

I The Application Of Educational Game Tools To Improve Memorization Of Asmaul Husna In Aqidah Akhlak Lessons (Classroom Action Research On Grade 2 Students At Tpq Ar-Rayyan Citeureup, Sumedang Regency)

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Abstract

This study aimed to examine the effectiveness of using educational game tools to improve the memorization of Asmaul Husna in Aqidah Akhlak lessons at TPQ Ar-Rayyan in Citeureup, Sumedang Regency. This study employed a qualitative descriptive research method. Data were gained by observations, interviews, and documentation. The results indicated that the use of educational game tools significantly increases students' enthusiasm, motivation, and engagement in learning. Thus it positively impacts to memorizing and understanding of Asmaul Husna. The implementation of educational game tools also helps teachers to overcome studentS' boredom and create an enjoyable and interactive learning process. Therefore, the use of educational game tools is highly recommended as an alternative teaching strategy for developing students' memorization skills and character in religious educational institutions. For further research it is highly recommended to include more developing varied game tools, providing adequate supporting facilities by educational institutions and conducting regular teacher training.

Keywords: Educational Game Tools, Asmaul Husna Memorization, Aqidah Akhlak, Learning Motivation, Classroom Action Research

INTRODUCTION

Government Regulation of the Republic of Indonesia Number 55 of 2007 concerning Religious Education and Religious Education in Article 5 paragraph 1 states that the religious education curriculum is implemented in accordance with the National Education Standards. In Law No. 20 of 2003 concerning the National Education System, education is defined as "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual content, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state." (BPK RI, 2021)

According to Wijaya and Rusyan (1994), educational game tools are defined as educational media that act as learning stimulants and can foster learning motivation, so that children do not become bored in achieving learning goals. Educational game tools (APE) are defined as play tools that contain educational value or elements, making them educational in nature for children.(Rosidah et al., 2023)

APE are created with a central focus on improving and expanding various spectrums of competence(Dianawati et al., 2021) The use of these tools is an integral part of learning resource management in early childhood education institutions, where the teacher's success in developing children's potential is highly dependent on their ability to manage these educational game tools.(Syamsuardi, 2012)

In addition to being an instructional medium, APE are viewed as supporting tools that make the learning process more enjoyable, enabling children to explore to their fullest potential.(Rosidah et al., 2023) In practice, APE can take the form of games that use physical media as well as play activities without media, both of which are directed toward instilling good character values in children from an early age.(Minh Tuan Pham1*, Anh Tuan Hoang2, Anh Tuan Le1, Abdel Rahman M.Said Al-Tawaha3, Van Huong Dong2, 2024a)

Atkinson (1975) developed the Keyword Method as a technique in which a new word is

associated with a familiar word in the native language that has a similar sound, which is then called a "keyword," and this is followed by forming a visual image that connects the foreign word with the keyword.(Senjaya, 2013)

Atkinson and Shiffrin (1968) Definition In their information processing model, Atkinson and Shiffrin proposed that mnemonics serve as control processes that enhance the encoding, storage, and retrieval of information in human memory, facilitating the transfer of information from short-term to long-term memory.(Mahbub.7, n.d.)

Bakken and Simpson define mnemonic strategies as proven effective tools to help individuals recall information by making it easier to remember, more meaningful, and more concrete(J. Bakken, 2011) Thompson classified mnemonics into several types, including visual mnemonics (pictures, visualization), verbal mnemonics (grouping, storytelling), and physical response methods. These methods help facilitate the memorization process and increase memory capacity (German et al., 2018)

Educational game tools can be used to overcome the lack of student memorization which affects spiritual development and academic performance, including the habituation of students before learning.

Memorization theory, known as Memory Theory, was proposed in 1968 by Atkinson and Shiffrin and serves as a basic framework in educational psychology, emphasizing the processes of encoding, storage, and retrieval of information, and how memorization affects learning (Wixted, 2024)

The mnemonic method facilitates faster retrieval According to N. S. Suwito, the mnemonic method is defined as a memory technique or strategy designed to facilitate the process of storing, strengthening, and retrieving information in the brain by utilizing associations, imagination, and systematic structuring of information, of material and a better understanding of complex concepts, as evidenced by t-tests showing significant improvements in learning outcomes(Kadir et al., 2024)

In the Aqidah Akhlak curriculum of TPQ, which combines moral and Islamic religious education in various educational institutions in Indonesia, the development of the Aqidah Akhlak curriculum aims to encourage character formation, focusing on moral fortitude and anti-corruption education, as outlined in the Decree of the Minister of Religious Affairs (Ibtidaiyah & Hasan, 2026)

Terminologically, Asmaul Husna are the good and glorious names of Allah, corresponding to His most perfect attributes. These names are not merely labels but reflect the essence and perfection of Allah's being. According to M. Quraish Shihab, describing *al-asmâ`* (Allah's names) with *al-husnâ* (the best) indicates that these names are not just good, but the best compared to other good names. The word *al-husnâ* here shows that Allah's names are absolutely perfect, untainted by any deficiency(Ii, n.d.)

mam Al-Ghazali, a prominent figure in Ash'arite theology, paid special attention to Asmaul Husna in his work entitled *Al-Maqshad Al-Asnâ fî Syarh Asmâ' Allâh Al-Husnâ*. In his work, Al-Ghazali explained that understanding Allah's attributes must be understood as aspects of an indivisible unity to avoid contradictions. All of Allah's attributes complement each other in His perfection(Mohd Fauzi Hamat & Mohd Hasrul Shuhari, 2010)

Ibn Sina (Avicenna), a prominent Muslim philosopher, used rational and philosophical approaches to understand Allah's attributes. In his work *Al-Syifâ`* (The Healing), he explained that Allah's attributes must be understood as aspects of divine perfection that transcend human understanding. What appears as paradoxes is actually the limitation of human reason in comprehending the true nature of Allah(heni afiani nisaakmala, 2024)

Asmaul Husna is not merely a collection of names, but rather a reflection of Allah's perfection and oneness which contains deep meanings and noble values. Understanding Asmaul Husna requires a holistic and integrative approach, because these names form a unified whole that complement one another, not separate entities. There are limitations to human reason in fully

comprehending the essence and depth of meaning of Asmaul Husna, thus requiring continuous effort to study, memorize, and internalize them. Understanding and internalizing Asmaul Husna has practical implications in life, namely shaping character and personality in accordance with divine values.

Based on the researcher's observations during the initial observation, several obstacles were found that hindered students in memorizing Asmaul Husna. First, students appeared bored and lacked enthusiasm during the learning process, which resulted in low motivation and attention to the material. Second, students' difficulties in remembering the order and meaning of Asmaul Husna became the main obstacle, considering the number of names to be memorized is quite large and has pronunciations that may be unfamiliar to them. Third, interaction and active involvement of students in the learning process was very minimal, so they played more of a role as passive recipients than active participants.

This condition was exacerbated by the learning methods that were still conventional, such as lectures and classical repetition of memorization without using interesting and innovative media. Traditional memorization methods like this have been widely criticized for being less effective in encouraging long-term retention and unable to accommodate various student learning styles. Meanwhile, in the memory theory proposed by Atkinson and Shiffrin (1968), the memorization process involves three important stages: encoding, storage, and retrieval. Conventional monotonous methods tend to only rely on repetition without facilitating these three processes optimally, so that information is difficult to store in long-term memory and easily forgotten.

To overcome these problems, a more interactive, enjoyable, and motivating learning approach is needed. One solution offered is the use of Educational Game Tools (EGT) that combine the Index Card Match method, Wordwall, and the Play-Story-Sing (PSS) approach. The Index Card Match method, for example, can help students associate the name of Asmaul Husna with its meaning through a card matching game, which is in line with Paivio's (1971) dual coding theory principle that the simultaneous use of verbal and visual systems can improve memory ability. Similarly, Wordwall as an interactive medium provides immediate feedback and gamification elements that increase motivation and facilitate the retrieval process. Meanwhile, the singing method in PSS utilizes the phonological loop in the working memory model (Baddeley & Hitch, 1974) to store phonological information through rhythmic repetition and melody, making memorization easier to remember and long-lasting.

Thus, the application of EGT integrated with the principles of memory theory and mnemonic methods is expected to be an effective solution to overcome the difficulties in memorizing Asmaul Husna among TPQ Ar-Rayyan students, while making learning more meaningful and enjoyable.

In connection with the above problems, the author uses qualitative descriptive research and the results can be presented in the title "Application of Educational Game Tools to Improve Memorization of Asmaul Husna in Aqidah Akhlak Lessons; a classroom action research at TPQ Ar-Rayyan Citeureup, Sumedang Regency".

From the focus of the research above, the formulation of the problem is: What is the planning, implementation, and results of Asmaul Husna memorization of TPQ Ar-Rayyan students from the application of educational game tools in the Aqidah Akhlak subject?

This study aims to determine the planning, implementation, and results of the application of educational game tools in Aqidah Akhlak lessons in improving the memorization of Asmaul Husna of TPQ Ar-Rayyan students.

RESEARCH METHODS

Classroom Action Research (CAR) is research conducted by practitioners (teachers) in their own classrooms to improve the learning process and outcomes through systematic and reflective real actions. CAR combines improvement actions with reflection, where researchers make gradual improvements through cycles (spiral model) to achieve more effective teaching practices. According to Iskandar and Narsim (2015), CAR is "a form of self-reflective inquiry conducted by researchers in social situations (including education) to improve teaching practices (Minh Tuan Pham^{1*}, Anh Tuan Hoang², Anh Tuan Le¹, Abdel Rahman M.Said Al-Tawaha³, Van Huong Dong², 2024b)

The CAR model developed by Stephen Kemmis and Robin McTaggart from Deakin University Australia in 1988 consists of four main components in one cycle forming a spiral flow. These four components are:

1. Planning

In this stage, the researcher identifies problems occurring in the classroom, then develops an action plan to address these problems. The plan is critically developed based on reflective initial observations. Items prepared include: research instruments, learning strategies, learning media, and success indicators. This plan is flexible and can be revised based on the results of previous cycle reflections (Malik, 2018)

2. Acting/Action

In this stage, the researcher implements the action plan that has been developed in the classroom. Actions are carried out consciously and controllably with the intention of improving the learning process. Implementation must be directed and well-documented (Malik, 2018)

3. Observing/Observation

In this stage, the researcher implements the action plan that has been developed in the classroom. Actions are carried out consciously and controllably with the intention of improving the learning process. Implementation must be directed and well-documented (Malik, 2018)

4. Reflecting/Reflection

In this stage, the researcher reviews, considers, and deeply analyzes the results or impacts of the actions that have been implemented. Reflection is conducted based on various established criteria and data collected from observations. The reflection results are used to assess the effectiveness of actions, identify strengths and weaknesses, and determine whether the cycle needs to continue or stop (Faculty, 2021)

This model is a development of the basic concept of action research introduced by Kurt Lewin. A distinctive feature of the Kemmis and McTaggart model is that acting and observing are treated as a single unit because these two components are inseparable activities and are carried out simultaneously. (Minh Tuan Pham^{1*}, Anh Tuan Hoang², Anh Tuan Le¹, Abdel Rahman M.Said Al-Tawaha³, Van Huong Dong², 2024b)

According to Kemmis and McTaggart (in Arikunto, 2015), action research is described as "a dynamic process in which the four aspects—planning, action, observation, and reflection—must be understood not as static steps, but rather as moments in a spiral form that are interrelated" (Minh Tuan Pham^{1*}, Anh Tuan Hoang², Anh Tuan Le¹, Abdel Rahman M.Said Al-Tawaha³, Van Huong Dong², 2024b)

The Kemmis and McTaggart spiral model has several important principles:

1. Cyclical and Continuous: Cycles are conducted repeatedly and continuously (spiral cycles), where the longer the cycle runs, the higher the achievement.
2. Dynamic and Reflective: The four components are not static but are interrelated moments in a spiral form.

3. Flexible: The number of cycles does not have to be absolutely determined from the start. Cycles continue until success indicators are achieved . If goals are achieved in the first cycle, CAR can be completed .
4. Reflection-Based: The decision to proceed to the next cycle is based on reflection results. Reflection becomes the basis for planning the next cycle if there are still deficiencies (Armaijn et al., 2024)

In this research, the Kemmis and McTaggart spiral model is applied in two cycles. Each cycle consists of planning (developing lesson plans and instruments), action (implementing EGT), observation (observing student activities and outcomes), and reflection (analyzing results and planning improvements). If success indicators have not been achieved in Cycle I (minimum 80% of students achieve mastery), the research continues to Cycle II with improvements based on previous reflection. This model was chosen because it enables continuous and evidence-based learning improvement

Research Flow:

1. Pre-Cycle: Initial observation to identify problems and measure the initial condition of students' Asmaul Husna memorization ability.
2. Cycle I: Implementation of the first stage of EGT (Index Card Match and Wordwall) with evaluation of learning outcomes and reflection.
3. Cycle II: Improvement and development of EGT implementation based on Cycle I reflection, with the addition of the Play-Story-Sing (PSS) method to strengthen memorization retention.

Research Subjects, Second-grade students of TPQ Ar-Rayyan Citeureup, Sumedang Regency. Total: 11 students (5 boys and 6 girls) Age range: 8-10 years old. Research Location, TPQ Ar-Rayyan, Citeureup Village, Citeureup District, Sumedang Regency, West Java. Research Time, Even semester of the 2024/2025 academic year. Duration: 8 weeks (4 weeks per cycle).

Research Instruments

To collect comprehensive data covering cognitive and affective aspects, this study used several instruments:

a. Learning Outcome Test

- Asmaul Husna memorization test consisting of 20 names of Allah that students must memorize.
- Assessment includes: accuracy of pronunciation, fluency of memorization, and understanding of meanings.
- Minimum Mastery Criteria (KKM): 75

b. Observation Sheet

- Observation of student activities during learning: activeness, cooperation, enthusiasm, and involvement in educational games.
- Observation of teacher performance in implementing learning with EGT.

c. Student Response Questionnaire

- Measuring students' motivation, interest, and satisfaction with the use of EGT in learning.
- Likert scale with 4 choices: Strongly Agree, Agree, Disagree, Strongly Disagree.

d. Field Notes

- Documentation of the learning process, obstacles encountered, and other important things not covered by other instruments.

Research Procedure

Pre-Cycle:

1. Conduct initial observation to identify problems in learning Asmaul Husna memorization.
2. Conduct an initial test (pre-test) to measure students' memorization ability before the intervention.

3. Analyze pre-test results and observations to formulate an action plan.

Cycle I:

Planning Stage:

1. Develop a Learning Implementation Plan (RPP) integrating EGT in the form of Index Card Match and Wordwall interactive media.
2. Prepare Index Card Match cards containing 20 Asmaul Husna names and their meanings.
3. Prepare access to the Wordwall platform with interactive games for matching Asmaul Husna.
4. Prepare evaluation instruments: learning outcome tests, observation sheets, and student response questionnaires.

Implementation Stage:

1. Session 1-2: Introduction to Asmaul Husna through group Index Card Match.
2. Session 3-4: Memorization practice using Wordwall games individually and in groups.
3. Session 5: Evaluation of Cycle I learning outcomes.

Observation Stage:

1. Observe student activities during learning using observation sheets.
2. Document student responses to the EGT used.
3. Record obstacles and challenges that arise during implementation.

Reflection Stage:

1. Analyze test results, observations, and questionnaires from Cycle I.
2. Identify strengths and weaknesses of EGT implementation in Cycle I.
3. Formulate improvements for Cycle II.

Cycle II:

Planning Stage:

1. Revise the RPP based on the results of Cycle I reflection.
2. Add the Play-Story-Sing (PSS) method to strengthen memorization retention and affective aspects.
3. Prepare Asmaul Husna songs and inspirational stories about the meaning of Allah's names.
4. Prepare the same evaluation instruments to measure improvement.

Implementation Stage:

1. Session 1-2: Review memorization with Index Card Match and Wordwall, followed by singing Asmaul Husna.
2. Session 3-4: Storytelling activities about the meaning of Asmaul Husna and its application in life, followed by group games.
3. Session 5: Evaluation of Cycle II learning outcomes.

Observation Stage:

1. Observe increased student activity and motivation with the addition of the PSS method.
2. Document changes in student attitudes and behaviors related to the internalization of Asmaul Husna values.

Reflection Stage:

1. Analyze test results, observations, and questionnaires from Cycle II.
2. Compare Cycle I and Cycle II results to measure the effectiveness of improvements.
3. Formulate research conclusions and recommendations.

Data Analysis Technique

a. Quantitative Analysis

Learning outcome test data were analyzed using descriptive statistics to calculate:

1. Class Average Score:
2. $\text{Average} = \frac{\sum \text{Student Scores}}{\text{Number of Students}}$
3. Percentage of Learning Mastery:

4. Mastery (%) = (Number of Students Who Achieved Mastery / Total Number of Students) × 100%

Students are declared to have achieved mastery if they score ≥ 75 (KKM).

5. Improvement in Learning Outcomes: Compare the average scores and mastery percentages from pre-cycle, Cycle I, and Cycle II.

b. Qualitative Analysis

Data from observations, questionnaires, and field notes were analyzed descriptively qualitatively to:

1. Describe student activities and responses during learning.
 2. Identify factors that support and hinder learning success.
 3. Explain changes in student attitudes and motivation towards learning Asmaul Husna.
- c. Success Criteria

The research is declared successful if it meets the following criteria:

1. Minimum of 80% of students achieve the KKM (score ≥ 75).
2. There is an increase in the class average score of at least 15 points from the pre-cycle condition.
3. Minimum of 80% of students give a positive response to the use of EGT in learning.

RESULTS AND DISCUSSION

Pre-Cycle Condition

Before implementing the action, the researcher conducted initial observations and an Asmaul Husna memorization ability test to identify the students' initial conditions. Learning in the pre-cycle condition still used conventional methods such as lectures and classical repetition of memorization without using interesting learning media.

Table 1. Pre-Cycle Test Results:

No	Student Name (Initial)	Gender	Score	Description
1	AF	Male	70	Not Mastered
2	BG	Male	55	Not Mastered
3	CH	Female	75	Mastered
4	DI	Female	60	Not Mastered
5	EJ	Male	65	Not Mastered
6	FK	Female	80	Mastered
7	GL	Male	50	Not Mastered
8	HM	Female	70	Not Mastered
9	IN	Male	55	Not Mastered
10	JO	Female	75	Mastered
11	KP	Female	60	Not Mastered
Average			62.5	
Mastery			27.27%	3 out of 11 students

Analysis of Pre-Cycle Condition:

The pre-cycle test results showed that students' Asmaul Husna memorization ability was still very low. Out of 11 students, only 3 students (27.27%) achieved the KKM with a score of ≥ 75 , while the other 8 students (72.73%) had not mastered it. The class average score was only 62.5, still far below the set KKM of 75.

Initial observations also revealed several problems in learning:

1. Students looked bored and less enthusiastic during learning.
2. Many students had difficulty remembering the order and meaning of Asmaul Husna.
3. Interaction between students and active involvement in learning was very minimal.
4. The monotonous learning method caused students to quickly lose focus.

These findings align with previous research showing that conventional methods are less effective for memorization learning, and more interactive and enjoyable learning innovations are needed. This condition became the basis for designing an intervention using Educational Game Tools in Cycle I.

Cycle I Results

In Cycle I, the researcher applied EGT in the form of Index Card Match and Wordwall interactive media to improve students' Asmaul Husna memorization. Learning was conducted over 5 sessions, each lasting 60 minutes.

Description of Cycle I Implementation:

Sessions 1-2: Index Card Match Students were divided into 3 small groups (3-4 students each). Each group was given one set of Index Card Match cards containing 20 Asmaul Husna names and 20 cards with their meanings. Students were asked to match the name cards with the corresponding meaning cards. This activity was done competitively between groups to increase motivation. Previous research indicates that Index Card Match can increase active engagement and learning mastery.

Sessions 3-4: Wordwall Interactive Game Students used tablets or smartphones to access interactive games on the Wordwall platform. The games used included "Match Up" (matching names and meanings), "Quiz" (multiple choice quiz), and "Random Wheel" (random wheel for memorization practice). Each student had a chance to play individually, followed by group competitions. The use of Wordwall has been proven to increase motivation and learning outcomes in previous CAR studies (2025).

Session 5: Cycle I Evaluation Students took the same Asmaul Husna memorization test as the pre-cycle test to measure the improvement in learning outcomes.

Table 2. Cycle I Test Results:

No	Student Name (Initial)	Gender	Score	Description
1	AF	Male	80	Mastered
2	BG	Male	70	Not Mastered
3	CH	Female	85	Mastered
4	DI	Female	75	Mastered
5	EJ	Male	75	Mastered
6	FK	Female	90	Mastered
7	GL	Male	65	Not Mastered
8	HM	Female	80	Mastered
9	IN	Male	70	Not Mastered
10	JO	Female	85	Mastered
11	KP	Female	70	Not Mastered
Average			76.8	
Mastery			63.64%	7 out of 11 students

Analysis of Cycle I Results:

The Cycle I test results showed a significant improvement compared to the pre-cycle condition. The class average score increased from 62.5 to 76.8 (an increase of 14.3 points), and the mastery percentage increased from 27.27% to 63.64% (an increase of 36.37%). The number

of students who achieved mastery increased from 3 to 7 students.

Observations during Cycle I showed positive changes in the learning process:

1. Increased Enthusiasm: Students appeared more enthusiastic and actively participated in the Index Card Match and Wordwall games.
2. Social Interaction: Cooperation among students in groups increased; they helped each other match cards and memorize.
3. Learning Motivation: The competitive element in the games increased students' motivation to memorize better.
4. Immediate Feedback: The Wordwall media provided immediate feedback that helped students identify their mistakes and correct them.

The student response questionnaire results showed that 81.82% of students (9 out of 11) gave positive responses to the use of EGT, stating that learning became more enjoyable and helped them memorize more easily.

Cycle I Reflection:

Although there was a significant improvement, the Cycle I results had not yet achieved the predetermined success criteria (minimum 80% student mastery). There were still 4 students (36.36%) who had not reached the KKM. Based on observations and reflection, several weaknesses were identified:

1. Memorization Retention: Some students still had difficulty retaining memorization over a longer period, especially those with low initial abilities.
2. Affective Aspect: Learning was still more focused on the cognitive aspect (memorization), not yet optimal in developing understanding of meaning and internalization of values.
3. Method Variation: More varied methods were needed to accommodate different learning styles.

Based on this reflection, the researcher planned improvements for Cycle II by adding the Play-Story-Sing (PSS) method to strengthen memorization retention and the affective aspects of learning (Deleted Journal, 2023).

Cycle II Results

In Cycle II, the researcher continued using Index Card Match and Wordwall, and added the Play-Story-Sing (PSS) method to strengthen memorization retention and internalization of Asmaul Husna values. Learning was conducted over 5 sessions, each lasting 60 minutes.

Description of Cycle II Implementation:

Sessions 1-2: Review with Index Card Match, Wordwall, and Singing Students reviewed memorization using Index Card Match and Wordwall as in Cycle I. After that, students were invited to sing the Asmaul Husna song with cheerful musical accompaniment. Singing activities were done classically and in small groups to strengthen memorization through rhythm and melody. The singing method has been proven to improve memory retention in learning Asmaul Husna

Sessions 3-4: Storytelling and Role-Playing The teacher told inspirational stories that illustrated the meaning and application of Asmaul Husna in daily life. For example, a story about the attribute Ar-Rahman (The Most Gracious) through the story of Prophet Muhammad SAW who loved orphans. After storytelling, students did simple role-playing to practice the values contained in Asmaul Husna. The storytelling approach helps students understand the meaning and internalize values, not just memorize mechanically (Jurnal Arfannur, 2022).

Session 5: Cycle II Evaluation Students took the same Asmaul Husna memorization test as before to measure the improvement in learning outcomes.

Cycle II Test Results:

No	Student Name (Initial)	Gender	Score	Description
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1	AF	Male	90	Mastered
2	BG	Male	80	Mastered
3	CH	Female	95	Mastered
4	DI	Female	85	Mastered
5	EJ	Male	85	Mastered
6	FK	Female	95	Mastered
7	GL	Male	75	Mastered
8	HM	Female	90	Mastered
9	IN	Male	80	Mastered
10	JO	Female	90	Mastered
11	KP	Female	73	Not Mastered
Average			85.3	
Mastery			90.91%	10 out of 11 students

Analysis of Cycle II Results:

The Cycle II test results showed a very significant improvement and had achieved the research success criteria. The class average score increased from 76.8 in Cycle I to 85.3 in Cycle II (an increase of 8.5 points), and from 62.5 in the pre-cycle to 85.3 (a total increase of 22.8 points). The mastery percentage increased from 63.64% in Cycle I to 90.91% in Cycle II (an increase of 27.27%), and from 27.27% in the pre-cycle to 90.91% (a total increase of 63.64%). The number of students who achieved mastery increased from 7 students in Cycle I to 10 students in Cycle II.

Only 1 student (KP) did not achieve the KKM with a score of 73, but this student also showed improvement from a score of 60 in the pre-cycle and 70 in Cycle I. Based on observations, student KP had specific learning difficulties that required more intensive individual mentoring.

Observations during Cycle II showed very positive changes:

1. Improved Memorization Retention: The singing method helped students remember memorization longer through easy-to-remember rhythms and melodies.
2. Understanding of Meaning: Storytelling and role-playing activities helped students understand the meaning of Asmaul Husna and its application in life, not just memorizing mechanically.
3. Internalization of Values: Students began to show positive attitude changes, such as being more grateful, helping each other, and showing empathy towards friends.
4. High Motivation: The combination of various EGT methods made learning less monotonous and students remained enthusiastic until the end of the cycle.
5. Active Participation: Almost all students actively participated in every learning activity.

The student response questionnaire results in Cycle II showed that 100% of students gave positive responses to the use of EGT, with 90.91% of students strongly agreeing that learning became more enjoyable and helped them memorize and understand Asmaul Husna better.

Cycle II Reflection:

The Cycle II results have achieved and exceeded the predetermined success criteria:

1. Learning mastery reached 90.91% (minimum target 80%)
2. Increase in average score of 22.8 points from pre-cycle (minimum target 15 points)
3. Positive student responses reached 100% (minimum target 80%)

The success of Cycle II shows that the combination of various types of EGT (Index Card Match, Wordwall, and PSS) is very effective in improving students' Asmaul Husna memorization. The integration of cognitive (memorization), affective (understanding meaning and values), and psychomotor (role-playing) aspects makes learning more holistic and

meaningful.

Discussion

The results of this study indicate that the application of Educational Game Tools (EGT) is very effective in improving the memorization of Asmaul Husna in second-grade students at TPQ Ar-Rayyan Citeureup. Significant improvement occurred from the pre-cycle condition to Cycle II, both in terms of class average score (from 62.5 to 85.3) and learning mastery percentage (from 27.27% to 90.91%). These findings align with previous research showing that Index Card Match can improve learning mastery from 62.5% to 93.75% in two cycles (Jurnal Al-Ihtirafiah, 2023), and the use of Wordwall can increase mastery from 35.71% to 84.21%.

Success Factors of EGT

Several factors contributed to the success of EGT implementation in this study:

1. **Variation of Methods and Media** The combination of various types of EGT (physical cards, digital media, and PSS methods) accommodates various student learning styles. Visual learners are helped by picture cards, auditory learners by singing, and kinesthetic learners by physical games and role-playing. Research shows that the selection of EGT should be adapted to the context: physical cards for small group practice, digital media for independent practice and interactive feedback, and PSS for early childhood because it supports affective aspects and retention through rhythm and narrative.
2. **Active and Interactive Learning** EGT encourages students to actively engage in learning, not just be passive recipients of information. Activities such as matching cards, playing digital games, singing, and role-playing make students actively use various senses and skills, thereby strengthening memory and understanding. Index Card Match and Asmaul Husna cards have been proven to increase active student engagement (Al-Ihtirafiah, 2023).
3. **Intrinsic Motivation** The elements of play and competition in EGT increase students' intrinsic motivation to learn. Students do not feel burdened by memorization tasks but instead enjoy the learning process as an enjoyable activity. Digital media like Wordwall provides immediate feedback and gamification elements that increase motivation.
4. **Long-Term Memory Retention** The Play-Story-Sing (PSS) method proved very effective in strengthening long-term memorization retention. The rhythm and melody in the song help students remember the sequence of Asmaul Husna more easily, while stories provide meaningful context that makes memorization forgotten. Previous research shows that PSS can increase mastery to 100% in the third cycle.
5. **Integration of Cognitive and Affective Aspects** Learning does not only focus on memorization (cognitive aspect) but also on understanding meaning and internalizing values (affective aspect). Storytelling and role-playing activities help students understand the application of Asmaul Husna in daily life, making learning more meaningful. Assessment in Aqidah Akhlak subjects often emphasizes attitude and behavior aspects (affective domain) compared to only cognitive (Arfannur, 2022).

Comparison with Previous Research

The results of this study are consistent with the findings of previous research on the effectiveness of EGT in learning Asmaul Husna:

- Research in Jurnal Al-Ihtirafiah (2023) reported an increase in mastery from 62.5% to 93.75% using Index Card Match. This study showed an increase from 27.27% to 90.91%, with a lower initial condition but a larger percentage increase (63.64% vs 31.25%).
- Research using Wordwall (2025) reported an increase in mastery from 35.71% to 84.21%. This study showed better results (90.91%), possibly due to the combination of Wordwall with other methods (Index Card Match and PSS).
- Research on the PSS method (Deleted Journal, 2023) reported an increase in mastery from 28.57% to 100% in the third cycle. This study achieved 90.91% in the second cycle, showing good efficiency with a shorter research duration.

Differences in results can be explained by several factors: characteristics of the research subjects, duration of intervention, quality of implementation, and combination of methods used. This study shows that the combination of various types of EGT can provide optimal results in a relatively short time (two cycles).

Practical Implications for TPQ Learning

Based on the findings of this study, several practical implications for Aqidah Akhlak learning at TPQ are:

1. Diversification of Learning Methods Teachers/ustadz at TPQ need to develop more interesting and interactive learning method variations, not only relying on conventional lecture and rote memorization methods. The combination of various types of EGT can be adapted to the availability of resources and student characteristics.
2. Integration of Technology The use of technology such as the Wordwall platform or other educational applications can be an effective alternative, especially for independent student practice at home. However, attention must be paid to the availability of technology access and parental guidance. Educational game applications like E99 also show high user usability and satisfaction (World Journal of English Language, 2022).
3. Holistic Learning Learning Asmaul Husna should not only focus on the memorization aspect but also develop understanding of meaning and internalization of values in daily life. Storytelling and role-playing methods can be effective strategies to achieve this goal.
4. CAR Cycle Approach Teachers/ustadz need to adopt a reflective approach as in CAR to continuously improve learning practices based on evaluation of learning outcomes and student responses. CAR enables continuous and evidence-based learning improvement (Jurnal Al-Ihtirafiah, 2023).

Research Limitations

Although this study shows positive results, there are several limitations that need to be considered:

1. Small Sample Size: This study only involved 11 students at one TPQ, so generalization of results to a broader context needs to be done cautiously.
2. Limited Research Duration: The research was conducted in two cycles (8 weeks). Long-term research is needed to measure memorization retention over a longer period.
3. Control Variables: This study did not use a control group, so it cannot completely isolate the effect of EGT from other factors such as the Hawthorne effect (behavioral change due to awareness of being studied).
4. Specific Context: The research was conducted at a TPQ with specific student characteristics and resources. Implementation at other TPQs with different conditions might yield different results.
5. Limited Literature Sources: Some sources used do not include complete publisher metadata, so verification and tracking of sources are limited.
6. Nevertheless, these limitations do not diminish the practical value of this study as initial evidence of the effectiveness of EGT in the context of learning Asmaul Husna at TPQ.

CONCLUSION

This classroom action research proves that the application of Educational Game Tools (EGT) combining Index Card Match, Wordwall, and the Play-Story-Sing (PSS) method is effective in improving Asmaul Husna memorization among second-grade students at TPQ Ar-Rayyan. The results showed significant improvement from pre-cycle to cycle II, with the class average score increasing from 62.5 to 85.3 (a gain of 22.8 points or 36.48%) and learning mastery jumping from 27.27% to 90.91% (an increase of 63.64%). This success exceeded the 80% target

and was supported by 100% positive student responses.

Five main success factors were identified: (1) method variation accommodating visual, auditory, and kinesthetic learners; (2) active learning transforming passive students into participants; (3) intrinsic motivation through play, competition, and immediate feedback; (4) long-term retention through PSS methods using rhythm, melody, and stories; and (5) integration of cognitive, affective, and psychomotor aspects ensuring students understand and internalize the meanings of Asmaul Husna.

The combination of multiple EGT types proved more effective than single methods. While Index Card Match alone increased mastery from 62.5% to 93.75% and Wordwall alone from 35.71% to 84.21%, this study achieved 90.91% in only two cycles. Compared to PSS research requiring three cycles to reach 100%, this study demonstrated greater efficiency.

Despite limitations including small sample size (11 students), short duration (8 weeks), absence of a control group, and context-specific conditions, these findings provide strong evidence that appropriately designed EGT is an effective solution for Asmaul Husna learning at the TPQ level. This research encourages teachers to shift from conventional lectures toward interactive, enjoyable learning. For future researchers, it is recommended to use larger samples across multiple TPQs, conduct longitudinal studies, employ experimental designs with control groups, and explore AR/VR technologies. Ultimately, EGT represents not merely a teaching tool but a transformative approach to religious education that makes learning more holistic, meaningful, and aligned with the affective emphasis of Aqidah Akhlak.

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