering the actual conditions of learning implementation, including teacher strategies, student responses, and contextual factors that influence the process (Kartika et al., 2024).

The subjects of this study consist of one Islamic Religious Education teacher and a group of grade VII students at SMPN 1 Buay Bahuga. These subjects are selected using purposive sampling, where informants are chosen based on their direct involvement with and experience in the use of the ASSURE model integrated with the Quizizz application. The teacher involved is the main actor responsible for planning and delivering Islamic Religious Education learning using this model, while the students act as recipients and participants in the learning process.

To collect relevant and credible data, this study uses three main techniques: observation, interviews, and documentation. Observation is carried out in the classroom using a structured guide based on the six components of the ASSURE model, focusing on how each stage is applied and how the Quizizz application supports student engagement and assessment. Interviews are conducted semi-structurally with the teacher and selected students to explore their experiences, strategies, challenges, and responses related to the model's implementation. Documentation, such as lesson plans, Quizizz screenshots, student scores, classroom photos, and reflective notes, is used to validate and support data from observations and interviews, ensuring the reliability of the findings.

The data obtained through these methods are then analyzed using the interactive model of Miles and Huberman, which consists of three steps: data reduction, data display, and conclusion drawing. In the data reduction stage, raw data from the field are selected, simplified, and categorized based on themes related to each component of the ASSURE model. In the data display stage, the reduced data are organized into descriptive narratives and thematic matrices to help the researcher identify patterns. Finally, in the conclusion drawing stage, the researcher interprets the data, draws key insights, and verifies findings by re-checking them with the initial data sources and informants.

To ensure the validity of the data, the researcher applies several techniques. Triangulation is carried out by comparing data from different collection techniques (observation, interviews, and documentation) to see whether they support one another. Member checking is conducted by returning the findings to the teacher and selected students to confirm that the interpretations made by the researcher reflect their actual experiences. The researcher also engages in prolonged observation at the research site to build trust with informants and to gain a deeper understanding of the school culture and learning dynamics. In addition, peer debriefing is conducted by discussing the analysis process with fellow researchers or academic supervisors to minimize personal bias.

Through this operational method, the study aims to reveal how the ASSURE learning model, when integrated with the Quizizz platform, is applied in practice within learning. The method also seeks to explore the actual impact of this model on student learning motivation and involvement, as well as its practical challenges and potential for wider application in similar educational contexts.

RESULT AND DISCUSSION

RESULT

This research explored the implementation of the Quizizz-based ASSURE learning model in Islamic Religious Education at SMPN 1 Buay Bahuga. Through classroom observations, document analysis, and interviews with the school principal, a Islamic Religious Education teacher, and several students, the study found that integrating technology such as Quizizz into the structured ASSURE model significantly enhances student participation, comprehension, and learning outcomes. Each stage of the ASSURE model was carefully analyzed, revealing a holistic and learner-centered approach that accommodates diverse learning needs in a religious education setting.
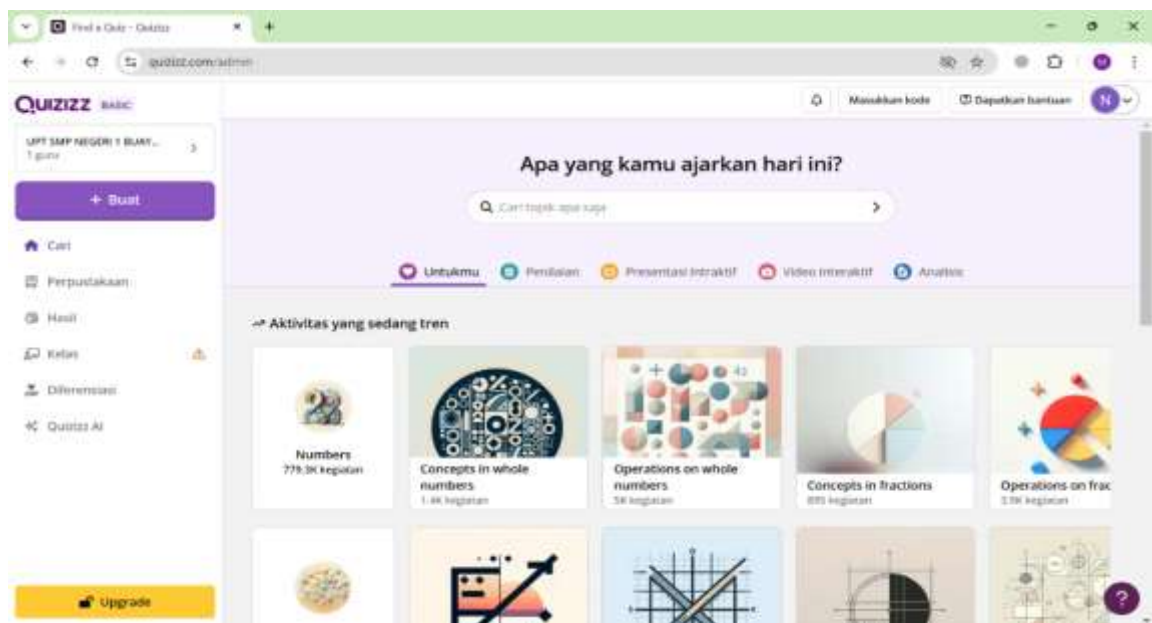

Figure 1. Quizizz App View
[Source: quizizz.com]

Analyze Learner

At the beginning of the learning process, the teacher conducted a diagnostic assessment to analyze the learners' prior knowledge and learning characteristics. This initial phase helped the teacher understand that not all students had met the Minimum Mastery Criteria, which was set at 75. Data revealed that several students scored significantly below the benchmark. Beyond academic performance, the teacher also explored the learning styles of students, some preferred visual learning through images and diagrams, while others benefited from audio explanations or video presentations. The teacher responded to this diversity by planning lessons that included varied learning resources, particularly multimedia content delivered via LCD projector.

Table 1. Analysis of Student Characteristics Aspects of Material Understanding

No.	Name	Ability	Minimum Mastery Criteria
1.	Ahmad Mu'afy Ar-Rifqi	70	75
2.	Alya Auliya	70	75
3.	Ana Lailatul Muna	75	75
4.	Assiva Oktaviani	75	75
5.	Aurel Valentina	65	75
6.	Hana Tri Rahmadani	60	75
7.	Ifan Rafa Ramadhani	65	75
8.	Imanda Fadli Zaka	75	75
9.	Irfan Ardiansyah Pratama	60	75
10.	Mayza Cheril Nafisa	80	75
11.	Mei Sarah Qatrunada	70	75
12.	Muhamad Adi Saputra	70	75
13.	Muhamad Iqbal Ghazaly	60	75
14.	Muhamad Rizki	60	75
15.	Nada Salsabila	80	75
16.	Nadhira Syifa Ramadhani	75	75
17.	Nadiya Aulia	85	75
18.	Najhua Padi Nata	80	75
19.	Rahel Dinda Kinanti	80	75
20.	Rehan Aji Saputra	70	75
21.	Risky Aditiya	65	75
22.	Triana Intercourse	85	75
23.	Zaenal Arifin	65	75

In an interview, the teacher stated, *"When I observed that some students were more engaged when I used visuals or videos, I started incorporating more multimedia content. Quizizz became very helpful because it combines questions with sounds, colors, and animations, which hold their attention longer."* The principal echoed this strategy, adding, *"Understanding how students learn is crucial. We encourage our teachers to adapt their teaching based on these learner analyses. Quizizz aligns well with our digital classroom vision."* These insights underscore the significance of learner analysis in designing inclusive and engaging instruction, particularly in a subject like Islamic Religious Education which often struggles to retain student attention.

State Objectives

Following the learner analysis, the teacher formulated learning objectives aligned with the core competencies of the Islamic Religious Education curriculum. These objectives were designed not only to foster cognitive understanding but also to cultivate moral and behavioral outcomes consistent with Islamic values. For instance, in a lesson focused on "Avoiding Gibah and Practicing Tabayun," the objectives required students to explain Islamic messages on social ethics and distinguish between harmful gossip and constructive criticism. These goals were

integrated into Quizizz activities, allowing for immediate assessment of both conceptual understanding and ethical discernment.

The teacher explained, *"Using Quizizz to test understanding of abstract moral values is challenging, but it works when I design the questions carefully. Students are more willing to respond when the questions are presented like a game."* A student confirmed this by saying, *"I understand better when the questions are direct and presented in a fun way. It makes me think without feeling nervous."* These interviews demonstrate that clear, technology-supported objectives promote both engagement and retention in moral-religious content.

Select Methods, Media, and Materials

The selection of instructional methods, media, and materials was guided by the learner profiles and learning objectives. Recognizing that students responded positively to audio-visual content and interactive digital platforms, the teacher decided to integrate Quizizz as a central tool in the instructional process. Quizizz was chosen not only for its gamification features but also for its adaptability to different content areas and ease of use. In addition to Quizizz, supporting materials such as Islamic story videos, visual diagrams, and slides were incorporated to reinforce understanding.

The teacher noted, *"I wanted students to feel that learning PAI is not just about memorizing, but about experiencing and thinking critically. The combination of video clips, discussion, and Quizizz helps with that."* The principal added, *"Digital media selection must be purposeful. We encourage teachers to think beyond PowerPoint and utilize platforms like Quizizz that engage students in real-time assessment."* These comments highlight the deliberate and reflective process of choosing media that supports both content mastery and learner motivation.

Utilize Materials

Once the appropriate media and materials were selected, the teacher proceeded to apply them in classroom practice. Each lesson was structured around the ASSURE framework, with careful planning of when and how each media element would be used. Quizizz quizzes were employed as both warm-up activities and end-of-lesson assessments, helping students activate prior knowledge and consolidate what they had learned. The teacher used projectors and speakers to enhance the Quizizz experience, ensuring that both visual and auditory learners could follow along.

In classroom observations, students were seen responding enthusiastically to the competitive elements of Quizizz. Several students displayed increased attentiveness and participation compared to previous lessons. One student shared, *"Before, I didn't really look forward to PAI class. But now, when I know we're using Quizizz, I feel more excited. I like seeing my name on the leaderboard."* This shift in student attitude reflects how proper utilization of materials can transform classroom dynamics and increase motivation.

Require Learner Participation

This phase of the ASSURE model emphasizes the active involvement of learners in the instructional process. The teacher encouraged students to work individually and in groups, complete Quizizz tasks, and engage in peer teaching during class presentations. For example, after completing Quizizz quizzes, selected students were asked to present one of the questions they found most interesting and explain their thought process behind the answer. This strategy encouraged critical thinking and peer learning.

The teacher remarked, *"I want students not just to answer correctly but to understand and explain why an answer is right or wrong. That's why I give them space to present or reflect after the quizzes."* A student echoed this by saying, *"It's fun but also scary to present. Still, it helps me remember the topic more clearly. Sometimes, my friends explain things better than I understand from the book."* The principal supported this participatory method, emphasizing, *"Learning is no longer about silence and listening. It's about interaction, debate, and expression (especially in moral education)."* These practices create a lively and inclusive learning atmosphere where students develop both academic and social competencies.

Evaluate and Revise

The final step of the ASSURE model involves assessing student learning outcomes and revising instruction based on feedback and reflection. The evaluation phase showed a significant increase in student scores after implementing the Quizizz-based approach. As shown in Table 2, all students achieved or exceeded the Minimum Mastery Criteria, with some improving by more than 20 points. The teacher used Quizizz score reports to track individual performance and identify patterns of misconception.

Table 2. Data on the Implementation of the Quizizz-Based ASSURE Learning Model in Islamic Religious Education

No.	Name	Ability	Minimum Mastery Criteria
1.	Ahmad Mu'afy Ar-Rifqi	90	75
2.	Alya Auliya	90	75
3.	Ana Lailatul Muna	95	75
4.	Assiva Oktaviani	95	75
5.	Aurel Valentina	85	75
6.	Hana Tri Rahmadani	80	75
7.	Ifan Rafa Ramadhani	85	75
8.	Imanda Fadli Zaka	95	75
9.	Irfan Ardiansyah Pratama	80	75
10.	Mayza Cheril Nafisa	100	75
11.	Mei Sarah Qatrunada	90	75
12.	Muhamad Adi Saputra	90	75
13.	Muhamad Iqbal Ghazaly	80	75
14.	Muhamad Rizki	80	75
15.	Nada Salsabila	100	75

16.	Nadhira Syifa Ramadhani	95	75
17.	Nadiya Aulia	95	75
18.	Najhua Padi Nata	100	75
19.	Rahel Dinda Kinanti	100	75
20.	Rehan Aji Saputra	90	75
21.	Risky Aditiya	80	75
22.	Triana Intercourse	100	75
23.	Zaenal Arifin	85	75

The teacher explained, *"Seeing their scores right away helps me adjust the next lesson. I can repeat certain concepts or assign follow-up tasks to those who need it."* Moreover, the evaluation included gathering qualitative feedback through informal conversations and reflective journaling. The students were asked what they liked and disliked about the lessons. Most responded positively, but some noted technical issues like unstable internet and short quiz times. The principal responded to these concerns by saying, *"We're working to improve our infrastructure so all students can access digital tools equally. But even now, the results speak for themselves."*

In response to this feedback, the teacher made adjustments in subsequent lessons, such as extending the time limit on Quizizz questions and preparing offline backup materials. This commitment to continuous improvement reflects the core of the ASSURE model, which treats teaching as an iterative and responsive process.

The findings of this study reveal that the implementation of the Quizizz-based ASSURE learning model in Islamic Religious Education contributes significantly to both student engagement and academic achievement. The systematic application of the ASSURE framework, beginning with learner analysis and culminating in evaluation and revision, ensured that instruction was tailored to the diverse needs of students. The use of Quizizz not only increased students' motivation through gamified learning but also enhanced their comprehension of abstract religious and moral values. Interviews with students indicated a clear preference for interactive learning formats, while observations confirmed improved classroom dynamics. Additionally, the integration of technology fostered greater autonomy, participation, and collaborative learning, demonstrating that digital platforms can be harmonized with religious education without compromising its core ethical objectives. These results align with and strengthen previous studies suggesting that digital assessment tools can serve as effective instruments in value-based education.

The novelty of this research lies in its contextual integration of a modern digital assessment tool (Quizizz) within a traditional moral-religious subject using the structured and learner-centered ASSURE instructional model. While prior studies have addressed the benefits of technology in general education, this study uniquely applies the Quizizz platform within the domain of Islamic Religious Education at the junior high school level, an area often overlooked in digital pedagogy research. Moreover, the research provides a granular application of each component of the ASSURE model, supported by real classroom data and direct testimonies from teachers, students, and administrators. The inclusion of comparative pre- and post-intervention scores further strengthens the evidence of learning improvement. This integrated approach offers a practical framework for

educators in similar contexts seeking to modernize religious education through adaptive, interactive, and student-centered strategies.

DISCUSSION

The implementation of the Quizizz-based ASSURE learning model in Islamic Religious Education at SMPN 1 Buay Bahuga aligns well with the conceptual proposed by Rulismi et al (2024), who viewed learning models as systematic plans for carrying out teaching effectively. This perspective is echoed by Joyce & Calhoun (2024), who emphasized that models serve as tools for educators to achieve desired learning outcomes. In accordance with Permendikbudristek No. 21 of 2022, which emphasizes active, student-centered learning processes, the ASSURE model provides a structured and flexible instructional design that facilitates meaningful engagement, learning activities that are interactive, collaborative, contextual, and in alignment with students' characteristics and developmental stages, all of which are clearly reflected in the six stages of the ASSURE model as implemented in this study.

The first stage (Analyze Learners) demonstrated that understanding students' characteristics such as learning style and prior knowledge was crucial. The diversity in students' abilities and preferences (visual, auditory, kinesthetic) as found in this study is supported by Muzakki et al. (2021) and Al-Haydary et al. (2021), who emphasized the role of learner analysis in tailoring instruction. The pre-test results showed that a number of students were below the Minimum Mastery Criteria threshold, indicating a need for differentiated instruction. By identifying these needs, teachers effectively selected audio-visual resources and adapted their methods accordingly. This is consistent with Sutomo (2023) and Archambault et al. (2022), who argued that educators must be able to synthesize psychological and sociological theories in instructional decisions. Interviews with the teacher confirmed the usefulness of such learner profiling in designing more inclusive and engaging instruction.

The second component (State Objectives) was implemented by clearly articulating outcomes aligned with the ABCD framework (Audience, Behavior, Condition, Degree), as recommended by Attaufiqi et al (2024), and Adi et al (2021). The learning objectives aimed not only at cognitive understanding but also affective and psychomotor domains, especially in internalizing Islamic values such as avoiding *gibah* and practicing *tabayun*. This finding resonates with Opana & Guantai (2025), who stated that well-structured learning goals serve as benchmarks for instructional success. The teacher's statement also supported this, noting that technology use through Quizizz helped make abstract religious values more relatable and measurable through immediate feedback and gamified assessment.

In the Select Methods, Media, and Materials stage, teachers adapted their resources to fit diverse student needs. This aligns with Gupta (2022) emphasis on selecting media that support cooperative, discovery, and tutorial-based learning. The use of Quizizz not only served as an assessment tool but also functioned as a learning medium that encouraged exploration and repeated practice, a feature supported by the manipulative characteristics of media as described by Yunus & Hua (2021). Furthermore, according to Citra & Rosy (2020), effective media

selection must consider technical quality and alignment with objectives, both of which were evidenced in the study through the teacher's careful integration of video, quiz, and projected materials using Quizizz.

The next stage (Utilize Materials) was effectively carried out by integrating digital technology through projectors and classroom arrangements to optimize learning. This supports Calleja & Camilleri (2021) view that digital media extend flexibility in the learning environment and shift the teacher's role from knowledge provider to facilitator. During observations, students responded enthusiastically to interactive learning, which confirms Nuramanah et al. (2020), who found that apps like Quizizz increase student motivation. The visual engagement and instant feedback helped bridge the gap between traditional religious instruction and modern digital learning, making the material more accessible.

The fifth stage (Require Learner Participation) was implemented through activities that fostered active learning, such as peer presentation and individual competition using Quizizz. This echoes Moşteanu (2021) and Kurniawan (2023), who asserted that learning must be interactive to sustain attention and understanding. The study found that students became more motivated and confident when given a platform to express understanding in a low-pressure, gamified environment. Interview data from students confirmed that learning became more enjoyable and memorable when they could actively participate and track their scores in real time.

Finally, Evaluate and Revise, an essential step in instructional improvement, was evidenced in the significant increase in post-test scores. This aligns with Choudhary (2024), who emphasized the importance of continual assessment and reflection to enhance learning design. The teacher reported that regular use of Quizizz enabled timely identification of misconceptions and allowed for instructional adjustments. In line with Saputra et al. (2020), the ASSURE model's cyclic nature supports this iterative process of reflection and enhancement. Moreover, reflective notes and documentation validated these findings and showcased a teacher-centered revision culture, aimed at sustained improvement.

Additionally, the findings of this study support the claim by Pujiati et al (2024) and Pusparani (2020) that Quizizz, as a digital platform developed by Gupta and Cheenath, provides flexibility in designing various quiz formats and adding multimedia elements to enhance classroom engagement. The game-based learning aspect of Quizizz helped turn evaluation into a motivating and enjoyable experience, supporting Purba et al. (2022)'s assertion that the media function as motivation-enhancing tools and individualized learning aids.

This study enriches the theoretical landscape of technology-integrated instruction, particularly in religious education. The integration of the ASSURE model with Quizizz demonstrates how traditional learning content can be transformed using innovative pedagogical strategies. By combining a structured instructional framework with dynamic digital tools, educators can foster deeper engagement, improved outcomes, and sustained motivation among students. These findings contribute a practical model for educators in similar contexts and add empirical support to existing theories with updated digital applications in Islamic Religious Education.

CONCLUSION

The implementation of the Quizizz-based ASSURE learning model in Grade VII Islamic Religious Education at SMPN 1 Buay Bahuga has proven to be effective in enhancing the overall learning experience of students. By systematically applying the six stages of the ASSURE model, analyzing learner characteristics, stating clear objectives, selecting appropriate methods and media, utilizing learning materials effectively, requiring active learner participation, and conducting thorough evaluations, educators were able to design a technology-integrated learning process that significantly improved student comprehension and engagement.

The use of Quizizz as an interactive learning platform not only increased students' motivation but also accommodated various learning styles and technological familiarity, making religious education more relatable and enjoyable. The positive shift in learning outcomes, as evidenced by the pre- and post-test results, further supports the effectiveness of this approach. Thus, it is recommended that teachers continue to enhance their digital literacy and adopt innovative, student-centered learning strategies to meet the evolving needs of learners. Future implementations may also benefit from continuous feedback and revision to ensure the sustainability and scalability of this model in other educational contexts.

ACKNOWLEDGMENT

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