

Research Article

Transformation of Aqidah Akhlak Learning through Game-Based Learning Using Zeep Quiz at State Senior High School 1 Imogiri

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Abstract

With technological advancements, more schools are starting to use technology, particularly in Islamic Religious Education (PAI) learning. Teachers play an important role in utilizing technology, one of which is through game based learning methods (GBL). This method provides an enjoyable and varied learning experience with game elements such as scores, challenges, and rewards. This study explores the use of GBL in PAI at SMA Negeri 1 Imogiri using the Zep Quiz online platform. The study employs a qualitative approach with direct observation at the school as well as classroom learning practice with students. In addition, this research also uses a literature review from various relevant journals as a theoretical basis. The results of the study indicate that the use of the Zep Quiz web, which allows students to access materials and quizzes interactively, is effective in increasing learning motivation and student achievement. Through observation and classroom practice at SMA Negeri 1 Imogiri, it was found that this website also provides an evaluation feature at the end of learning that helps students understand their level of mastery of the material. Thus, the implementation of Game Based Learning (GBL) through Zep Quiz has been proven capable of creating a learning atmosphere that is more effective, engaging, and relevant to the needs of PAI learning in the digital era.

Keywords: Game Based Learning, Zeep Quiz, Technology.



INTRODUCTION

Technological advancement requires Islamic Religious Education to continuously adapt so that the teaching and learning process becomes more effective, efficient, and relevant to the times. Teachers of Islamic Religious Education (PAI) must pay close attention to these dynamic changes, because if technological developments are ignored, Muslims may be perceived as lagging behind and less competitive in the modern era. Nevertheless, in terms of learning objectives and content, the Qur'an and Hadith must remain the primary sources and eternal guidance for humanity, both in the pre-Islamic era and in today's age of technological progress. The Qur'an and Hadith also represent a source of strength and exemplary conduct of the Prophet Muhammad (peace be upon him) in all aspects of life. Therefore, technological progress should be utilized as a means to create innovative and effective learning strategies that remain aligned with the values and teachings contained in the Qur'an and Hadith.

With the rapid advancement of technology, society increasingly relies on it in various activities, including education and work. Digital learning is regarded as one of the most effective approaches to improving the quality of education in the modern era. Along with technological developments and the demands of the digital age, a paradigm shift has occurred in the educational landscape. The role of teachers in the teaching and learning process remains crucial, but it is no longer limited to being the sole source of knowledge. In modern Islamic education, teachers have increasingly taken on the role of facilitators who support students in developing critical, creative, and independent thinking skills. Learning has become student-centered rather than teacher-centered. Consequently, careful and systematic planning is required through the effective use of information and communication technology (ICT). Teachers must be capable of analyzing and developing various instructional strategies and learning materials so that the learning process can take place optimally and in accordance with the demands of the digital era.

Islamic Religious Education (PAI) not only serves to instill in-depth knowledge of spiritual values and religious teachings, but also plays a strategic role in shaping character and transforming students' cultural attitudes toward more positive and virtuous behavior. However, in practice, the implementation of Islamic Religious Education at the secondary school level often faces various challenges, particularly in creating learning processes that are enjoyable, interactive, and capable of fostering

active student participation. These challenges arise because conventional approaches have not always been able to fully accommodate the needs and characteristics of today's digital generation. Therefore, innovation is required through the application of creative, collaborative, and technology-based learning methods so that religious learning is not merely cognitive in nature, but also inspirational. In this way, Islamic Religious Education can function as a form of character development that is relevant to contemporary developments while simultaneously strengthening students' faith-based values in their daily lives.

In addressing the challenges of education in the digital era, learning approaches are needed that can foster learning enthusiasm and increase active student engagement. One method that has proven to be effective and adaptable to technological developments is Game-Based Learning (GBL). This method integrates elements of entertainment and education into a single, enjoyable learning experience. Through games, students do not merely receive information, but also interact, think critically, and compete within an educational context. The application of Game-Based Learning in Aqidah Akhlak instruction can serve as an important innovation to revive students' interest in learning. By incorporating elements such as missions, challenges, points, and rewards, students are encouraged to continuously participate and enthusiastically complete learning tasks.

Such learning activities can divert students' attention from boredom while fostering a sense of responsibility and collaboration in achieving shared goals. Beyond being merely a form of play, Game-Based Learning also functions as a medium for internalizing Islamic values in a manner that is more relevant to the present generation. The use of digital media and devices such as gadgets enables teachers to present Aqidah and Akhlak materials in a more interactive and contextual manner without diminishing their inherent spiritual meaning. This reflects an important transformation in religious education, namely the integration of Islamic values with modern and engaging learning approaches. Although Game-Based Learning has been widely implemented in various fields, its application in Islamic Religious Education remains relatively limited. Therefore, further development and research on the implementation of Game-Based Learning in Aqidah Akhlak instruction are essential to ensure that Islamic education remains relevant to contemporary challenges and needs.

In the context of Islamic Religious Education (PAI), the application of this

method has been shown to create learning processes that are more effective, engaging, and interactive. It not only helps improve students' critical thinking skills, but also fosters sustained learning motivation. Unlike conventional learning, which often focuses solely on quizzes or practice exercises, this approach introduces scoring systems and rewards that encourage continuous active participation. Through these mechanisms, the learning atmosphere becomes more competitive yet remains enjoyable, enabling learning materials to be more easily understood and deeply internalized by students.

This study aims to explore in depth the effectiveness of the Game-Based Learning approach in Islamic Religious Education, particularly in Aqidah Akhlak instruction at State Senior High School 1 Imogiri, with the goal of increasing students' motivation and active engagement. Through the implementation of Game-Based Learning, the learning process is expected not only to become more interesting, but also to broaden students' learning experiences through active involvement in activities designed as educational games. This approach provides opportunities for students to interact dynamically with learning materials through challenges and scenarios that stimulate curiosity. Consequently, students are not only motivated to participate, but are also encouraged to construct concepts, deeply understand Aqidah Akhlak values, and continuously develop critical and reflective thinking skills.

This study is expected to make a significant contribution to the understanding of the effectiveness of Game-Based Learning in the context of Islamic Religious Education at the secondary school level. In addition, it seeks to analyze the extent to which this game-based approach can enhance student engagement, motivation, and active participation during the learning process. Thus, the findings of this study are expected to serve as a basis for developing more innovative, relevant, and learner-centered instructional strategies that align with the needs of students in the digital era. Moreover, this research is expected to provide tangible benefits for both teachers and students, particularly in selecting instructional methods and media that are responsive to the dynamics of educational transformation in the digital age. By utilizing technologies such as Zeep Quiz within a Game-Based Learning framework, the learning process can become more innovative and contextual, while also enhancing students' motivation, engagement, and overall learning effectiveness.

Based on the issues outlined above, the objective of this study is to analyze

students' levels of understanding in the Aqidah Akhlak subject at State Senior High School 1 Imogiri through the implementation of Game-Based Learning media supported by Zeep Quiz. This approach is expected to provide a comprehensive overview of the effectiveness of interactive digital media in enhancing students' understanding of religious concepts. Furthermore, the results of this study are expected to serve as a reference for educators in selecting and developing learning media that are aligned with the characteristics of learners in the digital era. In this way, the learning process can become more engaging, meaningful, and contributive to the achievement of school competency standards as well as to the improvement of students' academic success.

METHOD

This study employs a descriptive qualitative approach. This approach was chosen to obtain an in-depth understanding of the implementation and effectiveness of Game-Based Learning (GBL) instructional media supported by Zeep Quiz at State Senior High School 1 Imogiri. The research was conducted through direct observation of classroom learning activities and the interactions between teachers and students during the learning process.

Data collection did not involve numerical data or statistical analysis; instead, it relied on field notes and personal documents. The qualitative approach aims to capture and understand real conditions in the field in a detailed and comprehensive manner, enabling the researcher to describe the observed phenomena factually. The data obtained in this study consist of information related to the transformation of instructional media and students' responses to the use of interactive digital learning media at State Senior High School 1 Imogiri.

RESULT AND DISCUSSION

Educational transformation is a planned process of change aimed at improving and refining educational systems, practices, and the overall quality of learning. This process not only involves the application of established educational theories but also requires continuous innovation in learning strategies, curricula, and educational technologies. Therefore, educational transformation becomes a strategic step in aligning education with the demands of the times and the evolving needs of learners. Such

changes are intended to create a more adaptive, relevant, and high-quality education system capable of responding to global challenges while enhancing human resource competencies. Through educational transformation, improvements in learning quality, equitable access to high-quality education, and greater efficiency in educational implementation across various levels are expected.

The transformation of Islamic education from traditional to modern forms is a necessity to ensure the relevance and contribution of educational institutions in the era of globalization. Through curriculum adaptation, innovative teaching methods, technology integration, improved governance, human resource development, and the strengthening of research and community service, Islamic higher education institutions can produce graduates who are both competent and morally grounded (Sari et al., 2024).

The rapid development of information and communication technology has brought significant changes across various aspects of life, including education. The widespread use of gadgets and internet access has made digital technology inseparable from the lives of the younger generation. Various activities, ranging from information seeking to gaming, are now conducted through digital devices. This phenomenon presents both opportunities and challenges for education to design learning processes that are relevant to students' lifestyles in the modern era. One approach that aligns well with the characteristics of digital-native learners is Game-Based Learning (GBL).

The successful integration of learning platforms can be achieved when teachers are able to present content in a harmonious and easily understood manner for students. This understanding is also influenced by full support from students, other school stakeholders, and parents as the primary providers of students' learning needs. Effective learning strategies that are aligned with contemporary developments are essential to prepare students to face a rapidly changing world (Husaini et al., 2025).

Digital technology enables inclusive distance learning by connecting students in remote areas with high-quality educational resources through online platforms. Furthermore, the evaluation process becomes more objective through software that tracks student progress in real time (Pratiwi, 2023).

Game-Based Learning is an innovative educational approach that utilizes game elements to enhance students' understanding and engagement in the teaching and learning process (Wulandari et al., 2024). The implementation of Game-Based Learning in Aqidah Akhlak instruction provides a more contextual learning experience, as

students do not merely receive material verbally but are actively involved in exploring values and meanings through educational game activities (Mi, Jurnal Kependidikan, 2024).

The Game-Based Learning approach incorporates game elements to increase student motivation and participation, emphasizing active interaction and immediate feedback. Its implementation involves selecting games aligned with learning materials, followed by stages of gameplay, reflection, and evaluation to achieve learning objectives (GBL, 2024).

This method positions games as an educational and enjoyable learning medium. Through specially designed games, students are not only recipients of information but also actively engage in thinking, experimenting, and interacting within a more stimulating learning context. The application of Game-Based Learning creates a dynamic learning environment and fosters students' intrinsic motivation. Challenges, scoring systems, and rewards embedded in games make learning feel entertaining yet meaningful. Moreover, this method promotes critical thinking skills, perseverance, and healthy competitive spirit. Thus, Game-Based Learning serves as an effective solution for integrating 21st-century learning needs with ongoing technological advancements.

Twenty-first-century learning emphasizes the development of the 4C skills—critical thinking, creativity, collaboration, and communication—to prepare students for global challenges. This student-centered approach utilizes information and communication technology (ICT) to make learning more adaptive and relevant to real-world contexts (Hidayah & Nugraheni, 2024).

Game-Based Learning reflects the principle of learning by doing, where learning occurs through direct experience. In this method, students act as players who must overcome various challenges within the game. Each challenge requires them to think, make decisions, and face the consequences of their actions. When they fail, students are encouraged to try again until they succeed, naturally fostering internal motivation to continuously improve and avoid repeating mistakes.

The primary strength of Game-Based Learning lies in its ability to simultaneously integrate cognitive, emotional, and motivational aspects of learning. Through gameplay experiences, students become more focused, engaged, and capable of understanding cause-and-effect relationships arising from their actions. This process helps develop critical thinking, analytical, and problem-solving skills. Consequently, Game-Based

Learning not only provides enjoyable learning experiences but also serves as an effective medium for sharpening thinking skills and enhancing students' reflective awareness of their own learning processes.

This method also improves knowledge retention through interactive repetition and immediate feedback, which are superior to conventional learning approaches (Cinta et al., 2021). Game-Based Learning represents an educational innovation that combines play activities with instructional objectives, creating a learning atmosphere that is enjoyable, interactive, and meaningful. Its implementation encourages active student participation, increases learning motivation, and supports deeper understanding of Aqidah Akhlak materials through challenging and contextual learning experiences (Daniati, 2024a).

Game-Based Learning is highly relevant to the characteristics of today's digital generation, who are familiar with technology and interactive environments. This approach creates a more engaging learning atmosphere and nurtures students' intrinsic motivation. There are several reasons why this method is effective. First, it provides an enjoyable learning experience by integrating entertainment elements without diminishing educational value, making students more enthusiastic and actively involved. Second, elements of competition and collaboration foster achievement motivation and teamwork skills. Third, immediate and clear feedback helps students recognize mistakes and develop new strategies to achieve learning objectives. Through these aspects, Game-Based Learning has proven effective in enhancing engagement, motivation, and learning effectiveness in the digital era, which demands continuous innovation and adaptability.

Game-Based Learning has also been shown to effectively improve students' learning outcomes. Classroom action research demonstrates increases in average scores and mastery levels across learning cycles (Putri, 2025).

The use of games as learning media should consider factors such as relevance, ease of use, and alignment with students' abilities and characteristics. Through the Game-Based Learning approach, instructional materials can be delivered in a more engaging and interactive manner. This method can also be adapted for learning evaluation processes to make assessments more enjoyable and less stressful for students. One such innovation involves integrating evaluation questions into digital game-based platforms. Through this approach, students participate in assessments more relaxed and

enthusiastic because they are presented in an appealing game format. One platform that supports this approach is Zeep Quiz, a web-based application that enables online and real-time quizzes or tests.

Another advantage of using Zeep Quiz is efficiency in assessment. Teachers no longer need to manually check students' answers, as the system automatically displays scores after each game session. Thus, the integration of such technology not only enhances student motivation but also assists teachers in conducting effective and modern learning evaluations.

Zeep Quiz is a digital learning platform that provides interactive quiz features to support teaching and learning processes. In education, its primary features are adapted to help teachers and students conduct learning evaluations in an engaging and enjoyable way. Through this platform, users can create, edit, and share various types of quizzes according to their needs.

Zeep Quiz is accessible online via web browsers and smartphone-based devices, allowing users to learn anytime and anywhere. Additionally, it enables collaboration among users in both quiz creation and implementation, making it an interactive tool for enhancing student participation and learning motivation.

The application of Game-Based Learning supported by Zeep Quiz creates a more interactive and enjoyable learning environment and encourages students' motivation and active participation (Putri, 2025).

The digitalization of learning assessment through the use of the Zeep Quiz platform not only represents technological innovation in educational evaluation but also reflects a paradigm shift from assessment as mere measurement of learning outcomes to an integral component of meaningful, interactive, and motivating learning processes. Through gamification features, real-time feedback, and an attractive and user-friendly interface, Zeep Quiz has been shown to increase learners' motivation, engagement, and satisfaction. Consequently, assessment is no longer perceived as a stressful activity but rather as a reflective process that supports the development of learners' competencies in the educational context (Pendidikan, n.d.).

Aqidah Akhlak learning requires innovative methods to ensure that students not only cognitively understand concepts but also internalize moral values in their daily lives. One relevant approach is Game-Based Learning, which integrates game elements to enhance student motivation and engagement (Daniati, 2024b).

Contemporary Aqidah Akhlak education is often associated with a static, purely religious approach focused solely on the hereafter. However, when Aqidah Akhlak education is presented in an enjoyable and modern way, it can create learning experiences that are more aligned with current conditions (Ahmad & Uad, n.d.).

Therefore, gamification in Islamic Religious Education can serve as an attractive and effective alternative for increasing student engagement in the teaching and learning process. Gamification also contributes positively to students' interest, motivation, understanding of learning materials, and learning outcomes. It is expected that the development of innovative instructional methods such as gamification in Islamic Religious Education will continue to expand (Lovandri, 2024).

The transformation of Aqidah Akhlak learning requires innovative instructional strategies that shift learning patterns from passive to active, participatory, and enjoyable through the utilization of digital, game-based media (Mi, Jurnal Kependidikan, 2024).



Figure 1. Students of Imogiri 1 State Senior High School

The implementation of Zeep Quiz as a learning media at State Senior High School 1 Imogiri began on January 5, 2026. Since then, this medium has been widely embraced by teachers as a tool to support classroom learning activities, including in the Aqidah Akhlak subject.

Students at State Senior High School 1 Imogiri have shown a high level of enthusiasm toward Zeep Quiz-based instruction in Aqidah Akhlak classes. They expressed enjoyment because the gamified format, such as interactive quizzes, made the learning process feel like an engaging game rather than monotonous memorization.

This positive response was evident through students' smiles and laughter during Zeep Quiz Live sessions, where friendly competition among students encouraged more active participation and discussion in Aqidah Akhlak learning.

The use of Zeep Quiz also significantly increased students' learning motivation. Instant evaluation features with points and rankings provided immediate feedback, making students feel appreciated for their efforts and motivating them to improve their understanding of Aqidah Akhlak material. Many students who were previously passive became more actively involved and voluntarily reviewed questions together through the Zeep Quiz platform.



Figure 2. Explanation of the Material

Overall, students' motivation increased as a result of this innovative approach, which is aligned with the principles of Islamic education that emphasize enjoyable and meaningful learning. Students were not only more motivated to achieve high scores, but also demonstrated improvements in moral behavior through collaboration with peers during sessions that involved matching concepts of tauhid. This created a harmonious classroom atmosphere filled with positive energy, where Aqidah Akhlak learning became a meaningful experience for all students.

The use of the Zeep Quiz platform as a medium for evaluation and reinforcement of Aqidah Akhlak materials has been shown to enhance students' learning motivation, as the learning process is packaged within a healthy, competitive, and interactive environment (Mi, Jurnal Kependidikan, 2024).

The implementation of Game-Based Learning (GBL) through Zeep Quiz begins with the preparation of learning materials by teachers, in which Aqidah Akhlak concepts

such as the pillars of faith (rukun iman) and noble character (akhlak mulia) are transformed into interactive elements. This approach aligns with the principles of active learning, where students are directly engaged from the very beginning, making the learning process both enjoyable and well-structured.

Subsequently, the implementation is carried out through the “Learn” and “Match” features to build understanding progressively. Students access the Learn mode to memorize materials adaptively through intelligent repetition, while the Match feature assesses comprehension through competitive drag-and-drop games. Proper use of Zeep Quiz requires teachers to allocate 15–20 minutes per feature, followed by a class discussion to connect game outcomes with moral values, such as honesty in answering questions.

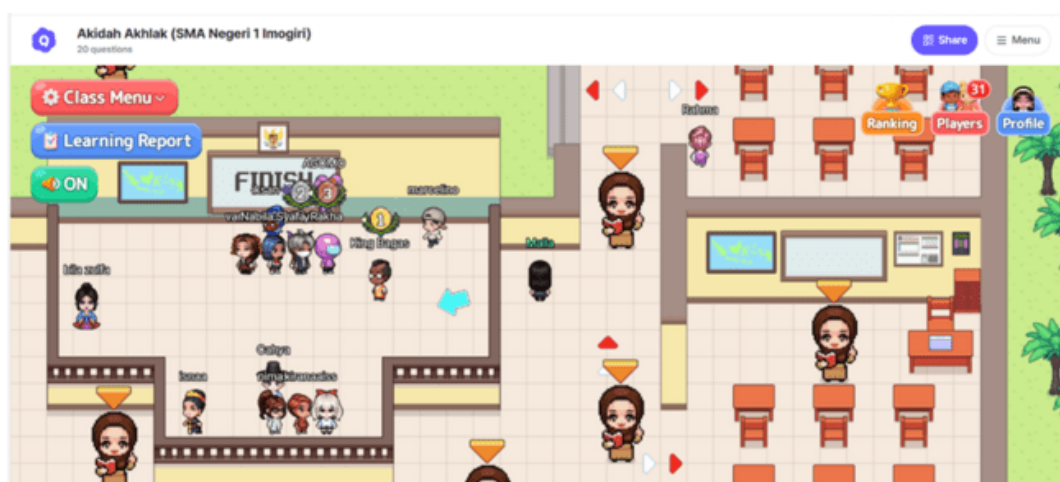


Figure 3. Zeep Quiz Features

The culmination of the implementation lies in the evaluation feature and Zeep Quiz Live as formative assessment tools. The evaluation feature provides instant scores along with analyses of students’ strengths and weaknesses, while Zeep Quiz Live facilitates real-time competition among students through access codes or barcode links, creating a competitive atmosphere that motivates full participation. Teachers are required to monitor the Zeep Quiz dashboard and its data analytics, then adjust subsequent instructional materials based on common errors identified. In this way, Game-Based Learning not only serves as an entertaining approach but also effectively enhances the retention of Aqidah concepts.

The use of Zeep Quiz makes the learning process more efficient and effective, as

it not only increases students' motivation and engagement but also allows teachers to monitor learning outcomes directly through automated assessment features and rapid feedback (Syahida, 2025).

Overall, the effective use of Zeep Quiz integrates the principles of Islamic education with modern technology, resulting in a learning experience that is both enjoyable and educational. This approach ensures that the learning process is more inclusive and equitable. Teachers monitor students' progress through classroom observations and pre- and post-tests, enabling them to directly observe positive changes. As a result, students not only understand Aqidah Akhlak material but also internalize moral values through cooperation during gameplay. Learning thus becomes a meaningful experience that is easy to apply in real life.

The results of implementing Game-Based Learning (GBL) using Zeep Quiz at State Senior High School 1 Imogiri indicate a significant increase in student participation. Among 32 eleventh-grade students in the Aqidah Akhlak subject, the average attendance rate reached 98% during Zeep Quiz Live sessions, compared to 75% under the previous conventional method. Zeep Quiz dashboard statistics recorded that 97% of students completed one quiz round during the Monday session on January 5, 2026, with an average response time of four seconds per question.

These gamification elements encouraged students to engage in healthy competition, celebrate individual progress through notifications such as "Well Done!" or "Level Up!", and receive immediate positive feedback that directly enhanced their self-confidence. This was particularly evident in Aqidah Akhlak materials, where understanding the pillars of faith became more engaging, resembling a form of spiritual adventure. As a result, students were not only motivated to repeat quizzes independently but also internalized moral values through the intrinsic satisfaction of collective achievement in Zeep Quiz Live.

Students' performance results in Zeep Quiz demonstrated overall positive outcomes as reflected in the Student Statistics section. This feature automatically displays simple, easy-to-read graphs showing improvement trends from the first question to the last, enabling teachers to immediately identify which students have strong mastery and which require additional guidance in Aqidah Akhlak learning materials.

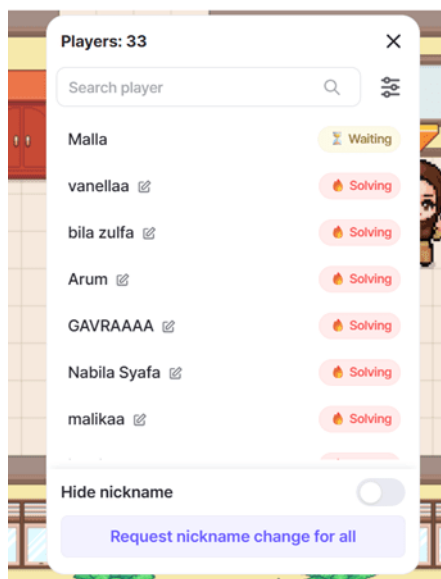


Figure 4. Players of Imogiri 1 State High School

The Student Statistics feature also provides detailed data for each student, such as the number of correct answers, fastest response time, and frequency of independent access. This information is presented in a concise table with columns for student names, scores, accuracy levels, and recommended practice, making it easier for teachers to discuss individual progress and conduct reviews in a simple and efficient manner.

Name	Accuracy (avg)	Total time	#1	#2	#3	#4	#5	#6
amel	80% 10/20	5 m 7 s	40 x	13 x	7 x	13 x	16 x	22 x
AGOMD	95% 19/20	7 m 20 s	1 m 47 x	8 x	20 x	0 x	7 x	10 x
alio	75% 15/20	6 m 12 s	19 x	38 x	9 x	17 x	7 x	18 x
linaa	85% 17/20	5 m 3 s	12 x	18 x	11 x	15 x	17 x	7 x
bila zulfa	90% 18/20	6 m 4 s	58 x	1 m 3 x	9 x	10 x	20 x	8 x
Nabila Syafa	90% 18/20	5 m 36 s	19 x	18 x	11 x	15 x	17 x	7 x

Figure 5. Student Statistics of SMA Negeri 1 Imogiri

After discussing the assessment results using the Student Statistics feature, the announcement of the winners became a peak moment that fostered a healthy competitive spirit in the classroom. The teacher officially announced the top three Zeep Quiz winners based on the highest accumulated scores from all Game-Based Learning (GBL) sessions in the Aqidah Akhlak subject. This announcement was delivered at the

end of the lesson by displaying the leaderboard from the Zeep Quiz dashboard, allowing all students to view the results transparently and fairly.

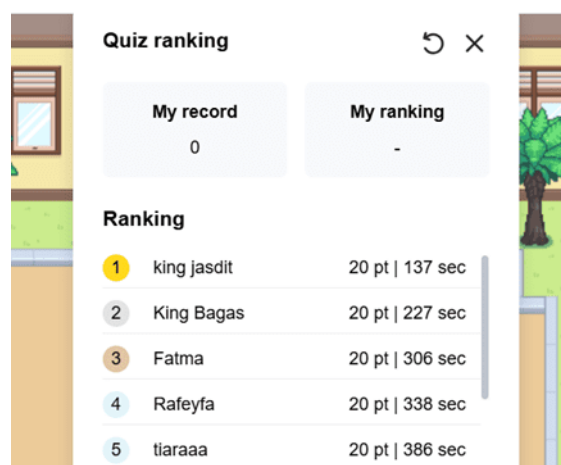


Figure 6. Ranking of students at Imogiri 1 State Senior High School

First place was awarded to a student who consistently demonstrated a deep understanding of Aqidah Akhlak material through fast and accurate responses in Zeep Quiz Live. This achievement was announced with enthusiastic applause from classmates, followed by the presentation of a prize and praise for the student's dedication to independent learning through the Learn feature. This recognition not only motivated the winner but also inspired other students to practice more diligently in subsequent sessions.

Second and third places were determined based on a combination of high scores and active contributions during gameplay. Both winners were announced simultaneously. The teacher emphasized the value of cooperation as an essential aspect of Islamic morals, thereby reinforcing holistic learning through an enjoyable Game-Based Learning (GBL) approach.

The announcement of the winners concluded with a brief class reflection, during which all students were congratulated for their full participation, ensuring that every student felt appreciated even if they did not place in the top three. As a result, the classroom atmosphere became increasingly harmonious, with sustained learning motivation fostered through Zeep Quiz as the primary medium for interactive learning.



Figure 7. Distribution of Prizes for Ranks 1, 2, and 3

The implementation of Game-Based Learning in Aqidah Akhlak instruction has proven to create a more interactive and enjoyable learning environment while enhancing students' understanding of the material. Accordingly, the transformation of Aqidah Akhlak learning through a Game-Based Learning (GBL) approach using Zeep Quiz at State Senior High School 1 Imogiri represents an innovative solution to address the challenges of 21st-century learning. This approach not only improves students' learning outcomes but also fosters meaningful and enjoyable learning experiences that align with the characteristics of the digital generation.

CONCLUSION

The transformation of *Aqidah Akhlak* learning through a Game-Based Learning (GBL) approach using Zeep Quiz at SMA Negeri 1 Imogiri has resulted in a more engaging, interactive, and learner-centered instructional process that aligns with the characteristics of the digital generation. Students are no longer passive recipients of content; instead, they actively participate through various game-like quiz challenges, creating a more dynamic and enjoyable classroom atmosphere. This approach effectively bridges abstract religious concepts with concrete learning experiences that are closely connected to students' everyday lives.

The implementation of Game-Based Learning in *Aqidah Akhlak* instruction has proven effective in fostering a more interactive and enjoyable learning environment while enhancing students' understanding of the subject matter. Therefore, the transformation of *Aqidah Akhlak* learning through a GBL approach using Zeep Quiz at

SMA Negeri 1 Imogiri serves as an innovative solution to address the challenges of 21st-century education. This approach not only improves students' learning outcomes but also cultivates meaningful, enjoyable learning experiences that are well suited to the characteristics of the digital generation.

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