

The Effectiveness of Digital Games in Teaching Islamic Education for the Third Grade Intermediate from the Teachers' Point of View

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ABSTRACT

Objective: The study aimed to identify the effectiveness of digital games in teaching Islamic education from the point of view of third-grade intermediate teachers in Kirkuk Governorate. **Method:** The researcher used the descriptive-analytical method in conducting this study, where the study sample consisted of 150 teachers of Islamic education in Kirkuk, who were randomly selected from among 170 teachers and schools to whom the questionnaires were distributed, with a response rate of 88.24%. A 14-item questionnaire was used to measure the effectiveness of digital games in improving students' comprehension. The validity of the questionnaire was verified using multiple methods, and the stability was tested using the Cronbach's alpha method. **Results:** The results of the study resulted in the effectiveness of digital games in teaching Islamic education from the point of view of teachers in Kirkuk Governorate, as the study did not show any statistically significant differences at the level of (0.05) between teachers' opinions based on the gender variable, which indicates that the effect of digital games on the teaching of Islamic education was equal between males and females. The results also showed that teachers with more than 10 years of teaching experience had more positive opinions about the effectiveness of digital games in improving students' understanding of religious concepts, while no statistically significant differences were shown between teachers according to the number of years of other experience. **Novelty:** A 14-item questionnaire was used to measure the effectiveness of digital games in improving students' comprehension.

INTRODUCTION

In light of the rapid changes that the contemporary world is witnessing, the educational process is no longer just a means of transferring information and knowledge, but has become an integrated system that aims to prepare the individual for life, and develop their mental, social, and digital skills, through means and methods that are in line with the spirit of the digital age. Modern educational technologies have become one of the most important tools of educational reform, and even a basis in building advanced educational systems capable of advancing societies and achieving comprehensive development [1].

Digital technology, especially digital educational games, is one of the most prominent features of this transformation, as many educational studies have shown that the integration of digital games into the educational process can contribute to creating a stimulating, interactive, and more suitable learning environment for the thinking of the new digital generation [2], [3]. However, the effectiveness of these games does not depend on their design or content, but depends fundamentally on the point of view of the teachers themselves, who are the main outlet of the educational process, and their

perceptions of the feasibility of using these tools are a decisive factor in the success of their application in the classroom.

In the Arab context, particularly in Iraq, educational environments continue to suffer from structural and technical challenges, including weak technological infrastructure, lack of equipment, and economic pressures that impede the development of educational tools, especially in governorates with special status such as Kirkuk Governorate. Islamic education is one of the basic subjects in building students' religious and social values, but its teaching methods are often still traditional, which may limit its effectiveness in conveying religious content in an attractive and effective manner [4].

The integration of digital games into the teaching of Islamic education may be a means of renewing teaching methods, but at the same time, it raises fundamental questions about the extent to which teachers accept this trend and their perceptions of its effectiveness in achieving educational goals. This is where the importance of this study lies, as it seeks to investigate the effectiveness of digital games from the point of view of Islamic education teachers for the third grade in Kirkuk Governorate, in order to understand the reality of employing this educational technology from within the educational field itself, and to clarify the extent to which teachers are willing to adopt these tools in light of the existing capabilities and limitations [5].

Several studies have supported the importance of this type of technical employment. A study showed that teacher attitudes play a vital role in determining the success of the application of educational technology, and that teachers who are aware of the importance of these tools and understand how to integrate them effectively achieve more outstanding learning outcomes [6]. A study applied to science teachers in Mafraq Governorate in Jordan showed that the level of use of educational technology innovations was moderate, highlighting a gap in the practical employment of technologies, due to factors related to experience, training, and technical support [7].

Accordingly, this study addresses the importance of exploring the perceptions of Islamic education teachers, as they are the main element on which to apply any modern educational strategies. It focuses on understanding the challenges they face, the opportunities available, and the suitability of digital games for the content of the religious material, which requires privacy in dealing with and a precise pedagogical style that takes into account Islamic values.

The study aims to provide a realistic picture based on the opinions and experiences of the field on the possibility of integrating this technology, to be a basis on which to build when preparing training plans, developing curricula, and improving the quality of teaching. It also hopes that its findings will contribute to providing practical recommendations to decision-makers in the Iraqi Ministry of Education, in order to support the digital transformation in religious education, and achieve harmony between authenticity and modernity.

Background of the study

With the development of technology, digital gaming-based learning has become one of the modern methods that help enhance interaction and motivation in students.

Research has shown that digital games can improve the understanding of concepts in different subjects, but there is a lack of studies examining their effectiveness in teaching Islamic education.

Research Problem

Islamic education is a cornerstone of the development of religious and moral values in students, as it contributes to building their personalities and consolidating their cultural identity; however, traditional methods of teaching it, such as indoctrination and memorization, often lead to poor student interaction and low academic achievement. In light of the rapid technological development of our era, there has been a need to reconsider teaching mechanisms to keep pace with the requirements of the digital generation, as digital games are one of the innovations in education technology that have proven to enhance students' motivation and motivate them to learn through a creative, interactive environment.

Recent studies indicate that the use of technological technologies in the educational process can make a qualitative leap in the quality of education, as the study of Wishart, J & Blease, D found that the application of educational technology innovations has improved the learning outcomes of teachers and students in science, which opens up prospects for applying similar results in other subjects such as Islamic education [6]. Similar to these findings, this research questions the effectiveness of using educational digital games in teaching the subject of Islamic education for the third grade, which is intermediate, from the point of view of teachers in Kirkuk province, in light of the challenges posed by the weak technological infrastructure and limited training in the use of these tools in public schools.

Despite the spread of technology in education, there is still debate about the effectiveness of **digital games in teaching Islamic education**. Therefore, the study seeks to answer the following question:

How effective are digital games in improving students' understanding of Islamic education from the point of view of teachers in Kirkuk Governorate?

It is divided into the following sub-questions:

Is there a positive effect of the use of digital games on improving the quality of teaching Islamic education for the third grade of intermediate from the point of view of the teachers of the subject?

Are there any statistically significant differences at the level of ($0.05 \geq \alpha$) in the views of Islamic education teachers for the third grade on average towards the effectiveness of digital games, attributed to variables (gender, number of years of experience)?

Study hypotheses

Main Hypothesis:

There is a high effectiveness of the use of digital games in improving students' understanding of Islamic education for the third-grade intermediate from the point of view of teachers of the subject in Kirkuk Governorate.

The following sub-hypotheses are derived from them:

Sub-hypotheses:

1. There are statistically significant differences at the level of $(0.05 \geq \alpha)$ in the views of Islamic education teachers for the third grade in terms of the effectiveness of digital games in improving students' understanding, attributed to the variable (gender).

2. There are statistically significant differences at the level of $(0.05 \geq \alpha)$ in the views of Islamic education teachers for the third grade on the effectiveness of digital games in improving students' understanding, attributed to the variable (number of years of experience).

Research Objectives

Main Objective:

Measuring the Effectiveness of Using Digital Games in Improving Students' Understanding of Islamic Education from the Perspective of Teachers in Kirkuk Governorate.

Sub-Objectives:

Measuring the effectiveness of digital games in improving the quality of teaching Islamic education by evaluating the opinions of Islamic education teachers.

To determine whether there are any statistically significant differences in Islamic education teachers' views towards the effectiveness of digital games due to variables (gender, number of years of experience).

Comparing the effectiveness of digital games with traditional teaching methods according to teachers' opinions.

Importance of Research

First: Practical Importance

The practical importance of the study lies in exploring the impact of digital games as a modern educational tool in the teaching of Islamic education for the third grade of intermediate in Iraq. Through this study, detailed information will be provided on how to improve education outcomes through the use of these games in improving the level of academic achievement. The study can also contribute to introducing new methods for teachers that help them motivate students and enhance their interaction with the material, thus improving teaching methods in educational institutions.

Second: Academic Importance

The study is one of the rare studies that focuses on the impact of digital games on the teaching of Islamic education from the point of view of teachers in Iraq. This study is expected to contribute to enriching scientific knowledge related to educational technology in the Arab context and provide a research reference that can be used in future studies. The study is also expected to open new horizons for research on how modern technology can be used to develop methods of teaching religious subjects, enhancing the effectiveness of the educational process in general.

Theoretical Framework and Previous Studies

- **Theoretical Framework:**

Digital Games

Educational digital games are defined as video games or interactive applications that aim to teach skills and knowledge in various fields such as health, marketing, and education. According to the definition of Noemi & Maximo, educational digital games are not only a means of entertainment, but they also seek to achieve meaningful training in multiple fields [8]. As noted by Bond educational digital games blend education and entertainment, as educational programs are combined with video games, creating a product that aims to teach children in an entertaining and engaging way [9].

Al-Shahrouri and Al-Rimawi explained the division of educational digital games into two types: the directed type and the non-directed type. The directed genre is chosen based on the specifications of the toy provided by the manufacturer and its suitability for the ages of the students. The undirected genre includes games that are randomly selected without prior rules for this selection [10].

The importance of digital games in education:

Mahmoud pointed out that educational digital games have many educational benefits, as they contribute to the development of children's abilities to concentrate, remember, and arrange the information given to them. Games also help improve hand-eye coordination as the child follows the game interactively, enhancing their motor skills [11].

On the other hand, Griffiths asserted that digital games help learners develop reading comprehension and basic cognitive skills. These games are also an important tool for teachers to engage students in the educational process, as they encourage students to think critically and solve problems creatively [12]. This contributes to enhancing students' readiness for future skills in a dynamic environment.

Moreover, educational digital games are an important means of individual learning, as they provide each learner with a learning plan at their own pace without the need for constant intervention from teachers or parents. These games also improve children's visual-spatial skills, helping them understand scientific topics more clearly. Digital games also stimulate children to visualize three-dimensional objects, enhancing their ability to comprehend and learn [13].

Characteristics of educational digital games:

Digital games have a number of characteristics that make them an effective learning tool in the educational process, as they provide an interactive learning environment that encourages active participation of students. Among these characteristics is the ability to deliver educational content in engaging and stimulating contexts, which helps improve students' ability to interact with scientific or religious concepts. Digital games also provide opportunities for self-learning, where students can progress at their own pace, enhancing their individual understanding of the content. In addition, digital games contribute to the development of critical thinking and problem-solving skills through the challenges presented by the game that require informed decision-making. According to

Mahamud (45:45), these games are a multidimensional educational tool, as they combine entertainment and education, making them suitable to enhance students' thinking and analysis skills in various fields [36].

Cons of educational digital games:

Despite the benefits offered by educational digital games, there are some downsides to consider. As Hamdan has pointed out, digital games may generate aggressive tendencies in children due to the violent content that some games may contain, which may affect their social behavior [14]. Low-income family communication is also attributed to the impact of digital games, as children reduce interaction with their families, hindering parents' understanding of their children's needs.

In addition, some researchers, such as Bartima have pointed out that digital games may lead to addiction in children and adolescents, leading some countries to impose restrictions on the practice of these games in public places [15]. Digital games that lack educational character may also contribute to deterioration in academic achievement, as children neglect homework and may suffer from learning disorders.

The researcher believes that teaching Islamic education using digital games can have a significant positive impact on the learning process, as these games provide an interactive learning environment that encourages students to participate actively. The use of digital games in the teaching of Islamic education not only makes lessons more engaging and enjoyable but also helps to foster a deep understanding of religious concepts, such as the principles of worship, Islamic ethics, and Quranic stories, by presenting them in a format that grabs students' attention and motivates them to explore these topics further.

In addition, digital games contribute to the development of students' critical thinking and problem-solving skills, as they require them to think of practical solutions within learning contexts that simulate life situations. Digital games also give students an opportunity for self-learning, as they can interact with the content at their own pace, enhancing individual understanding of the material. Through this modern technology, Islamic education teachers can develop innovative teaching methods that are in line with students' growing needs for digital learning.

Besides, digital games contribute to enhancing students' interaction with the study material by avoiding traditional methods that may be boring for some students. Thus, teaching Islamic education using digital games becomes an effective tool to increase student engagement, which contributes to improving education and applying religious values in an innovative and engaging way.

Educational digital games are an effective tool in improving the quality of teaching and learning, but it is important that they are used in a thoughtful and balanced manner. Teachers and parents should consider the type of games chosen, appropriate for the age and educational needs of children, with the need to monitor the time children spend playing to ensure a balance between education and entertainment.

Islamic Education: Its Concept, Objectives, and Characteristics

1. The Concept of Islamic Education

Islamic education is a comprehensive educational system that is not limited to teaching Shari'a rulings and worship only, but also extends to all aspects of an individual's life, as it constitutes an intellectual framework that aims to prepare the Muslim man to be an individual committed to the spirit and values of Islam, capable of facing the challenges of life with confidence and awareness. This system draws on primary sources—the Qur'an and the Sunnah of the Prophet—and interacts with historical, social, and cultural experiences to produce a distinct understanding of religious concepts [1], [16].

In other words, Islamic education is considered a curriculum that builds the overall Islamic character, integrating spiritual, ideological, cognitive, and social aspects at the same time.

2. Objectives of Islamic Education

The objectives of Islamic education are based on the comprehensive Islamic vision that aims to achieve integration between religion and the world.

- **Strengthening faith and belief:**

The primary goal is to instill the right pillars of faith and affirm the unity between God and His creatures, thereby strengthening the spiritual relationship between the individual and his Lord.

- **Building a balanced Islamic personality:**

Islamic education aims to develop the individual in all aspects of his life, whether moral, mental, or physical, within the framework of an educational system based on the values of truth, justice, and tolerance, to form a Muslim with leadership qualities and social responsibility [17].

- **Preparing the individual for community participation:**

Islamic education seeks to prepare the individual to be an active element in society, capable of assuming responsibilities and participating in the reform of society, whether at the individual or collective level.

- **Preserving the Islamic Identity:**

Islamic education focuses on the preservation of Islamic heritage and the re-rooting of religious and cultural identity among the coming generations, which contributes to resisting external influences and the cohesion of the nation [18].

3. Characteristics of Islamic Education

Islamic education is characterized by several qualities that make it a unique system compared to other education systems, including:

- **Authenticity and Legitimacy:**

It is characterized by being derived from two main sources, one is the divine revelation embodied in the Qur'an and Sunnah, and the other is the intellect, which interprets these sources in the light of historical and social experiences. This duality ensures that Islamic education remains a fixed reference that protects religious identity [1].

- **Inclusiveness and Integration:**

Islamic education is not limited to one aspect of human life, but covers all components of the personality, making it a comprehensive tactic to build man in all his aspects so that he achieves a balance between the soul, mind, and body.

- **Flexibility while maintaining constants:**

Despite adhering to the established principles of Sharia, Islamic education adopts flexible educational methods that respond to the transformations of the times and adapt to modern educational requirements.

- **Applied realism:**

Islamic education arranges theoretical information into life practices, which helps the individual to apply knowledge in daily life in a practical way, and transforms it from mere theoretical knowledge to ethical behaviors based on good deeds.

4. Resources of Islamic Education

The sources that form the basis of Islamic education are divided into two main sources:

- **Shari'ah Source:**

It includes the Holy Qur'an and the Sunnah of the Prophet, which represent the first and fixed reference for all the rulings and values in Islam. These sources are the basis that does not change with changing circumstances, and constitute the cornerstone of religious and educational guidance [1].

- **Mental source:**

It relies on the intellect as a tool for drawing conclusions and ijtihad in religious and contemporary matters, where the intellect interacts with legal texts and with historical and cultural heritage, allowing for the expansion of understanding and adaptation of Islamic teachings to everyday realities [16].

5. The importance of Islamic education in building identity and society

Islamic education is one of the main pillars in building Islamic societies, as it effectively contributes to the formation of the individual who is aware of the values of his religion and his civilizational identity, which makes him able to distinguish between right and wrong, and to assume his religious and social responsibilities. Islamic education is not just an educational subject, but an integrated educational system that aims to achieve a balance between the soul, mind, and body, and contributes to refining and directing behavior in accordance with Islamic principles [19].

One of the most prominent roles of Islamic education is to build a balanced Muslim personality, characterized by intellectual strength and moral rectitude, as it enables the individual to contribute effectively to the development of his society and serve his country, through his awareness of his responsibilities and roles. A Muslim who has been raised on the teachings of Islam is more committed to human values such as honesty, justice, and sincerity, qualities that lead to social stability and sustainable development [20].

In light of globalization and openness to different cultures, the importance of Islamic education in preserving the cultural and religious identity of the Islamic Ummah

is apparent. It immunizes the learner from assimilation into foreign cultures, by consolidating the Islamic principles and values that form the basis of identity, which contributes to preserving the nation's heritage and distinguishing it from other societies [4].

Islamic education also contributes to promoting the spirit of solidarity and solidarity among members of society, by instilling the principles of Islamic fraternity, social justice and teamwork. These values instill in the learner a sense of belonging and responsibility towards his community, and push him to contribute to the achievement of the common good and face challenges in a collective spirit based on cooperation and tolerance [21].

The importance of Islamic education goes beyond the theoretical aspects to the practical application in the educational environment, as the Islamic educational curriculum is used to guide the educational process towards achieving educational and religious goals. Islamic education is not limited to the transmission of information, but focuses on developing the value and emotional aspect of the learner, through the embodiment of Islamic values in daily educational situations [22].

Teaching religious content in interactive ways also facilitates understanding and strengthens students' connection to religion, especially if it is presented in real-life contexts. This content includes the teaching of creed, worship, jurisprudence, biography, and other Sharia sciences, with an emphasis on the use of stimulating learning strategies, such as dialogue, discussion, and critical thinking, making the student an active participant in building their religious knowledge [23].

Finally, employing modern technologies in the teaching of Islamic education is a contemporary necessity to enhance the attractiveness of the subject and achieve maximum educational effectiveness. Digital games, for example, are an effective pedagogical tool that combines entertainment and education, enabling the delivery of Islamic concepts in a flexible manner that is in line with students' digital tendencies, enhancing their positive interaction with the material and achieving the goals of Islamic education in innovative ways [24].

6. Integration between Islamic Education and Digital Games in Modern Education

In light of the rapid digital transformation in the contemporary world, it has become necessary to reconsider the methods of teaching Islamic education, especially with the spread of modern educational technologies. One of the most prominent of these educational tools is digital games, which have proven to be effective in various educational fields, although Islamic education has always been associated with traditional methods such as memorization and indoctrination. However, recent studies such as Gee (2007) have confirmed that educational games have great potential to present religious concepts in an interesting and interactive way, which is in line with the observations of Prensky (2001) who saw that students learn more effectively when learning is fun and based on active interaction and participation [3], [2].

Through digital games, Islamic values can be represented in a realistic and stimulating way, as digital educational scenarios allow learners to make decisions that

reflect Islamic moral values and behavior, such as honesty, honesty, and justice. For example, games that simulate situations from the Prophet's biography or interactive quizzes on the pillars of faith and Islam can be designed, which are educational tools that help to establish concepts in a practical way rather than just indoctrination [25].

It is clear from the research literature that the use of digital games in the teaching of Islamic education is an effective way to meet the needs of the digital generation, as students today tend to interactive media that give them an active role in the learning process. Recent educational studies confirm that this type of integration contributes to raising students' motivation and increasing their interaction with the material, leading to deeper and more stable learning in memory [26].

The integration of digital games with Islamic education content reflects a deeper understanding of the nature of educational challenges in the current era, and is one of the practical solutions to reduce the gap between traditional and contemporary learning. This integration does not change the essence of the Islamic material, but rather enhances the way it is presented and increases the teacher's ability to communicate religious concepts in more attractive ways [27].

From this point of view, the importance of the current research that seeks to measure the effectiveness of the use of digital games in teaching Islamic education from the teachers' point of view comes from the point of view of teachers. The value of this research lies in monitoring the extent to which teachers accept these modern tools, and their understanding of their reflection on students' interaction and understanding of the material. This evaluation can also provide a knowledge base for developing teaching methods in line with the changes of the digital age [28].

The researcher believes that Islamic education is not just a subject of study, but rather an integrated educational system that contributes to building the Muslim man who is aware and adheres to his identity. Despite the challenges facing its teaching, Islamic education remains an imperative necessity in building the individual and society, and its integration with modern technological media represents a great opportunity to renew the educational process and make it more interactive and keep pace with contemporary reality [29].

Previous Studies:

Arabic Studies:

Munira Al-Bishi's study aimed to uncover the reality of using digital learning in teaching computer science during the COVID-19 pandemic from the perspective of female teachers in the Kingdom of Saudi Arabia. The researcher used the descriptive method in his survey method, where a questionnaire was applied to a sample of 403 female computer teachers in the secondary stage in Riyadh. The sample included 71 schools that were selected by simple random method. The results showed that the teachers agreed with the reality of using digital learning in teaching the computer subject during the pandemic, and the results confirmed that there are challenges related to the abundance of administrative and technical work and the lack of alternatives to programs for the practical aspect of the course. The researcher recommended the need to provide

administrative and technical support to teachers, and train them on the use of modern technologies [33].

As for the study of Mohammed Al-Hajri it aimed to identify the reality of using the "Microsoft Teams" platform in distance education from the point of view of students at the College of Basic Education at the Public Authority for Applied Education and Training in Kuwait. The researcher used the descriptive-analytical method, where a questionnaire was applied to a sample of 178 male and female students. The results showed that the Microsoft Teams platform contributed to improving students' technological skills, as well as facilitating communication with teachers and the provision of educational materials. The researcher recommended the need to build a comprehensive strategy for distance education and update it regularly, while creating the necessary technological infrastructure [34].

In the study of Mahdia Al-Thaqafi the study aimed to identify the attitudes of Islamic education teachers towards using the "Madrasati" electronic platform in light of the Corona pandemic in the Kingdom of Saudi Arabia [35]. The study used the descriptive-analytical method, and a questionnaire was applied to a sample of Islamic education teachers. The results showed that teachers' attitudes were at a moderate level, as there was consensus in using the platform, but teachers needed more training to use digital tools effectively. The researcher recommended providing training courses for teachers to facilitate the use of the platform and improve their interaction with it.

The study of Al-Shahrouri and Al-Rimawi aimed to find out the effect of playing electronic games on the processes of remembering, problem-solving, and decision-making in middle childhood children in Jordan [10]. The researchers used the experimental method, where the sample of 75 male and female students was divided into two experimental and control groups. The results showed that electronic games had a positive effect on improving children's memory, problem-solving, and decision-making processes, and recommended the use of games as an educational tool to stimulate critical thinking and problem-solving.

In the study of Campos and Fernandez the study aimed to find out the effectiveness of active electronic games as educational tools compared to traditional methods of physical education. The researchers used the analytical approach and conducted a literature review from January to July 2015. The study reviewed 100 studies that included 2648 references and found that active electronic games were more effective than traditional activities in improving students' physical and educational abilities. The results showed that interventions using games had a positive effect on improving students' physical performance [30].

Mahmoud's study dealt with the effectiveness of electronic games in developing English language skills among female students at the basic stage. The researcher used the quasi-experimental method on a sample of 40 female students from the first grade of basic school. The results showed that there were statistically significant differences in favor of the experimental group that used electronic games to improve English language skills compared to the control group [11].

In the study of Alanazi the study examined the efficiency of using electronic games in improving the English language skills of fourth-grade students in Riyadh. The researcher used the experimental method on a sample of 63 female students who were divided into two groups, experimental and control. The results showed that there were no statistically significant differences between the two groups in improving English language skills [31].

In the study of Lim, K. I explored the impact of digital educational games on mathematics learning among primary school students in Singapore. The researcher used an experimental method, and it was found that digital educational games contributed to improving students' mathematical comprehension. The results showed that the use of digital educational games had a positive effect on enhancing students' understanding of mathematical concepts [32].

Comparing the studies with the current study:

Our current study **examines** the effectiveness of electronic games in teaching Islamic education from **the perspective of teachers in Iraq** using a sample of 150 teachers. What distinguishes our study from previous studies is:

1. **Subject:** Our study deals with Islamic education, a religious subject that requires special teaching methods, whereas previous studies focused on different academic subjects such as English and mathematics.
2. **Location:** Our study takes place in **Iraq**, while most previous studies have been conducted in **Saudi Arabia** and Kuwait, reflecting different educational and cultural contexts.
3. **Curriculum:** Our study focuses on **video games** as an educational tool, while many previous studies have looked at educational platforms such as Madrasati, Microsoft Teams, or other technology tools.
4. **Teachers:** Our study is based on **the point of view of the teachers**, while most of the previous studies have been based on **the point of view of the students**.

RESEARCH METHOD

Methodology used

The research relies on **the descriptive-analytical approach** to study teachers' perspectives on the use of digital games in the teaching of Islamic education.

Study population and sample

The study population consists of teachers of Islamic education in middle schools in Kirkuk Governorate. A stratified random sample of 150 teachers and schools from various public and private schools was selected to ensure a comprehensive representation of all target groups in society for the year 2025.

Study tool

- A well-controlled questionnaire **was used** to gauge teachers' opinions about the effectiveness of digital games.

RESULTS AND DISCUSSION

Honesty and Fortitude

Validity of the questionnaire:

The validity of the questionnaire for the current study was verified using two main methods:

- 1. Authenticity of the Judges:** The questionnaire was presented to 5 referees specialized in the field of Islamic education and education. The reviewers studied the proposed paragraphs and gave their comments and guidance on the wording of the questions and their compatibility with the research objectives. Based on their observations, the necessary adjustments were made to the questionnaire to be clearer and more appropriate for the purposes of the study. After the amendments, the final format of the questionnaire became precisely aimed at teachers in the field of Islamic education.
- 2. Validity of internal consistency:** The internal consistency of the questionnaire was tested by applying it to 10 educational supervisors from the non-research sample. The correlation coefficients of the score of each paragraph with its dimension score were calculated. The correlation coefficients between the paragraphs **ranged from 0.704 to 0.917**, which are a function coefficients at the level of **0.01**, indicating that the questionnaire has a high internal consistency between the questions and the dimensions it measures.

Table 1. Statistical Analysis of Digital Games in Islamic Education.

Correlation coefficient	Standard deviation	Arithmetic Average	Paragraphs	Number
0.728	0.55	4.31	Using digital games such as question and answer games helps motivate students and improve their ability to remember religious information.	1
0.711	0.58	4.28	Simulation games contribute to raising students' understanding of religious concepts by simulating real-life situations, such as prayer or pilgrimage.	2
0.683	0.60	4.19	Puzzle and challenge games help students improve their thinking and problem-solving skills in a fun and effective way.	3
0.701	0.61	4.26	Platforming games offer multiple stages that help students learn religious	4

0.743	0.50	4.33	concepts step by step in an interactive environment.	5
0.766	0.53	4.35	Flashcard games are used to increase students' understanding of Quranic verses and hadiths by interacting with entertaining digital content.	6
0.682	0.65	4.14	Digital games contribute to enhancing students' interaction with the educational material, which helps them understand the concepts of Islamic education in a fun way.	7
0.697	0.59	4.24	Digital games help develop students' listening and concentration skills through audio and visual content used in games.	8
0.672	0.61	4.17	Digital games increase student engagement and motivate them to self-learn through interactive activities.	9
0.656	0.69	4.08	Digital games offer a learning environment that stimulates students to think critically and analyze through religious challenges.	10
0.686	0.58	4.22	Digital games contribute to enhancing students' social skills when they play with their peers in an educational environment.	11
0.715	0.54	4.29	Digital games help students learn faster through interaction and the rewards they get when answering correctly.	12
0.701	0.55	4.27	Digital games provide an opportunity for students to review religious information frequently in an entertaining way.	13
			Digital games are used to develop students'	

0.664	0.67	4.11	understanding of religious values through content that focuses on Islamic ethics. Digital games offer a flexible tool that allows teachers to assess students' performance and track their progress in understanding religious material.
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The results of the internal consistency analysis of the questionnaire paragraphs on the effectiveness of digital games in teaching Islamic education from the teachers' point of view showed that all paragraphs have a high degree of consistency with the overall score of the field. The correlation coefficients between the paragraphs and the overall vibration ranged between (0.656) and (0.766), which are statistically significant values at the level of (0.01), which indicates that all the paragraphs are homogeneous and measure the same target dimension in the study, which is the effectiveness of digital games.

3. Consistency of the resolution:

The consistency of the resolution was verified using two methods:

1. **Cronbach's Alpha Stability Coefficient:** The stability coefficient was calculated using **Cronbach's alpha test**, where the results showed that the overall stability coefficient of the tool was **0.93**, which is a very high coefficient. This indicates that the questionnaire has a high level of stability and that the results obtained from it will be reliable when applied to a large sample of teachers.
2. **Retest:** The questionnaire was applied to a group of 10 teachers to ensure the stability of the tool. The test was conducted at two different times with a short period of time between them. The results showed that the answers remained consistent both times, which enhances the consistency of the questionnaire in measuring the target variables.

Based on these procedures, the questionnaire can be considered as a valid and reliable tool for application in field research directed to teachers of Islamic education, as its validity and consistency have been verified by accurate scientific methods.

4. Data Analysis

Main hypothesis: There is a high effectiveness of the use of digital games in improving students' understanding of Islamic education for the third grade intermediate from the point of view of teachers of the subject in Kirkuk Governorate.

Table 2. The Effectiveness of Digital Games in Teaching Islamic Education.

Ranking	Percentage of Agreement	Standard deviation	Arithmetic Average	Paragraphs	Number
3	86%	0.61	4.32	Using digital games such as question and answer games helps	1

					motivate students and improve their ability to remember religious information.	
7	82%	0.67	4.10		Simulation games contribute to raising students' understanding of religious concepts by simulating real-life situations, such as prayer or pilgrimage.	2
9	79.6%	0.70	3.98		Puzzle and challenge games help students improve their thinking and problem-solving skills in a fun and effective way.	3
10	78.2%	0.69	3.91		Platforming games offer multiple stages that help students learn religious concepts step by step in an interactive environment.	4
13	75.2%	0.72	3.76		Flashcard games are used to increase students' understanding of Quranic verses and hadiths by interacting with entertaining digital content.	5
2	88%	0.59	4.40		Digital games contribute to enhancing students' interaction with the educational material, which helps them understand the concepts of Islamic education in a fun way.	6
11	76.6%	0.66	3.83		Digital games help develop students' listening and concentration skills through audio and visual content used in games.	7
8	79.0%	0.63	3.95		Digital games increase student engagement and motivate them to self-learn through interactive activities.	8
4	85.0%	0.65	4.25		Digital games offer a learning environment	9

14	74.2	0.74	3.71	that stimulates students to think critically and analyze through religious challenges. Digital games contribute to enhancing students' social skills when they play with their peers in an educational environment.	10
6	80.0%	0.69	4.00	Digital games help students learn faster through interaction and the rewards they get when answering correctly.	11
1	91.0%	0.57	4.55	Digital games provide an opportunity for students to review religious information frequently in an entertaining way.	12
12	75.4%	0.71	3.77	Digital games are used to develop students' understanding of religious values through content that focuses on Islamic ethics.	13
5	81.2%	0.64	4.06	Digital games offer a flexible tool that allows teachers to assess students' performance and track their progress in understanding religious material.	14

Table 2 indicates that the digital games section provides an opportunity for students to review religious information repeatedly in an entertaining way. It came in first place, where its arithmetic average reached 4.55 with a standard deviation of 0.57 by 91.0%, and paragraph 6 Digital games contribute to enhancing students' interaction with the educational material, which helps them understand the concepts of Islamic education in a fun way. It came in second place with an average of 4.40 and a deviation of 0.59 with a deviation of 88.0% in the penultimate scribes Paragraph 5 uses flashcard games to increase students' understanding of Quranic verses and hadiths by interacting with entertaining digital content. With an arithmetic average of 3.76 and a deviation of 0.72 and a rate of 75.2%, and in the last rank came paragraph 10 Digital games contribute to enhancing students' social skills when they play with their colleagues in an educational environment. With an arithmetic average of 3.71 and a deviation of 0.74 with a rate of

74.2%, and the overall average reached 4.06 out of 5, which indicates a high level of approval of the effectiveness of digital games in teaching the Islamic trilogy, and the arithmetic averages were high for all paragraphs.

This suggests that teachers strongly believe that digital games contribute to reviewing information and activating student interaction, while lower-rated paragraphs may indicate the need for more effective use of games in social media and card education. It agrees with the study of Al-Shahrouri and Al-Rimawi which showed that electronic games had a positive effect on improving recall and problem-solving processes, as the analysis shows that digital games can contribute positively to enhancing understanding and interaction with educational content [10]. The results of the study showed that the effectiveness of digital games in teaching Islamic education was high due to several factors. First, the technological stimulation and interaction offered by digital games may be the main reason for improving students' understanding, as games contribute to making the learning process more exciting and engaging for them, enhancing their interaction with the educational content. This interaction can help establish religious concepts easier and faster. Digital games also provide an interactive learning environment that encourages self-learning, which enhances the understanding and practical application of concepts.

The first sub-hypothesis: There are statistically significant differences at the level of $(0.05 \geq \alpha)$ in the views of Islamic education teachers for the third grade and average towards the effectiveness of digital games in improving students' understanding attributed to the variable (gender).

Table 3. Demographic Variables by Sex

%	Issue N	Type
53.33%	80	Male
46.675	70	Female
100%	150	Total

Source: Prepared by the researcher

The results indicate that the number of males reached 80 teachers with a percentage of 53.33%, while the number of females reached 70 schools with a percentage of 46.67%, which shows a convergence in the distribution of the two teachers within the studied sample.

Table 4. Results of the T-test for the sex variant

Decision	Significance Level	Degree of Freedom	Value T	Standard drift	Arithmetic Average	Issue N	Type
There are no statistically significant differences.	0.466	148	0.73	0.48	4.21	80	Male
				0.51	4.17	70	Female
				0.49	4.19	150	Total

Source: Prepared by the researcher

The results indicate that the significance level of 0.466 is greater than 0.05, which indicates that there are no statistically significant differences between males and females in their responses about the effectiveness of digital games in teaching Islamic education, and therefore the null hypothesis is accepted. This result is consistent with a study by Mohammed Al-Hajri that showed that the use of the "Microsoft Teams" platform in distance education had a positive effect regardless of gender, as the results of the study showed that the interaction was similar between male and female students [34].

As for the lack of statistical differences between males and females in the effectiveness of digital games, it may be because all teachers, regardless of their gender, have the same tools and opportunities to use these games in their teaching, making the impact of digital games gender-similar. In addition, there may be standardized training in the use of these techniques, which minimizes the impact of individual factors such as gender.

The second sub-hypothesis: There are statistically significant differences at the level of $(0.05 \geq \alpha)$ in the views of Islamic education teachers for the third grade average towards the effectiveness of digital games in improving students' understanding attributed to the variable (number of years of experience)

Table 5. Demographic Variables by Years of Experience

%	Issue N	Years of Experience
26.67%	40	Less than 5 years
36.67%	55	5-10 years
36.67%	55	10 years and above
100%	150	Total

Source: Prepared by the researcher

The data in the table show that a large percentage of the participants have more than 5 years of educational experience, which enhances the credibility of their opinions in the research topic.

Table 6. Mathematical Averages and Standard Deviations of the Years of Experience Variable

Standard deviation	Medium	Issue N	Years of Experience
0.42	4.05	40	Less than 5 years
0.37	4.21	55	5-10 years
0.34	4.30	55	10 years and above
0.38	4.20	150	Total

Table 7. ANOVA Test Results Variable Years of Experience

Wanting a spoiler	F value	Average Squares	Degrees of Freedom	Total Squares	Source
0.047	3.129	0.436	2	087.2	Between groups
		0.138	147	20.298	Within Groups
			149	21.170	Total

The table indicates that there are statistically significant differences ($0.05 \geq \alpha$) between the averages of Islamic education teachers' evaluation of the effectiveness of digital games according to years of experience, where the value of $F = 3.129$ and the significance level is 0.047, and it is noted that teachers with more than 10 years of experience are more positively evaluated for effectiveness, and those with 6-10 years of experience are inspired, followed by those who have less than 5 years, which indicates that educational experience enhances the perception of the importance of employing digital games. This result is consistent with a study Mahdia Al-Thaqafi which showed that experienced teachers were more able to use digital tools effectively compared to less experienced teachers, reflecting their greater ability to interact with modern education technologies [35].

As for the result of effectiveness differences based on years of experience, teachers with long teaching experience (more than 10 years) have shown greater effectiveness in using digital games. This is because experienced teachers possess advanced skills in dealing with technology and modern techniques in general, allowing them to use them more effectively. These teachers have also developed flexible learning methods that enable them to harmonize digital games into their study plans, contributing to better student outcomes.

Study Results

- The results of the study showed that Islamic education teachers believe that digital games have a high effectiveness in teaching Islamic education for the third intermediate grade in Iraq, and the total arithmetic average reached 4.20, which reflects a great degree of agreement between individuals.
- The results of the (T) test for the gender variable showed that there were no statistically significant differences at ($0.05 \geq \alpha$) between the averages of male and female evaluation of the effectiveness of digital games, which indicates a general agreement between teachers and teachers about the importance of these games in calculating students' understanding
- The results of the (ANOVA) test for the variable of years of experience showed that there is a statistically significant difference ($0.05 \geq \alpha$) between the averages of Islamic education teachers' evaluation of the effectiveness of digital games according to years of experience in favor of teachers who have more than 10 years of experience.

7. Recommendations and Suggestions

1. **Inclusion of digital games in the Islamic education curriculum** officially.
2. **Organizing training workshops for teachers** on the use of digital games in teaching.

Supporting the development of Islamic educational games that are compatible with religious and educational values.

CONCLUSION

Fundamental Finding: This study concludes that digital educational games represent an effective and innovative tool for improving students' understanding of Islamic education, particularly for third-grade intermediate students in Kirkuk Governorate. The findings demonstrate a high level of agreement among teachers regarding the positive impact of digital games on enhancing student engagement, motivation, and comprehension of religious concepts. The interactive and stimulating nature of these games contributes to creating a more dynamic learning environment that aligns with the needs of the digital generation. Moreover, the results indicate that the effectiveness of digital games is not influenced by gender, reflecting a shared perception among male and female teachers about their educational value. However, statistically significant differences were found based on years of experience, with more experienced teachers showing a higher appreciation of the effectiveness of digital games, likely due to their greater pedagogical and technological expertise. **Implication:** In light of these findings, the integration of digital games into Islamic education can be considered a practical step toward modernizing teaching methods while preserving the essence and objectives of the subject. Ultimately, this study emphasizes the importance of supporting teachers through training and resources, as well as developing educational games that are pedagogically sound and aligned with Islamic values. Such efforts will contribute to enhancing the quality of education and achieving a balanced integration between authenticity and modernity in Islamic education. **Limitation:** Despite existing challenges such as limited infrastructure and insufficient training, digital games offer a promising approach to bridging the gap between traditional teaching methods and contemporary educational demands. **Future Research:** Such efforts will contribute to enhancing the quality of education and achieving a balanced integration between authenticity and modernity in Islamic education.

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