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# A Gamified Narrative Board Game for Enhancing Engagement in Islamic Cultural History: An ADDIE-Based Development Study

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**ABSTRACT**

Islamic Cultural History instruction in Indonesian Islamic schools remains predominantly teacher-centered, limiting students' active participation, collaboration, and meaningful engagement with historical content. This study aimed to develop and evaluate the validity and preliminary practicality of a gamified narrative board game integrating historical narratives, collaborative learning, formative assessment, and gamification mechanics. This research employed a research and development approach using the ADDIE model. The product was validated by one instructional media expert and one Islamic Cultural History subject-matter expert. A limited field trial involved one teacher and 16 Grade XI students at an Islamic senior high school in Madiun, Indonesia. Data were collected through expert validation questionnaires, classroom observations, semi-structured interviews, and a 15-item student response questionnaire. Quantitative data were analyzed descriptively using percentage scores, while qualitative data were categorized and interpreted to complement the quantitative findings. Expert validation indicated high feasibility, with scores of 93.5% for media quality and 96.36% for content quality. The student response questionnaire yielded an overall score of 72.9%, categorized as good. Observations and interviews indicated positive patterns of participation, collaborative discussion, and classroom usability, while also identifying areas for further refinement. The findings suggest that the developed board game is feasible and demonstrates preliminary practicality for Islamic Cultural History instruction. However, these findings reflect validity and user responses rather than instructional effectiveness. Larger experimental studies are required to examine its effects on engagement, historical understanding, motivation, and learning outcomes.

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## 1. INTRODUCTION

Islamic Cultural History is a core subject in Indonesian Islamic schools that aims not only to develop students' understanding of Islamic civilization but also to foster character formation through reflection

on historical events, exemplary figures, and Islamic values. Therefore, Islamic Cultural History learning should extend beyond memorizing historical facts to promote historical interpretation, critical thinking, and the internalization of meaningful values.

However, classroom instruction remains largely teacher-centered (Nursyamsiyah & Wakit, 2025), with minimal two-way interaction (MS, 2024), relying on lectures, textbooks (Tanaya, 2024), and factual memorization. Additionally, there is a unique phenomenon among adolescents: the increasing frequency of gaming among children aged 8-18 years (Blumberg & Altschuler, 2011), with at least 6.5 hours of gaming per week (Sachit et al., 2025). The combination of these phenomena significantly contributes to the emergence of declining motivation and learning outcomes, indicating a high level of boredom (Anggraini, 2025), which is reflected in learner behaviors such as frequently talking to themselves during lessons, often leaving the classroom, and sleeping (Solichin et al., 2025), as well as the failure to achieve the desired learning completeness (Farhillah et al., 2025). Consequently, many students perceive Islamic History as monotonous and difficult to relate to contemporary life. These challenges indicate the need for instructional media that promote collaboration, engagement, and meaningful learning.

Gamification has emerged as a promising instructional approach by integrating game design into educational contexts (Werbach & Hunter, 2012), to enhance learners' engagement and motivation (Kapp, 2012). Empirical studies demonstrate that digital gamification platforms such as Kahoot (Malik et al., 2025), and Educaplay (Susanti & Vebrianto, 2025), effectively improve students' participation, motivation, and conceptual understanding in Islamic Cultural History learning (Syaifulloh & Saepudin, 2025). Nevertheless, these innovations predominantly rely on digital quizzes and individual interaction, offering relatively limited opportunities for sustained face-to-face collaboration, historical discussion, and collective problem-solving. As argued by Dichev and Dicheva, the educational effectiveness of gamification depends not merely on the presence of game elements but on how these elements are pedagogically integrated into meaningful learning activities (Dicheva et al., 2015).

Compared with quiz-based digital gamification, physical board games provide richer opportunities for discussion, negotiation, collaborative decision-making, and contextual problem-solving. Previous studies have shown that educational board games improve motivation, communication skills, conceptual understanding, and active participation by combining cognitive, social, and affective learning experiences (Noda et al., 2019). Their pedagogical value is supported by constructivist learning theory, which views learning as an active process of knowledge construction through meaningful experiences (Fosnot, 2005), collaborative learning that emphasizes shared responsibility and interaction (Johnson et al., 2014), and narrative learning which facilitates understanding and reflection through coherent stories (Barkhuizen et al., 2025). Furthermore, Game-Based Learning and Self-Determination Theory explain that meaningful gameplay enhances learning by supporting learners' autonomy, competence, and relatedness (Ryan & Deci, 2000).

Despite the growing body of research on gamification, several important gaps remain. Existing studies primarily focus on digital platforms such as Kahoot, Wayground, and Educaplay, whereas relatively few investigate the pedagogical potential of physical narrative board games in Islamic education, particularly in Islamic Cultural History learning. Moreover, previous instructional media generally emphasize motivation or learning outcomes without integrating historical narratives, collaborative learning, gamification mechanics, and Islamic values into a single instructional medium. This study addresses these gaps by developing a Gamified Narrative Board Game specifically designed for Islamic Cultural History learning. The board game combines narrative-based historical exploration, collaborative gameplay, contextual problem-solving, and gamification mechanics within a systematic instructional design using the ADDIE model. Its novelty lies in integrating these pedagogical components into a single learning medium for Islamic Cultural History learning.

Accordingly, this study aims to develop and evaluate a Gamified Narrative Board game for Islamic Cultural History learning using the ADDIE instructional design model. Specifically, it seeks to (1) develop the instructional media through a systematic research and development process, (2) examine its validity through emper validation, (3) evaluate its practicality based on teachers' and students' responses during

classroom implementation, and (4) investigate students' perception regarding its potential to support engaging, collaborative, and meaningful Islamic Cultural History learning. The findings are expected to contribute to the development of game-based learning in Islamic education while providing teachers with an innovative instructional medium that promotes active participation, collaboration, and historical understanding.

## 2. METHODS

This study employed a research and development (R&D) approach using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation. The model was selected because it provides a systematic, flexible, and measurable framework for designing and evaluating instructional media (Branch, 2010). In addition, ADDIE facilitates the iterative development of educational products through continuous revision based on expert feedback and field implementation (Sugiyono, 2015). The model was applied to develop a gamified narrative board game for Islamic Cultural History learning.

The needs analysis was conducted through classroom observations and semi-structured interviews with Islamic Cultural History teachers to identify instructional problems, students' learning characteristics, and media requirements. The findings were then used to design the board game blueprint, including learning objectives, game mechanics, narratives, visual layout, and supporting components. During the development stage, the prototype underwent iterative revisions based on expert recommendations before being implemented in a limited classroom trial. The implementation involved one Islamic Cultural History teacher and sixteen Grade eleven (XI) students during the 2025/2026 academic year from an Islamic Senior High School in Madiun, Indonesia, who were purposively selected to represent the intended users of the product. The evaluation stage integrated quantitative and qualitative findings to assess the feasibility and practicality of the developed media.

Several instruments were employed to collect the data. Expert validation questionnaires were administered to one instructional media expert (Educational Technology lecturer) and one Islamic Cultural History subject expert (Islamic Cultural History lecturer) to evaluate the product before classroom implementation. The media validation instrument consisted of six aspects, namely visual design, readability, technical quality, clarity of game rules, alignment between game mechanics and learning objectives, and interactivity. Meanwhile, the material validation instrument evaluated curriculum alignment, content accuracy, depth of material, educational value, integration of learning content into gameplay, and contextual relevance. All instruments were reviewed by the validators and revised before implementation. The expert validation questionnaire used a five-point Likert scale as follows:

**Table 1.** Likert Scale of expert validation

| Score | Validity Level |
|---|---|
| 5 | Highly feasible /very valid |
| 4 | Feasible/valid |
| 3 | Fairly feasible/sufficiently valid |
| 2 | Inappropriate/less valid |
| 1 | Not feasible /invalid |

Likert scale responses were analyzed descriptively using percentage scores to determine product feasibility and practicality. The quantitative data obtained from the questionnaires were converted into percentages using the following formula:

$$P = \frac{\Sigma x \times 100\%}{\Sigma xi}$$

Note:

P : Feasibility percentage

$\Sigma x$ : Total score obtained from validators (real value)

$\Sigma xi$ : Maximum possible score (expected value)

The resulting percentages were interpreted according to predetermined feasibility criteria to determine whether the product required revision before implementation, with the following level of achievement scale:

**Table 2.** Feasibility criteria based on percentage

| Percentage (%) | Validity Level | Description |
|---|---|---|
| 90-100 | Very worthy/very valid | No revision |
| 75-89 | Eligible/valid | No revision |
| 65-74 | Fairly worthy/sufficiently valid | Need revision |
| 55-64 | Inappropriate/less valid | Need revision |
| 0-54 | Not worthy/invalid | Total revision |

To evaluate the practicality of the developed media, classroom observations, interviews, and student response questionnaires were conducted during the limited field trial. Structured observations focused on students' engagement, participation, communication, and collaboration throughout the learning process (Heriyudanta & Pradana, 2025). In addition, brief interviews with teachers and several students were conducted to obtain feedback regarding the strengths, weaknesses, and implementation challenges of the board game. The student response questionnaire consisted of 15 statements covering learning interest, motivation, understanding of the material, classroom interaction, media usability, and overall responses toward the board game. Responses were measured using a four-point Likert scale to avoid neutral responses. The scale ranged as follows:

**Table 3.** Likert Scale of student response questionnaire

| Score | Validity Level |
|---|---|
| 4 | Strongly agree |
| 3 | Agree |
| 2 | Don't agree |
| 1 | Strongly disagree |

Questionnaire scores were converted into percentages using the same formula, as shown in the following percentage table:

**Table 4.** Media suitability table based on percentage

| Percentage (%) | Category |
|---|---|
| 81-100% | Very good |
| 61-80% | Good |
| 41-60% | Enough |
| 21-40% | Not enough |
| 0-20% | Very little/No worthy |

Finally, quantitative data from the validation and students' response questionnaires were analyzed descriptively using percentage scores, while qualitative data obtained from observations and interviews were analyzed through data reduction, categorization, and interpretation to identify recurring themes related to student engagement, collaboration, media usability, and implementation challenges. The qualitative findings were subsequently used to complement the quantitative results and support revisions throughout the ADDIE development process.

## 3. FINDINGS AND DISCUSSION

### *3.1. Findings*

#### 3.1.1. Analysis

Before designing a gamified narrative board game, a needs analysis was conducted through classroom observations and interviews to ensure the resulting media were truly relevant to students' characteristics. The findings indicated several instructional challenges. Classroom learning remained predominantly teacher-centered, relying mainly on lectures and textbooks, which limited students' participation and collaborative interaction, encouraged factual memorization, and reduced students' engagement with historical values. Teachers also reported that students tended to lose interest during history lessons because the material was perceived as heavily text-based and difficult to relate to meaningful learning experiences.

Based on these findings, the development focused on designing a learning medium capable of encouraging active participation, collaborative discussion, and meaningful engagement with historical content. The identified instructional needs subsequently served as the foundation for developing the board game blueprint and selecting appropriate game mechanics for Islamic Cultural History learning by informing the selection of learning objectives, game mechanics, collaborative activities, and narrative structures that addressed the identified instructional needs.

#### 3.1.2. Design

Based on the instructional needs identified during the analysis stage, an initial blueprint was developed to translate the identified classroom problems into a structured learning medium. The design served as the instructional framework for integrating Islamic Cultural History content with collaborative learning activities and gamification mechanics. The blueprint integrated instructional objectives, historical narratives, learning activities, and game mechanics.

The initial design consisted of five major instructional elements: a narrative game board, challenge cards, supporting learning cards, gameplay rules, and a reward mechanism. These elements were intentionally selected to transform conventional history instruction into an interactive learning experience while maintaining alignment with the curriculum and the identified instructional needs. The instructional design framework of the board game is presented in the following table:

**Table 5.** Initial Instructional Blueprint and Learning Functions

| Instructional Element | Intended Learning Function |
|---|---|
| Narrative game board | Organizes historical events into a sequential learning journey and provides contextual learning experiences. |
| Challenge cards | Assess students' understanding progressively throughout gameplay. |
| Supporting learning cards | Provide contextual information and reinforce historical concepts during learning activities. |
| Gameplay rules | Structure collaborative learning activities and regulate classroom interaction. |
| Reward mechanism | Maintain students' motivation, participation, and engagement during the learning process. |
| Learning objectives | Align gameplay with curriculum outcomes. |

Following the preparation of the instructional blueprint, an initial prototype was produced digitally to evaluate the overall layout, readability, and organization of the learning components. The prototype was printed on A3 paper as a preliminary version to facilitate internal review and identify potential design limitations before producing the full-scale board game. The resulting blueprint

subsequently served as the foundation for prototype development, iterative refinement, and expert validation during the following development stage.




**Figure 1.** Initial Blueprint Design of the Gamified Narrative Board Game

### 3.1.3. Development

*3.1.3.1. Initial Development*

Following the completion of the instructional blueprint, the initial prototype was developed by translating the planned instructional elements into a playable board game. During this stage, the development focused on establishing game mechanics, organizing historical content into a coherent gameplay sequence, and improving the technical quality of the learning media before expert review.

The game board was organized into sequential stages representing the progression of historical events. Each stage corresponded to a specific learning segment, enabling students to study the material gradually while maintaining a clear relationship between gameplay progression and instructional objectives. Additional challenge paths were incorporated to provide optional learning activities without interrupting the main historical narrative.

Visual elements were incorporated to improve readability, navigation, and classroom usability. Distinct visual landmarks and symbols were incorporated to help students recognize different game areas and identify gameplay functions more easily. In addition, gamification elements were visually integrated into the board to ensure that rewards and learning activities formed a coherent instructional experience rather than functioning as isolated game features.

The physical prototype was produced using more durable materials and larger printing dimensions to enhance visibility during classroom implementation. These modifications were intended to improve the practicality of the media, facilitate group interaction, and support repeated classroom use during field testing. The initial development stage produced the first functional prototype, which was later refined before implementation.




**Figure 2.** Initial Prototype Design of the Gamified Narrative Board Game

*3.1.3.2. Development Iteration*

Following the completion of the initial prototype, an internal review was conducted to evaluate the alignment between the instructional objectives, game mechanics, and learning activities. The review indicated that although the prototype successfully incorporated various gamification elements, several gameplay mechanics increased procedural complexity without contributing directly to the intended

learning outcomes. Consequently, students were required to devote considerable attention to understanding the game mechanics, which risked reducing their focus on the historical content.

The review further revealed that the balance between instructional content and gamification had not yet been fully achieved. Several gamification mechanics and supporting components functioned primarily as entertainment features rather than instructional supports, while some learning activities were not yet fully integrated into the historical learning sequence. In addition, the complexity of several rules was considered likely to increase teachers' workload when facilitating classroom implementation.

Based on these findings, the prototype underwent an iterative refinement process aimed at simplifying the gameplay while strengthening its instructional value. Several redundant mechanics were removed, gameplay procedures were streamlined to match classroom time constraints without reducing the intended learning objectives, and additional instructional components were incorporated to improve students' engagement with historical concepts. As a result, the revised prototype provided a more balanced integration between gamification and learning objectives while maintaining the collaborative nature of the board game.

The iterative refinement process resulted in a revised prototype consisting of three categories of instructional components: retained components from the initial prototype, revised gameplay components, and newly introduced instructional components. Retained components were preserved because they continued to support the intended learning objectives, whereas revised and additional components were incorporated to address the instructional and gameplay limitations identified during the review process. The following sections describe each component and its contribution to supporting collaborative, engaging, and meaningful Islamic Cultural History Learning.

*3.1.3.2.1. Retained Components*

*3.1.3.2.1.1 Fun-Fact Card*

Fun-fact cards were retained from the initial prototype because they complemented the main instructional content by providing additional historical information beyond the core learning material. Rather than functioning solely as game rewards, these cards were intended to enrich students' understanding of Islamic Cultural History, simulate curiosity, and encourage discussion by presenting contextual historical facts related to the topics being studied. These cards are designed in Canva and printed on 9 x 6 cm photo paper to ensure readability while remaining easy for students to handle during classroom activities.




**Figure 3.** Fun-Fact Card Design

*3.1.3.2.1.2 Intermezzo Card*

Intermezzo cards were retained from the initial prototype because they provided essential historical context before students entered each stage of the game. Each card contains a brief overview of the historical topic, key events, or learning focus associated with the upcoming dungeon, enabling students to activate their prior knowledge and establish a clear connection between the gameplay and the instructional content. The cards are distributed at the beginning of each dungeon to ensure that students share a common understanding of the historical context before completing the learning challenges. To facilitate group reading and classroom discussion, the cards were printed on A4 paper, allowing all group members to read the information simultaneously during collaborative learning activities.

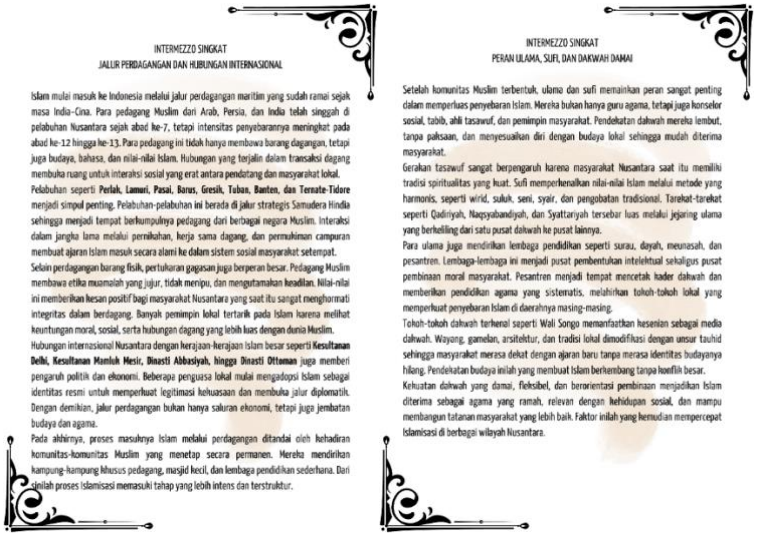



**Figure 4.** Intermezzo Card Design (Initial Development Result)

*3.1.3.2.2. Revised Components*

*3.1.3.2.2.1 Board Game*

The board game underwent substantial revision during the iterative development process to improve the alignment between gameplay mechanics and the intended learning objectives. The initial prototype was redesigned by simplifying several gameplay procedures, reorganizing the learning sequence, and refining the game layout to improve classroom implementation. The revised board maintained the narrative progression of historical events while providing a clearer structure for collaborative and individual learning activities.

Each dungeon was designed to represent a specific learning topic, allowing students to complete the learning process sequentially through individual tasks, collaborative challenges, and a final analytical task. This structure enabled students to construct historical understanding progressively while maintaining active participation throughout the gameplay. Additional gameplay elements, including side quests, reward mechanisms, and stability points, were retained or refined to sustain motivation without reducing the emphasis on achieving the intended learning outcomes.

To improve classroom usability, the board game was produced in a larger format, enabling all group members to clearly observe the learning pathway, instructional symbols, and gameplay progression during collaborative activities. The enlarged layout also facilitated teacher supervision and classroom management when multiple groups participated simultaneously. Figure 5 presents the revised board game through the iterative refinement process.

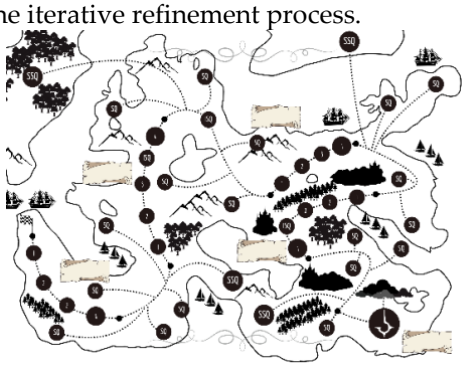


**Figure 5.** Board Game Design

*3.1.3.2.3. Newly Introduced Components*

*3.1.3.2.3.1 Introduction Card*

Introduction cards were introduced during the iterative development process to strengthen students' orientation before entering each dungeon/learning stage. The internal review indicates that

students required clearer guidance regarding the learning objectives, historical context, and gameplay sequence before completing the instructional activities. Therefore, introduction cards were incorporated at the beginning of each dungeon to provide a concise overview of the historical topic, explain the learning mission, and prepare students for the collaborative and individual tasks that followed.

By establishing a clear connection between the instructional objectives and the gameplay, these cards helped students understand the purpose of each learning stage rather than focusing solely on completing the game. The cards were printed on A6 (14,8 x 10,5 cm) paper to ensure students could read the information simultaneously, facilitating discussion among them before progressing to the next stage of the game.

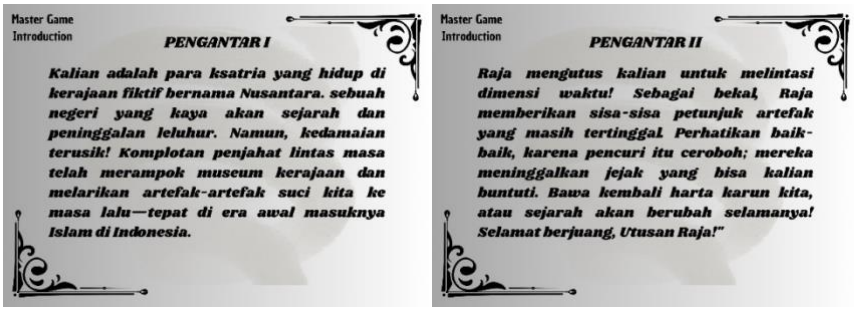



**Figure 6.** Introduction Card Design

*3.1.3.2.3.2 Individual Questionnaire Card*

Individual questionnaire cards were introduced during the iterative development process to strengthen individual accountability within the collaborative learning environment. The internal review indicated that the initial prototype emphasized group interaction but provided limited opportunities to assess each student's individual understanding of the learning material. Therefore, individual questionnaire cards were incorporated to ensure that every student independently demonstrated their comprehension before progressing to the next learning stage.

Each card contains questions that assess students' understanding of the historical concepts presented in the corresponding dungeon. During the individual stage, students complete the questions independently without discussion, allowing the teacher to evaluate individual learning achievement while maintaining the collaborative structure of the overall game. This mechanism ensures that group progress reflects the contribution of every member rather than relying solely on collective performance.

The questions on these cards range from C1 to C3 on Bloom's cognitive scale (Sutri Ramah & Miftahur Rohman, 2023). Furthermore, the individual questions in this game are closely tied to the game's main narrative, as evidenced by the narrative above them. To facilitate individual use during gameplay, the cards were printed in a handheld format that allowed students to read, complete, and submit their responses efficiently within the allocated classroom time.

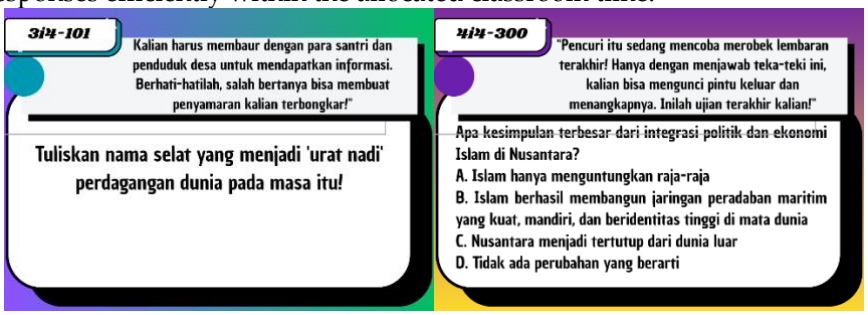



**Figure 7.** Individual Questionnaire Card Design

*3.1.3.2.3.3 Team Questionnaire Card*

Team questionnaire cards were introduced during the iterative development process to strengthen collaborative problem-solving and historical discussion throughout the gameplay. The internal review indicated that the initial prototype required learning activities that encouraged students not only to

demonstrate individual understanding but also to construct historical knowledge collectively through discussion. Therefore, team questionnaire cards were incorporated into the collaborative stages of each dungeon to facilitate shared analysis and collective decision-making.

Each card contains questions that require students to discuss historical events, compare different perspectives, or analyze the significance of Islamic historical developments in relation to the learning objectives. Unlike the individual questionnaire cards, students are encouraged to exchange ideas, justify their arguments, and reach a consensus before submitting their answers. This collaborative process supports the development of historical reasoning, communication skills, and teamwork while ensuring that gameplay remains aligned with the intended instructional outcomes.

The questions on these cards primarily target higher cognitive processes, ranging from C3 to C5 of Bloom's taxonomy, requiring students to apply concepts, analyze historical evidence, and formulate reasoned conclusions. To facilitate collaborative discussion, the cards were printed on A6 paper, providing sufficient space for all group members to read the questions simultaneously during the discussion phase.

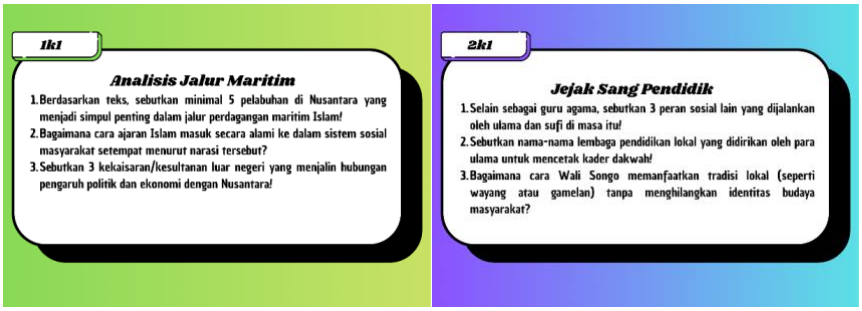



**Figure 8.** Team Questionnaire Card Design (Iteration Result)

*3.1.3.2.3.4 Side Quest Card*

Side quest cards were introduced during the iterative development process to provide meaningful enrichment activities after students completed the main learning stages within dungeons. The internal review indicated that students who finished the required activities earlier often remained inactive while waiting for other groups, reducing learning engagement during classroom implementation. Therefore, side quest cards were incorporated to maintain students' active participation by offering optional challenges that extended the historical learning experience without interrupting the progression of the main instructional sequence.

Each side quest presents additional historical tasks related to the learning topic, allowing students to deepen their understanding through supplementary activities beyond the core instructional objectives. While these activities contribute to the gamification system through additional experience points (EXP), they don't influence students' academic scores, thereby preserving the distinction between learning assessment and gameplay rewards. Different categories of side quests, including Side Quest (SQ), Important Side Quest (ISQ), and Special Side Quest (SSQ), provide varying levels of challenge and encourage strategic decision-making during gameplay while remaining aligned with the historical learning context.




**Figure 9.** Side Quest, Important Side Quest, and Special Side Quest Card Design

*3.1.3.2.3.5 Reflection Card*

Reflection cards were introduced during the iterative development process to strengthen students' reflection after completing each learning session. The internal review indicated that the initial prototype focused primarily on content mastery and gameplay progression, while providing limited opportunities for students to reflect on the historical values and learning experiences gained throughout the activity. Therefore, reflection cards were incorporated after the final boss stage to encourage students to evaluate their understanding, identify important historical lessons, and relate Islamic historical values to their own learning experiences.

Unlike the assessment cards used during gameplay, reflection cards were not intended to measure students' academic achievement or influence gamification outcomes. Instead, they functioned as a formative reflection activity that supported meaningful learning by encouraging students to internalize historical values beyond factual knowledge. To facilitate individual completion after gameplay, the cards were printed in a handheld format measuring 10 x 10 cm that allowed students to complete the reflection efficiently within the allocated classroom time and to facilitate individual completion after gameplay while remaining practical to distribute and collect within the classroom.

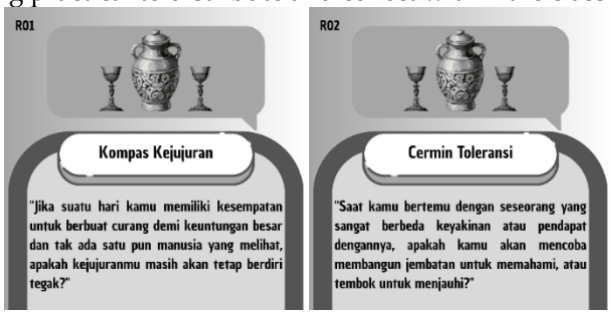



**Figure 10.** Reflection Card Design

*3.1.3.3. How to Play*

The gamified narrative board game was designed as a collaborative learning medium in which students worked in groups of five or more, with each group represented by a single pawn moving through the game board. The overall gameplay was organized into four sequential dungeons, each representing a different subtopic of the Islamic Cultural History Lesson. Every dungeon consisted of four learning stages that combined individual and collaborative activities before concluding with a final boss challenge. This sequential structure was intended to organize historical content into manageable learning units while enabling students to construct historical understanding progressively throughout the learning process rather than memorizing isolated historical facts.

The learning sequence began with the teacher introducing the learning objectives, gameplay procedures, and historical context through the introduction and intermezzo cards. These components provided students with the background information necessary to understand the historical events explored in each dungeon before they engaged in the learning activities. Students then completed a

combination of individual and team-based question cards, allowing them to demonstrate individual understanding while simultaneously developing historical reasoning, communication, and collaborative problem-solving skills through group discussion. Throughout the gameplay, fun-fact cards and optional side quest activities were incorporated as enrichment components to broaden students' historical knowledge and maintain learning engagement beyond the core instructional objectives.

To maintain active participation and ensure balanced collaboration, the gameplay incorporated classroom management mechanisms including stage completion requirements, time limitations, stability points (SP), and experience points (EXP). Rather than functioning solely as game mechanics, these elements were designed to encourage discipline, shared responsibility, and sustained participation throughout the learning activities while distinguishing academic assessment from gamification rewards. Students who didn't achieve the expected level of mastery during the final boss stage were provided with an opportunity to complete the Lost Memory Arena as a remedial learning activity, ensuring that assessment remained consistent with the instructional objectives rather than the competitive aspects of the game.

The teacher assumed the role of facilitator and game master throughout the implementation. In addition to explaining the rules and organizing classroom activities, the teacher guided the historical narrative, managed the distribution of instructional components, monitored students' participation, supervised compliance with gameplay procedures, validated responses when necessary, administered the SP and EXP systems, and facilitated the reflection session at the end of the learning process. This role ensured that the gameplay remained focused on achieving the intended learning objectives while maintaining effective classroom management.

The gameplay concluded with the reflection card, which encouraged students to review the historical concepts they had learned, identify important values presented throughout the historical narratives, and relate these values to their own learning experiences. Consequently, the gameplay sequence functioned not only as a series of game activities, but also as an integrated instructional process that guided students from historical orientation, collaborative exploration, individual assessment, and enrichment activities to meaningful reflection on Islamic Cultural History Learning.

*3.1.3.4. Media and Material Validation Test*

After product iteration, the media was evaluated by media and material experts to determine its validity and identify recommendations for further improvement. The validation result served as a basis for refining the product before classroom implementation. Tables 5 and 6 present the results of the expert validation using a five-point Likert scale:

**Table 6**. Questionnaire results from Media Experts

| No. | Assessment Component | Number of Questions | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1 | Visual Design | 11 | - | - | - | 5 | 6 |
| 2 | Readability | 2 | - | - | - | - | 2 |
| 3 | Product Technical Quality | 11 | - | - | - | 3 | 8 |
| 4 | Clarity of the Game Rules | 2 | - | - | - | 1 | 1 |
| 5 | Mechanical Alignment with Learning Objectives | 2 | - | - | - | - | 2 |
| 6 | Interest and Interactivity | 6 | - | - | - | 2 | 4 |
| | Amount | 34 | - | - | - | 11 | 23 |
| Total Score 5 : | $23 \times 5$ = 115 | | | | | | |
| Total Score 4 : | $11 \times 4$ = 44 | | | | | | |
| Formula P = | $\frac{\Sigma x \times 100\%}{\Sigma xi}$ | | | | | | |
| P = | $\frac{159 \times 100\%}{170}$ = 93.5% | | | | | | |

**Table 7**. Questionnaire results from Material Experts

| No. | Assessment Component | Number of Questions | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1 | Curriculum Suitability | 9 | - | - | - | 1 | 8 |
| 2 | Material Accuracy and Appropriateness | 9 | - | - | - | 1 | 8 |
| 3 | Material Depth and Breadth | 2 | - | - | - | 1 | 1 |
| 4 | Educational Value and Integration in Games | 9 | - | 1 | - | - | 8 |
| 5 | Contextual Relevance | 4 | - | - | - | - | 4 |
| Amount | | 33 | - | 1 | - | 3 | 29 |

Total Score 5 : $29 \times 5 = 145$

Total Score 4 : $3 \times 4 = 12$

Total Score 2 : $1 \times 2 = 2$

Formula P = $\frac{\Sigma x \times 100\%}{\Sigma xi}$

P = $\frac{159 \times 100\%}{165}$ = 96.36%

The media expert validation indicated that all assessment components achieved high ratings. Visual design obtained consistently high scores, indicating that the board layout, illustrations, and visual organization effectively supported readability and classroom use. Readability also received the maximum score from the validator, suggesting that the instructions and textual information were clear and easily understood. Likewise, the technical quality and game mechanics were considered appropriate for classroom implementation, while the alignment between gameplay mechanics and learning objectives confirmed that the instructional activities successfully supported the intended Islamic Cultural History learning outcomes. Furthermore, the high ratings for interest and interactivity demonstrated that the game design was considered engaging while maintaining its educational purpose.

Material expert validation also demonstrated high feasibility across all assessment components. The curriculum suitability scores indicated that the learning content was consistent with the applicable curriculum and instructional objectives. Material accuracy and appropriateness confirmed that the historical information presented in the game was conceptually correct and relevant. Similarly, the satisfactory ratings for the material depth and breadth suggested that the content adequately represented the selected learning topics. Although one indicator within educational value and game integration received a lower score, the overall evaluation indicated that the game successfully integrated instructional content into meaningful gameplay. Finally, the maximum score for contextual relevance suggested that the learning activities were appropriate for students' learning context and facilitated meaningful engagement with Islamic Cultural History.

Overall, the validation results indicate that the board game achieved a highly valid level in both media and material aspects, confirming its suitability for classroom implementation. Nevertheless, both validators provided several minor recommendations to further improve the product's usability and instructional quality. These suggestions were incorporated into the final product revision presented in the following subsection.

*3.1.3.4. Product Revision after Expert Validation*

Although the expert validation results indicated that the board game had achieved a highly valid level, both media and material experts provided several recommendations to further improve its visual clarity, instructional guidance, and classroom usability before implementation. Based on the media expert's suggestions, the board game background was redesigned by adding color distinctions between the main pathway and side quests to improve visual navigation and reduce potential confusion during gameplay. In addition, a game guidebook was developed to provide clear instructions regarding

gameplay procedures, learning stages, and game mechanics, thereby enabling teachers and students to implement the board game more efficiently during classroom activities.

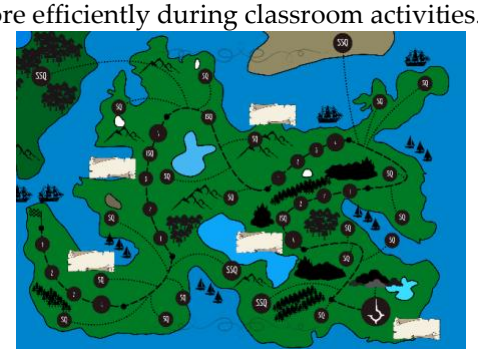


**Figure 12.** Revision of Board Game Design

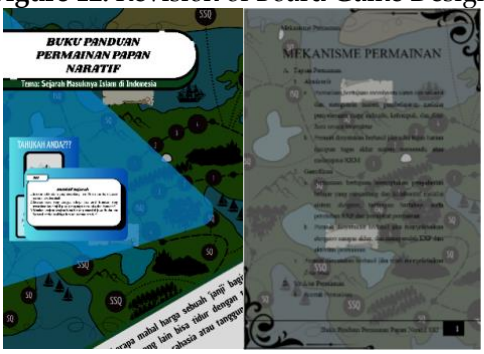



**Figure 13.** Guidebook Cover and Selected Contents

Based on the material expert's recommendations, several multiple-choice questions were revised by incorporating more appropriate distractors to improve the quality of assessment items and better differentiate students' conceptual understanding. Furthermore, reflective prompts were revised by integrating *ibrah* (historical wisdom) derived from each learning topic, encouraging students not only to understand Islamic historical events but also to reflect on the educational values embedded within those events. These revisions strengthened the instructional quality of the board game while maintaining the overall instructional design developed during the previous development stage.

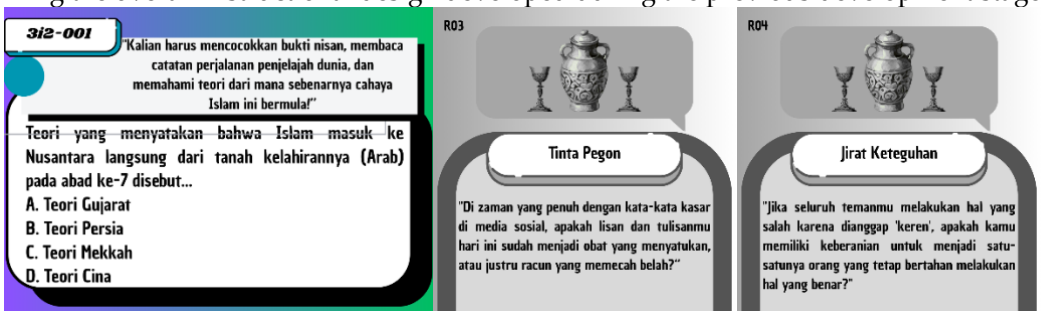



**Figure 14.** Revision of Individual Questionnaire Card with Distractors and Reflection Card

Overall, the revisions recommended by both validators were successfully incorporated into the final version of the board game. The revised product was subsequently implemented during the limited classroom trial.

### 3.1.4. Implementation

Following the expert validation and product revision stages, the final version of the gamified narrative board game was implemented through a limited field trial to evaluate its practicality and examine students' responses during Islamic Cultural History learning. Data were collected using student response questionnaires, classroom observations, and semi-structured interviews with the

participating teacher and students. The quantitative results of the students' response questionnaire are represented in Table 8.

**Table 8**. Student Response Questionnaire Results in a Small-Scale Field Test

| No. | Aspects | Percentage | Category |
|---|---|---|---|
| 1 | Interest in Learning | 73.4% | Good |
| 2 | Learning Motivation | 71.8% | Good |
| 3 | Understanding of the Material | 72.6% | Good |
| 4 | Learning Interactions and Activities | 73.4% | Good |
| 5 | Media Suitability | 72.3% | Good |
| 6 | Response to the Media | 73.4% | Good |
| | Mean | 72.9% | Good |

The questionnaire results indicate that the developed board game was positively received across all evaluated aspects. The high score for learning interest suggests that the narrative gameplay and gamification elements successfully attracted students' attention and sustained their engagement throughout the learning process. Likewise, the positive ratings for learning motivation indicate that the game mechanics encouraged students to participate actively in completing both individual and collaborative learning activities. The understanding aspect demonstrates that students were able to comprehend the Islamic Cultural History content presented through the board game, while the interaction aspect reflects that the gameplay effectively promoted communication, discussion, and collaborative problem-solving among group members. Furthermore, the high rating for media suitability indicates that the board game and its supporting components were practical and easy to implement during classroom learning. Overall, these findings demonstrate that the developed media was practical to use and well accepted by students in the limited field trial.

The classroom observations further supported the quantitative findings. Throughout the implementation, students remained actively engaged during each stage of the gameplay, participated in both individual and group learning activities, and demonstrated meaningful collaboration when discussing historical questions and reaching shared conclusions. The structured sequence of learning activities also enabled the teacher to facilitate classroom interaction more effectively while maintaining students' participation during the entire session.

The interview findings were consistent with both the questionnaire and observation results. The teacher reported that the board game was straightforward to implement with the support of the guidebook and that its structured gameplay facilitated classroom management while encouraging active student participation. Students also expressed that the narrative structure, collaborative activities, and variety of instructional cards made Islamic Cultural History learning more enjoyable and easier to understand than conventional classroom instruction.

Overall, the implementation findings indicate that the gamified narrative board game was practical for classroom use and positively received by both the teacher and students. The consistency between the questionnaire, observation, and interview results demonstrates that the developed media successfully supported student engagement, collaborative learning, and meaningful learning experiences during Islamic Cultural History instruction. These findings provided the basis for the final evaluation stage of the ADDIE development process.

### 3.1.5. Evaluation

The evaluation stage was conducted by synthesizing the findings obtained from the classroom observations, student response questionnaire, and semi-structured interviews with the participating teacher and students. Overall, the evaluation findings indicated that the gamified narrative board game demonstrated good practicality and was positively received during classroom implementation.

Nevertheless, several aspects were identified for further improvement to optimize its instructional effectiveness and classroom usability.

The evaluation findings revealed three main areas requiring refinement. First, several students experienced difficulties in understanding certain gameplay procedures during the initial implementation, indicating the need for clearer gameplay instructions and teacher guidance at the beginning of the learning session. Second, although the fun-fact cards successfully introduced additional historical information, some students perceived that several facts were already familiar from previous learning experiences. This finding suggests that future revisions should include more contextual and less commonly discussed historical information to strengthen the enrichment function of the cards. Third, both students and the teacher recommended increasing the variety and cognitive complexity of several question cards to encourage deeper historical reasoning and more meaningful classroom discussion. These evaluation findings provide practical directions for future product refinement while confirming that the overall instructional design remains appropriate for Islamic Cultural History learning.

### *3.2. Discussion*

#### 3.2.1. Educational Contribution of the Gamified Board Game

The findings of this study indicate that the developed gamified narrative board game functioned not merely as an instructional medium but as a learning environment that supported meaningful knowledge construction in Islamic Cultural History. By engaging students in collaborative discussion, contextual problem-solving, and reflective learning, the board game shifted learning from passive memorization toward active historical meaning-making. The learning process is consistent with constructivist principles, which emphasize that knowledge is actively constructed through authentic experiences and social interaction rather than transmitted directly by the teacher (Fosnot, 2005).

The implementation findings further suggest that the educational value of the developed media resulted from the meaningful integration of gamification with instructional objectives rather than from the presence of game elements alone (Christopoulos & Mystakidis, 2023). Students actively discussed historical problems, negotiated different perspectives, completed collaborative missions, and reflected on historical values throughout the gameplay. This finding supports previous studies arguing that gamification becomes educationally effective when game mechanics are deliberately aligned with pedagogical objectives rather than functioning solely as motivational rewards (Christopoulos & Mystakidis, 2023; Ruiz et al., 2024).

A distinctive contribution of the development board game is the integration of narrative progression into history learning. The sequential dungeon structure enabled students to understand Islamic history as a connected historical process rather than isolated events while maintaining their curiosity throughout the learning activities. Previous studies have highlighted that educational board games and gamification can promote active participation and contextual learning (Christopoulos & Mystakidis, 2023; Malik et al., 2025; Pozzi et al., 2024). This present study extends these findings by demonstrating that narrative progression can further strengthen contextual understanding within history learning (Ningtyas, 2023; Syaifulloh & Saepudin, 2025).

#### 3.2.2. Validity and Practicality of the Developed Media

The high validity achieved by the developed board game indicates that the instructional components, historical content, and gameplay mechanics were successfully integrated into a coherent learning medium. Rather than functioning as independent game elements, each component was deliberately designed to support specific learning objectives, ensuring that gameplay reinforced rather than distracted from the learning process (Christopoulos & Mystakidis, 2023). The iterative revisions based on expert feedback further strengthened both pedagogical and technical quality of the product

before classroom implementation. Such findings are consistent with instructional design literature, which emphasizes that iterative evaluation and expert feedback are fundamental processes for improving the quality and suitability of educational products (Branch, 2010).

The implementation findings further demonstrate the practicality of the developed media. Positive student responses, supported by classroom observations and interviews, indicate that the board game promoted active participation, collaborative discussion, and meaningful learning while remaining easy for teachers to implement. These findings are consistent with previous studies reporting that educational gamification and board games enhance classroom engagement when gameplay is integrated with instructional activities rather than functioning solely as motivational features (Pozzi et al., 2024; Ruiz et al., 2024).

### 3.2.3. Research Contribution and Educational Implications

This study contributes to the growing body of gamification research by demonstrating that a narrative-based physical board game can effectively support Islamic Cultural History learning. Unlike previous studies that mainly focused on digital gamification or general educational contexts, the developed media integrates narrative progression, collaborative learning, formative assessment, and historical reflection into a coherent instructional design (Christopoulos & Mystakidis, 2023; Hamari et al., 2014).

The findings also provide practical implications for Islamic Cultural Histrory teachers by offering an instructional medium that promotes active participation, collaborative discussion, and meaningful learning without relying on digital infrastructure. This supports previous studies emphasizing that gamification becomes more effective when game mechanics are intentionally aligned with pedagogical objectives and authentic learning experiences rather than functioning as motivational features (Christopoulos & Mystakidis, 2023; Ruiz et al., 2024; Susanti & Vebrianto, 2025). As is well-known in self-determination theory, motivation and learning outcomes are closely linked and influence each other (Ryan & Deci, 2000).

## 4. CONCLUSION

This study developed a gamified narrative board game for Islamic Cultural History learning using the ADDIE instructional design model. The findings demonstrate that the developed media is highly feasible based on expert validation and practical for classroom implementation. By integrating narrative progression, collaborative learning, formative assessment, and gamification mechanics, the board game provides a meaningful instructional medium that promotes active participation, historical understanding, and collaborative learning. These findings also contribute to the application of gamification in Islamic education by demonstrating that a physical narrative board game can effectively integrate pedagogical objectives with meaningful gameplay.

This study was limited to a small-scale implementation involving a single educational context and one Islamic Cultural History topic, while focusing primarily on the validity and practicality of the developed media rather than its instructional effectiveness. Therefore, future research is recommended to evaluate the effectiveness of the board game through larger-scale experimental studies, apply the instructional model to different Islamic Cultural History topics and educational settings, and examine its long-term impact on students' historical understanding, collaboration, motivation, and value internalization.

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