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# I-CReST 2025: 125-089 – *i-Sirah* Board Game: Stories from the Quran as a Pathway to Islamic Civilisation

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## ABSTRACT

*i-Sirah* Board Game is an educational innovation designed to promote students' understanding of Islamic civilisation through Quranic narratives and reflective learning. It is developed for pre-university students at the Centre for Foundation Studies, International Islamic University Malaysia (CFS IIUM). This digital board game integrates elements of i-Sirah Interactive and Qur'anic tadabbur. The game board is divided into four sections, each representing different *juzuk* of the Quran. As students move their pieces by rolling the dice, they land on destinations linked to specific Quranic verses. At each point, they watch a short video about Prophet's Sirah story and then answer related questions. This process helps students connect Quranic guidance with historical lessons and moral values. The originality of the innovation lies in its combination of narrative storytelling, gamification, and Quran-based learning, making Sirah both engaging and interactive. It fosters active learning, critical thinking, and collaboration among students, while deepening their appreciation for Islamic history and civilisation. Initial trials indicate strong positive responses, including increased engagement to learn Sirah, better attention to historical lessons, and improved satisfaction on meaningful learning on Sirah. The game is adaptable for different age levels and learning outcomes, making it applicable in schools, madrasahs, and learning centres. The digital format ensures broad accessibility, and with further development, the game holds strong potential for educational commercialisation in both local and international Islamic education settings.

**Keywords**: i-Sirah; digital board game; Islamic history and civilisation

## 1. INTRODUCTION

In today's educational setting, the way Islamic teachings are delivered is being reconsidered to suit the changing needs of modern learners. Many kids nowadays grow up in an environment dominated by interactive technology, digital media, and fast-paced material. While conventional approaches such as memorisation and direct instruction are useful, they may no longer be sufficient to keep students engaged or assist them in properly comprehending what they are learning. This is especially true when trying to reach a generation that prefers more hands-on, visual, and interactive experiences. Therefore, new methods of teaching and learning that combine educational goals with interactive approaches are increasingly being explored to make religious education more meaningful and relevant [1]. Among the famous methodologies being used by educators is gamification. This method uses of game-based elements in educational settings. This method has been proven to improve learning motivation, enhance knowledge retention, and develop critical thinking skills [2], [3]. Gamification in Islamic

education provides unique chances for presenting Qur'anic narrative and historical knowledge in an interactive and reflective manner. Educational games enable students to investigate Islamic beliefs and teachings via active involvement, making the learning experience more interesting and impactful. [4].

The *i-Sirah* Board Game is an example of an innovative tool that integrates the stories of the Qur'an with the development of Islamic civilisation. The game introduces players to the lives and missions of selected prophets such as Prophet Nūḥ A.S., Prophet Ibrāhīm A.S., Prophet Mūsā A.S., and Prophet Muhammad S.A.W., alongside significant events in Islamic history. These stories highlight important values that can be adapted by learners such as patience, leadership, justice, and have trust in Allah S.W.T. These values contributed to the moral and social structure of Islamic civilisation [5]. This game not only acquires religious knowledge but also encourages reflection on how these teachings are incorporated in Muslim societies as well as to apply in today's world.

Furthermore, the *i-Sirah* Board Game provides an educational connection between textual understanding and historical knowledge. It encourages students to correlate Qur'anic lessons with contemporary events and developments in society throughout Islamic history. This promotes holistic learning, in which religion is connected to context and the concepts are transformed into action [6]. In multicultural and multireligious communities, such tools can help with identity development and promote values like mutual respect and social engagement [7]. This article introduces the *i-Sirah Board Game* as a proposed educational tool that integrates Qur'anic stories and themes from Islamic civilisation into a gamified learning format. It explores the game's design concept, educational goals, and potential use in Islamic education. The paper also discusses how such a tool could help students better understand Islamic civilisation and assist educators in delivering religious knowledge in a way that is both engaging and meaningful.

## 2. METHODOLOGY

This paper uses a conceptual design approach to introduce the *i-Sirah Board Game* as a proposed educational tool. The idea is based on the integration of Qur'anic stories and Islamic civilisation content into a board game format to support teaching and learning in Islamic education. Through the development and use of the *i-Sirah* board game, students from the Center for Foundation Studies, IIUM, participated in this study, which used a quantitative analysis to investigate the effects of gamification in Islamic education. Using a convenience selection technique, 40 participants were chosen from various class groups to play the i-Sirah board game. A maximum of one hour and thirty minutes was spent playing the game. Students filled out the questionnaire following the gamification session, and their answers were gathered for analysis.

SPSS was used to analyse the data. Prior to doing a quantitative analysis of the survey, which comprised 20 items of 5-Likert scale questions adapted from [8], the demographic data was examined. In this study, descriptive analyses were used. To evaluate how students felt about the gamified learning experiences of the *i-Sirah* board game, the study concentrated on five constructs. Perceived learning effect, attention, confidence, satisfaction, and engagement are the five constructs. The Cronbach's alpha values ranging from 0.842 to 0.892 as shown in Table 1 validated the constructs' dependability [9].

**Table 1.** Reliability analysis

| Construct | Cronbach's Alpha | N of items |
|---|---|---|
| Perceived Learning Effect (PLE) | 0.842 | 4 |
| Attention (ATT) | 0.854 | 4 |
| Confidence (CON) | 0.867 | 4 |
| Satisfaction (SAT) | 0.884 | 4 |
| Engagement (ENG) | 0.892 | 4 |

Fig. 1 below shows the interactive *i-Sirah* board game.

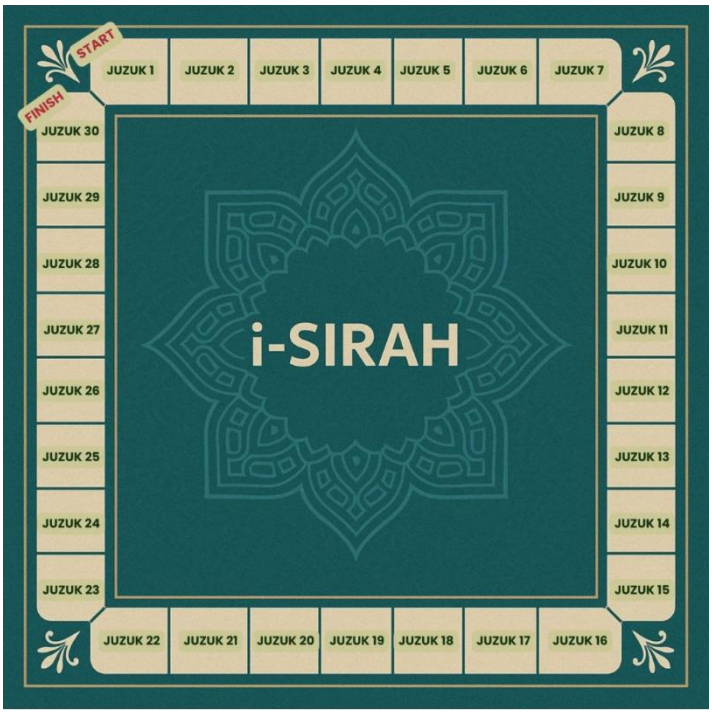


**Fig. 1.** *i-Sirah Board*

There are four separate portions of the *i-Sirah* Board Game's square layout where each represent a sequential range of *juzuk* from the Qur'an. Players are given an organized tour through the complete Qur'anic text thanks to the 30 *juzuk* that are arranged in a continuous course around the board, starting at *Juzuk* 1 and ending at *Juzuk* 30. Students take turns rolling a die to start the game, which determines how many spaces their game piece progresses. The player interacts with content related to specific Qur'anic verses from a given segment after landing on a particular *juzuk*. A brief multimedia clip that includes narration of a portion of the Prophet Muhammad's (peace be upon him) life is used to present this material. After watching the narration, the player answers a series of questions designed to gauge how well they comprehend the verses' historical background, thematic lessons, and related moral messages.

This methodical approach aims to support an integrative learning process in which students relate the teachings of the Qur'an to the Prophet's life story. Through the incorporation of historical events into the ethical and spiritual teachings of the Qur'an, the i-Sirah Board Game encourages critical thinking and value-based contemplation. Additionally, the dice roll's element of chance provides a gamified element of unpredictability, which increases motivation and encourages continued engagement throughout the activity.

The main content is based on Qur'anic stories, particularly the historical background of selected prophets. These stories were chosen because they offer opportunities for learners to understand and internalise key virtues such as resilience, honesty, patience, leadership, and trust in God. The game then connects these values to important aspects of Islamic civilisation, including community development, ethical leadership, and social responsibility.

## 3. LIMITATIONS AND FUTURE DEVELOPMENT

While the *i-Sirah Board Game* presents an innovative and engaging concept for Islamic education, several limitations must be acknowledged to guide authors for its future development and implementation. As this paper introduces the game as a conceptual design, it has not yet undergone classroom testing or pilot studies. Consequently, its actual effectiveness in promoting learners' understanding of Quranic stories, Islamic values, and civilisation remains theoretical. Further, the empirical research is required to evaluate its pedagogical impact, particularly in terms of student motivation, values internalisation, and long-term knowledge retention [10], [11].

Another important limitation is the role of the educator in implementing the game. The success of game-based learning mostly depends on the teacher's ability to facilitate the learning process effectively. This includes guiding discussions, connecting game activities to specific learning outcomes, and maintaining purposeful engagement throughout gameplay. Without proper facilitation, there is a risk that the game may be perceived merely as entertainment, rather than as a structured educational experience grounded in Islamic values and pedagogy [2], [6]. As a result, educators must be provided with appropriate training and comprehensive support materials. These may include instructional manuals and curriculum alignment guidelines to ensure that the use of the board game remains pedagogically practical and aligned with intended learning objectives.

In addition, there are practical constraints related to game development and dissemination. High-quality instructional games are required to purchase graphic design, play-testing and hosting. It is critical to ensure affordability, language accessibility, and cultural adaptability in order to expand its use across diverse educational contexts such as schools, community learning centres, and family environments [3].

Despite these limitations, the *i-Sirah* Board Game provides a strong conceptual foundation for pedagogical innovation in Islamic studies. Its structure and content can be improved through pilot testing and feedback from students, teachers, and curriculum experts. Digital modification such as mobile apps or web-based platforms could also enhance accessibility and engagement, particularly among tech-savvy learners [12]. The *i-Sirah Board Game* has strong potential to become a meaningful educational resource in contemporary Islamic education, provided it is supported by thoughtful design, interdisciplinary collaboration, and ongoing refinement.

## 4. RESULT AND DISCUSSIONS

This segment outlines the evaluation of the survey results. The initial analysis focuses on the demographic characteristics of the respondents. As shown in Table 2, the gender breakdown included 24 female participants and 16 male participants, totaling 40 individuals who took part in the gamification sessions.

**Table 2.** Respondents' gender

| Gender | Frequency |
|---|---|
| Female | 24 |
| Male | 16 |
| **Total** | **40** |

In contrast, Table 3 shows the distribution of the respondents, revealing that 60% were studying engineering programs, whereas the other 40% were focused on Islamic Studies.

**Table 3.** Respondents' course

| Course | Percentange |
|---|---|
| Engineering | 60 |
| Islamic Studies | 40 |
| **Total** | **100** |

The subsequent analysis centers on the quantitative findings derived from the 20 survey questions. Descriptive statistics, found in Table 4, reveal that participants largely held a very positive view of the gamification aspects within the *i-Sirah* Board Game across all evaluated constructs. The average scores for all five constructs which are perceived learning effect (PLE), attention (ATT), confidence (CON), satisfaction (SAT) and engagement (ENG) were all above 4.5 on a 5-point Likert scale. This indicates that the *i-Sirah* Board Game was seen as highly effective in enhancing learning outcomes and maintaining student focus, while also delivering a fulfilling and engaging educational experience.

Among the various constructs, engagement (ENG) achieved the highest average score of 4.81, indicating a notably strong positive reaction to learning Sirah through a gamified method. Attention (ATT), satisfaction (SAT) and perceived learning effect (PLE) also returned high average scores of 4.78, 4.72, and 4.65, respectively, reinforcing the game's effectiveness in sustaining focus and enhancing learning satisfaction. Confidence (CON) recorded the lowest average score at 4.55; nevertheless, this figure remains comfortably above the 4.5 benchmark, signifying a consistently favorable response across all constructs.

**Table 4.** Descriptive statistics

| Construct | Minimum | Maximum | Mean |
|---|---|---|---|
| Perceived Learning Effect (PLE) | 3.00 | 5.00 | 4.65 |
| Attention (ATT) | 3.00 | 5.00 | 4.78 |
| Confidence (CON) | 2.00 | 5.00 | 4.55 |
| Satisfaction (SAT) | 3.00 | 5.00 | 4.72 |
| Engagement (ENG) | 3.00 | 5.00 | 4.81 |

The results are consistent with earlier studies that indicated gamification techniques in educational settings greatly improve student engagement, motivation, and perceived learning results [13]. Consequently, the findings from this survey reveal the effectiveness of the gamified learning tool, *i-Sirah* Board Game, aimed at fostering active and meaningful learning experiences.

## 5. CONCLUSION

The *i-Sirah Board Game* offers a valuable contribution to the field of Islamic education by integrating gamification with Quranic storytelling and the historical development of Islamic civilisation. Through an interactive and learner-centred approach, the *i-Sirah Board Game*

enables students to explore the lives of the prophets in a meaningful and reflective manner. The stories presented in the game emphasise core Islamic values such as honesty, patience, integrity, leadership, and reliance on Allah S.W.T. By engaging with these narratives, learners are guided to understand how these values are not only essential for personal development but also serve as the ethical foundation upon which Islamic civilisation was built.

By presenting religious content through active learning, the *i-Sirah Board Game* helps learners to relate Islamic teachings to their daily life activities and real-world situations. It moves beyond memorisation by promoting critical thinking, collaboration, and reflective decision-making. These pedagogical advantages are aligned with current educational theories that emphasise active learning, especially in environments where learners benefit from visual, tactile, and participatory methods. Furthermore, the game encourages learners to explore how Islamic teachings influenced societal development, governance, and the formation of identity within the broader framework of civilisation. By incorporating gamified elements, the board game encourages active participation and reflective thinking, enabling learners to engage with Islamic teachings in a relevant and practical manner [8]. It also equips educators with an innovative pedagogical tool that enhances the delivery of religious content, making it more academically enriching and effective [11].

In conclusion, the *i-Sirah Board Game* illustrates how Islamic education can evolve through the thoughtful integration of interactive and experiential learning strategies. It supports the development of akhlÉq, enhance the understanding of Islamic values and deepens the learner's engagement to Islamic heritage [14]. As educational institutions strive to balance traditional religious instruction with innovative teaching approaches, tools like this board game offer a promising model for making Islamic education more engaging, relevant, and impactful for future generations [15].

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