

DESIGN AND IMPLEMENTATION OF AN EDUCATIONAL QUIZ TO PROMOTE RELIGIOUS MODERATION AMONG PRIMARY SCHOOL STUDENTS

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ABSTRACT

This study explores the design and implementation of an educational quiz aimed at promoting religious moderation among primary school students. The quiz, consisting of 50 multiple-choice questions across five thematic areas—tolerance and respect for differences, peaceful coexistence, anti-violence, love for the nation and diversity, and friendship and togetherness—was implemented with students in grades 3 to 6 at MI Ma'arif NU 1 Kracak, Cilacap. The study employed a quasi-experimental design with pre- and post-test assessments to evaluate changes in students' knowledge, attitudes, and behaviors. Classroom observations and student reflections were also used to gain deeper insights into the impact of the quiz. The results indicate a significant increase in students' knowledge of religious moderation after participating in the quiz, as well as positive changes in attitudes and behaviors related to tolerance, empathy, and respect for diversity. The interactive features of the quiz, including immediate feedback and friendly competition, were found to enhance student engagement and motivation. Teachers reported that the quiz encouraged open discussions about sensitive topics, such as interfaith relations and cultural diversity, fostering a more inclusive classroom environment. The findings suggest that game-based learning, particularly through interactive quizzes, can be a powerful tool for instilling values of tolerance and social harmony in primary education. This study highlights the potential of integrating quiz-based interventions into school curricula to promote religious moderation and prepare students for life in multicultural societies. Future research is recommended to explore the long-term impact of such interventions and examine their scalability across different educational contexts.

Keywords: Religious moderation, Educational quiz, Tolerance, Game-based learning, Multicultural education

ABSTRAK

Penelitian ini mengkaji desain dan implementasi kuis edukatif yang bertujuan untuk mempromosikan moderasi beragama di kalangan siswa sekolah dasar. Kuis ini terdiri dari 50 soal pilihan ganda yang dibagi dalam lima tema utama—toleransi dan menghargai perbedaan, hidup damai, anti-kekerasan, cinta tanah air dan kebhinekaan, serta persahabatan dan kebersamaan—yang diterapkan pada siswa kelas 3 hingga 6 di MI Ma'arif NU 1 Kracak, Cilacap. Penelitian ini menggunakan desain kuasi-eksperimental dengan penilaian pre-test dan post-test untuk mengevaluasi perubahan pengetahuan, sikap, dan perilaku siswa. Observasi kelas dan refleksi siswa juga digunakan untuk mendapatkan wawasan lebih dalam mengenai dampak kuis tersebut. Hasil penelitian menunjukkan peningkatan signifikan dalam pengetahuan siswa tentang moderasi beragama setelah mengikuti kuis, serta perubahan positif dalam sikap dan perilaku terkait dengan toleransi, empati, dan penghargaan terhadap keberagaman. Fitur interaktif pada kuis, termasuk umpan balik langsung dan kompetisi yang sehat, terbukti meningkatkan keterlibatan dan motivasi siswa. Guru melaporkan bahwa kuis ini mendorong diskusi terbuka tentang topik sensitif, seperti hubungan antaragama dan keberagaman budaya, yang menciptakan lingkungan kelas yang lebih inklusif. Temuan ini menunjukkan bahwa pembelajaran berbasis permainan, khususnya melalui kuis interaktif, dapat menjadi alat yang efektif untuk menanamkan nilai-nilai toleransi dan keharmonisan sosial dalam pendidikan dasar. Penelitian ini menyoroti potensi integrasi intervensi berbasis kuis ke dalam kurikulum sekolah untuk mempromosikan moderasi beragama dan mempersiapkan siswa untuk hidup di masyarakat multikultural. Penelitian selanjutnya disarankan untuk mengeksplorasi dampak jangka panjang dari intervensi semacam ini dan memeriksa skala penerapannya di berbagai konteks pendidikan.

Kata Kunci: Pendidikan Agama Islam, hasil belajar, media pembelajaran.
Moderasi beragama, Kuis edukatif, Toleransi, Pembelajaran berbasis permainan, Pendidikan multikultural

A. Introduction

Religious moderation, defined as the practice of tolerance, non-violence, and respect for diversity, has emerged as a central educational goal in pluralistic societies. In Indonesia, where cultural, ethnic, and religious

heterogeneity is particularly pronounced, the cultivation of these values among children is not only desirable but also urgent. The Ministry of Religious Affairs of Indonesia has consistently emphasized the importance of nurturing religious

moderation from an early age as a foundation for building peace and social cohesion. However, conventional pedagogical approaches, often characterized by lecture-based instruction and rote memorization, have shown limited success in translating abstract values into lived experiences. This gap underscores the need for innovative and interactive educational media capable of linking moral and civic values with children's daily realities.

In recent years, interactive and game-based learning approaches have gained significant attention as effective tools for enhancing both cognitive and affective domains of learning. Empirical studies consistently show that digital games, quizzes, and gamified activities promote engagement, motivation, and deeper learning outcomes compared to traditional approaches (Krenare et al., 2021). A systematic meta-analysis further demonstrated that classroom quizzing significantly improves retention, comprehension, and motivation when combined with immediate feedback, suggesting that assessment itself can function as a learning tool rather than a mere evaluation mechanism. This body of

research has sparked growing interest in leveraging quizzes for not only cognitive learning but also character and value education.

In the Indonesian context, several recent innovations point to the promise of this approach. A study on the *Design of Augmented Reality Learning Media for Islamic Religious Education* (2025) revealed that AR-based gamified learning can meaningfully enhance students' understanding of religious moderation and encourage positive behavioral change in junior high school settings. Similarly, *Strengthening Religious Moderation Awareness among Post-Conflict Students through Interactive Indonesian Language Learning* (2025) found that multimedia gamification significantly improved tolerance, empathy, and collaborative skills among students from socially sensitive backgrounds. Complementing these findings, research on *Multicultural Education and Religious Moderation Education* (2023) highlights the critical role of integrating values of inclusivity, pluralism, and national identity into school curricula, not only through classroom teaching but also through the cultivation of a school culture that

reinforces these principles. Collectively, these studies point to the transformative potential of interactive and gamified media in promoting social and moral values.

Nonetheless, important research gaps remain. First, despite the growing literature on religious moderation, relatively few studies have focused explicitly on primary school students. Early childhood and elementary years represent a crucial stage for shaping character, as children's social attitudes and intergroup perceptions are highly malleable during this period. Yet, most interventions reported in the literature target adolescents or older learners. Second, while studies demonstrate improvements in attitudes, less is known about how quiz-based interventions affect observable behaviors such as collaboration, empathy, and peer respect in natural classroom settings. Third, contextualization remains underexplored: while values such as tolerance and non-violence are universal, their effectiveness depends on being anchored in culturally relevant and developmentally appropriate content that resonates with students' lived experiences. For

example, questions about respecting peers during fasting, practicing gotong royong (mutual cooperation), or honoring national heroes provide tangible contexts for children to internalize values of religious moderation.

Against this backdrop, the present study seeks to design and evaluate an educational quiz as a medium for fostering religious moderation among primary school students in Indonesia. The quiz, consisting of 50 multiple-choice questions across five thematic domains—tolerance and respect for differences, peaceful coexistence, non-violence, love for the nation and diversity, and friendship and togetherness—aims to go beyond testing factual knowledge. Instead, it is designed to create interactive experiences that connect abstract values to real-life situations, thereby enabling students to engage cognitively, affectively, and socially. By incorporating mechanisms of healthy competition, scoring, and immediate feedback, the quiz fosters active participation while reinforcing positive behaviors through both individual reflection and peer interaction.

This study contributes to the existing literature in several ways. Conceptually, it positions quiz-based learning as more than an assessment tool, framing it as a pedagogical strategy for value internalization and character building. Methodologically, it integrates expert validation, thematic analysis, and triangulation to ensure both reliability and contextual sensitivity in the quiz design. Practically, it addresses the pressing need for innovative educational media that can be scaled and adapted across diverse schools in Indonesia. More broadly, this research responds to global educational discourses on the role of experiential and game-based learning in preparing students to thrive in multicultural societies.

Ultimately, the study aims to provide empirical evidence on how educational quizzes can function as strategic tools for instilling values of empathy, inclusivity, and peaceful coexistence among children. By bridging the gap between abstract ideals and concrete experiences, such interventions hold the potential to contribute not only to individual character development but also to the broader project of building harmonious

and resilient communities in an era of increasing diversity.

B. Research Method

This study employs a descriptive qualitative approach to investigate the design, implementation, and impact of an educational quiz aimed at promoting religious moderation among primary school students. The study was conducted in MI Ma'arif NU 1 Kracak, Cilacap, and involved students from grades 3 to 6. The research methodology was designed to explore not only the cognitive outcomes (knowledge acquisition) but also the affective and behavioral dimensions (attitudes and actions) associated with religious moderation. The following sections outline the research design, data collection, and data analysis procedures.

Research Design

The research utilized a quasi-experimental design with a pre-test and post-test measurement to assess changes in students' knowledge, attitudes, and behaviors before and after the intervention. The intervention consisted of an educational quiz game focusing on five thematic areas: (1) tolerance and respect for differences,

(2) peaceful coexistence, (3) anti-violence, (4) love for the nation and diversity, and (5) friendship and togetherness. Each thematic area contained multiple-choice questions designed to encourage reflection and understanding of religious moderation concepts in a culturally relevant context.

The quiz was designed using an interactive game-based learning model, incorporating elements of gamification, such as scoring systems, immediate feedback, and healthy competition. The primary objective was not only to enhance cognitive understanding of religious moderation but also to stimulate positive behavioral changes, such as empathy, collaboration, and respect for diversity.

Participants

The study involved 120 students from MI Ma'arif NU 1 Kracak, Cilacap, aged between 9 and 12 years. These students were selected through purposive sampling, considering their educational level (grades 3–6) and their involvement in religious and civic education. The sample was divided into two groups: the experimental group, which participated in the quiz

intervention, and a control group, which continued with the traditional method of religious moderation education through lectures and textbook-based discussions. Both groups were pre-tested to measure their baseline knowledge and attitudes towards religious moderation.

Data Collection

Data collection involved a combination of quantitative and qualitative methods to capture both the breadth and depth of students' learning experiences. The following methods were employed:

1. Pre-test and Post-test:
A set of 50 multiple-choice questions was administered before and after the intervention. The pre-test assessed students' baseline knowledge of religious moderation concepts, while the post-test measured any changes in their knowledge following the quiz. The quiz questions were carefully designed to align with the five thematic areas and validated by expert reviewers from the fields of education, religion, and

cultural studies to ensure content validity.

2. Observations:

Classroom observations were conducted during the implementation of the quiz. The researchers observed students' interactions during the quiz sessions, paying particular attention to behaviors indicative of cooperation, empathy, and respect for differences. Field notes were taken to record non-verbal behaviors and group dynamics.

3. Student Reflection:

After the quiz, students were asked to participate in a reflection activity, where they were prompted to write or discuss how the quiz influenced their views on religious tolerance, diversity, and peaceful coexistence. This provided qualitative insights into the emotional and social impact of the intervention.

4. Teacher Interviews:

Semi-structured interviews were conducted with five teachers who facilitated the quiz sessions. The teachers were asked about their

observations regarding student engagement, the effectiveness of the quiz in promoting moderation, and any challenges encountered during implementation. These interviews were recorded, transcribed, and analyzed for recurring themes.

Data Analysis

Data were analyzed using a mixed-methods approach. The quantitative data from the pre-test and post-test were analyzed using descriptive statistics (mean scores, standard deviations) and paired sample t-tests to assess significant changes in students' knowledge of religious moderation before and after the intervention. This provided an indication of the quiz's effectiveness in increasing cognitive understanding.

For the qualitative data, thematic analysis was employed to identify common patterns and themes across the student reflections, teacher interviews, and classroom observations. NVivo software was used for data coding and theme extraction. Thematic analysis was performed in the following steps:

1. Initial data immersion, reading through the transcripts and field notes.
2. Open coding of the data to identify key themes related to the impact of the quiz on attitudes and behaviors.
3. Grouping of similar codes into broader themes such as empathy, interfaith respect, and social cooperation.
4. Iterative refinement of themes to ensure robustness and reliability in the findings.

To ensure validity and reliability of the results, several strategies were employed:

- Expert validation: All research instruments (the quiz, observation protocols, and interview questions) were validated by education experts, religious scholars, and experienced educators.
- Triangulation: Multiple data sources (student tests, observations, reflections, and teacher interviews) were triangulated to provide a comprehensive view of the quiz's impact.
- Peer debriefing: The research process was regularly

discussed with colleagues to identify potential biases and ensure the transparency of the analysis.

Ethical Considerations

The study adhered to ethical guidelines for research with minors. Informed consent was obtained from parents or guardians, and assent was secured from the participating students. All data were anonymized to maintain confidentiality, and participation was voluntary, with students free to withdraw at any time without consequence.

C. Results and Discussion

Changes in Knowledge: Pre-test and Post-test Analysis

The pre-test and post-test data indicated a significant improvement in students' knowledge of religious moderation following the educational quiz intervention. The results of the paired sample t-test revealed that the experimental group showed a statistically significant increase in their mean scores from the pre-test ($M = 55.2$, $SD = 8.4$) to the post-test ($M = 74.6$, $SD = 6.2$), $t(59) = -12.48$, $p < 0.001$. This suggests that the quiz successfully enhanced students'

cognitive understanding of religious moderation concepts, including tolerance, peaceful coexistence, anti-violence, love for the nation, and friendship.

In contrast, the control group, which received traditional lecture-based instruction, exhibited a smaller increase in mean scores (pre-test $M = 53.1$, $SD = 7.9$; post-test $M = 60.3$, $SD = 8.5$), $t(59) = -4.22$, $p < 0.001$. The relatively modest improvement in the control group highlights the limitations of traditional pedagogies in fostering deeper engagement with abstract values like religious moderation.

Behavioral Changes: Observations and Student Reflection

Classroom observations revealed that the quiz intervention fostered an environment of active participation, with many students engaging in cooperative behaviors and demonstrating empathy and respect for their peers. In particular, students were observed discussing answers collectively, providing constructive feedback to one another, and sharing personal experiences related to the quiz themes. These behaviors were significantly more prevalent in the experimental group

compared to the control group, where discussions were less frequent and more centered around individual performance.

The student reflection activity provided further evidence of positive behavioral changes. In their reflections, a majority of the experimental group students reported that the quiz made them more aware of the importance of respecting differences in religion, ethnicity, and cultural practices. For example, one student stated, *"I learned that it's important to respect others, especially if they believe in different religions, and I now know how to show respect by listening to them."* These reflections highlight that the quiz not only enhanced cognitive knowledge but also promoted emotional and social learning outcomes related to tolerance and coexistence.

Teacher Observations

Teacher interviews confirmed the positive impact of the quiz on students' attitudes and behaviors. Teachers reported that the interactive nature of the quiz encouraged students to reflect on sensitive issues such as interfaith dialogue and cultural diversity. One teacher noted, *"The*

students were more open to discussing their differences, and there was a clear improvement in how they treated each other after the quiz. They were more empathetic and less likely to engage in conflict."

Teachers also highlighted the quiz's effectiveness in engaging students who were typically passive in classroom discussions. The gamified elements—such as scoring, immediate feedback, and friendly competition—appeared to motivate students to participate more actively and collaborate with their peers.

Discussion

The results of this study reveal both the successes and challenges of implementing the Muadalah curriculum at Pondok Pesantren Al-Mujtama' Al-Islami Lampung Selatan. These findings align with previous studies on the integration of traditional Islamic education with formal curricula, highlighting the importance of a well-structured curriculum and the role of effective teaching strategies.

The results of this study underscore the effectiveness of game-based learning, particularly interactive quizzes, in enhancing both cognitive and affective learning outcomes

among primary school students. The significant increase in students' knowledge of religious moderation, as evidenced by the pre-test and post-test results, confirms the potential of quiz-based interventions to foster a deeper understanding of values such as tolerance, peaceful coexistence, and respect for diversity. The use of interactive features such as immediate feedback, scoring, and friendly competition played a central role in increasing student engagement and reinforcing positive learning behaviors.

In line with existing research on game-based learning, the findings of this study demonstrate that quizzes are not only useful tools for assessing knowledge but also potent instruments for learning reinforcement. As noted by Hattie and Timperley (2007), immediate feedback is a powerful pedagogical strategy for enhancing learning because it provides students with the opportunity to correct misunderstandings and consolidate their understanding. In this study, the feedback mechanism was particularly effective in reinforcing the core values associated with religious moderation, such as empathy, non-violence, and tolerance. This suggests that the

integration of real-time feedback in educational games can create an environment where students are encouraged to internalize key values and apply them in real-life situations.

Additionally, the classroom observations provided insight into the role of peer interaction in the learning process. Students in the experimental group were observed engaging in meaningful discussions during the quiz, collaborating with peers, and explaining their reasoning for selecting particular answers. This cooperative behavior aligns with constructivist learning theory, which emphasizes the importance of social interaction in cognitive development (Vygotsky, 1978). The quiz's design encouraged peer collaboration, which not only helped reinforce content but also promoted social skills such as empathy, respect for diversity, and collaborative problem-solving. These findings are consistent with previous studies showing that cooperative learning environments enhance both academic and social-emotional outcomes (Johnson & Johnson, 2009).

The effectiveness of the intervention was also bolstered by its contextual relevance. By incorporating

culturally and religiously relevant scenarios, the quiz made abstract concepts such as religious tolerance and peace more tangible and relatable to students. This approach reflects the principles of culturally relevant pedagogy, which emphasizes the need to connect learning content to the lived experiences and cultural contexts of students (Ladson-Billings, 1994). For example, questions about respecting classmates during Ramadan or understanding national symbols were designed to resonate with students' everyday lives, making the learning experience not only more engaging but also more meaningful. The relevance of the content to students' cultural and religious backgrounds may have contributed to the quiz's effectiveness in fostering positive attitudes toward diversity and inclusivity.

Furthermore, the results of the teacher interviews suggest that the quiz had a positive impact on classroom dynamics. Teachers reported that the quiz facilitated classroom discussions on sensitive topics, such as interfaith relations and national identity, which are often difficult to address through traditional teaching methods. The interactive

nature of the quiz encouraged students to engage in open dialogue about their differences, promoting a classroom environment where tolerance and respect were actively practiced. This observation supports the idea that game-based learning can provide a safe and structured platform for students to explore complex issues of identity, belief, and social cohesion. The ability of the quiz to generate these kinds of discussions is one of its most promising features, as it aligns with educational goals that aim to cultivate not just academic knowledge but also moral and social values.

Despite the positive outcomes, the study also highlights several limitations. First, while the quiz successfully improved knowledge and attitudes, the long-term impact on students' behaviors remains uncertain. The study's short duration did not allow for a thorough examination of how the values promoted through the quiz are sustained over time. Future research could benefit from longitudinal studies that track changes in students' behavior and attitudes over extended periods. Second, while the intervention was well-received by the students in the experimental group, it

remains unclear how easily the quiz can be scaled to other schools with diverse demographics. Future studies should explore how to adapt the quiz's content and format for different educational settings, ensuring its broad applicability across various cultural contexts.

Another consideration is the scalability of the quiz-based intervention. The study was conducted in a single school, and while the results are promising, the effectiveness of such interventions in different regions, with varied cultural and religious compositions, warrants further investigation. Additionally, the potential of digital platforms for scaling up such interventions should be explored. In an era of rapid digital transformation, leveraging online platforms could enable the quiz to reach a wider audience, offering opportunities for personalized learning and adaptive learning technologies that cater to the diverse needs of students. Digitalization could further enhance the interactivity of the quiz, allowing for dynamic adjustments based on real-time responses, which could improve both engagement and learning outcomes.

In conclusion, this study provides valuable insights into the potential of game-based learning as an effective tool for promoting religious moderation among primary school students. By combining cognitive learning with social and emotional development, the quiz demonstrated its capacity to foster a more inclusive, tolerant, and peaceful school environment. The findings underscore the importance of integrating interactive, culturally relevant content into the curriculum to effectively engage students and encourage positive behavioral changes. Game-based learning, particularly through quizzes, presents a promising strategy for preparing young learners to navigate and thrive in multicultural and pluralistic societies. However, further research is needed to explore the long-term impact of such interventions and to assess their scalability in diverse educational contexts.

E. Conclusion

This study demonstrated that the use of an educational quiz focused on religious moderation effectively enhanced students' knowledge, attitudes, and behaviors related to tolerance, peaceful coexistence, anti-

violence, nationalism, and friendship. The significant improvements observed in the experimental group—both in terms of cognitive knowledge and social behaviors—suggest that game-based learning, specifically through quizzes, is a promising tool for fostering religious moderation among primary school students.

The integration of interactive features, such as immediate feedback, scoring, and friendly competition, not only increased student engagement but also facilitated the internalization of key values associated with religious moderation. These findings align with existing literature on the effectiveness of interactive learning in promoting both cognitive and affective outcomes, underscoring the value of integrating gamification and feedback mechanisms into educational interventions. By contextualizing the quiz content to reflect culturally relevant scenarios, the study further demonstrated that making abstract values more tangible and relatable significantly enhances students' engagement and understanding of complex concepts like religious tolerance.

Classroom observations and teacher interviews revealed that the quiz fostered positive peer interactions, increased empathy, and encouraged open dialogue about sensitive issues, such as religious and cultural diversity. This suggests that interactive quizzes not only serve as educational tools but also create a conducive environment for meaningful discussions that promote social cohesion and mutual respect among students. Furthermore, the social-emotional skills developed through the quiz—such as cooperation, empathy, and conflict resolution—are crucial for preparing students to navigate and contribute positively to a multicultural society.

Despite the positive outcomes, the study highlighted some limitations. The short duration of the intervention and the lack of long-term follow-up prevent definitive conclusions regarding the lasting impact of the quiz on students' behaviors. Future research should explore the long-term effects of such interventions and evaluate their scalability across different educational contexts. Additionally, incorporating digital platforms and adaptive learning technologies could enhance the

accessibility and personalization of the quiz, allowing for a broader reach and more individualized learning experiences.

In conclusion, this study provides compelling evidence for the effectiveness of game-based learning in promoting religious moderation in primary school students. The findings suggest that educational quizzes, when thoughtfully designed and implemented, can contribute significantly to both cognitive learning and character development. As such, this approach has the potential to be integrated into formal curricula to enhance civic and moral education, promoting the values of inclusivity, tolerance, and peace in future generations. Further exploration of scalable digital versions of such interventions could expand their reach, providing an even greater impact on students' understanding of religious moderation and their readiness to live harmoniously in a diverse society.

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