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Research Article

Application of Video Games as Part of Learning Islamic History

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ABSTRACT

Teaching Islamic history is generally considered boring because most of the learning methods focus on storytelling. For this reason, other creative efforts are needed to make learning history enjoyable. One way is to apply video games in learning Islamic history. This is especially considering that video games apparently have a participatory dimension in learning Islamic history. This article then aims to present how video games are applied in learning Islamic history, especially conceptually considering that not many practices have been carried out systematically. This article was prepared using a qualitative approach supported by data collection methods in the form of literature studies. From the results of this study, it was found that video games can be applied in learning Islamic history if seen from their role as a medium for transferring information and values. Substantially, the form of application can be by choosing a video game as well as the game's tools and themes and then involving a mentor who directs and accompanies students to learn Islamic history well.

Keywords: *Application, Learning Islamic History, Video Games*

1. Introduction

If it is related to education, the latest advances in technology have now brought and put forward new innovative approaches that also challenge conventional approaches in the world of education. The emergence of digital (based) technology has resulted in the development of various methods in learning. At the very least, digital-based learning has then developed into a new way of delivering learning with the aim of making the learning process more interesting and engaging, especially if aimed at the millennial generation.

The use of technology in learning must also be included in the lesson. So that the role of technology becomes visible and not just a variation in learning. With the current progress of globalization, the use of technology has become a necessity in all fields, including education. If the use of technology is utilized appropriately and maximally in education, it will definitely improve Indonesian education today. According to the viewpoint of scholars, education that continues to develop will have a more open, diverse, multidisciplinary character, and will refer to competitiveness and work productivity (Effendi & Puspita., 2007).

Technology is an inseparable part of the current educational process, technology is a support in the educational process. What is of particular concern in the educational process is the large number of Islamic history teachers who still lack technological developments. Therefore, efforts are needed to improve the skills of Islamic history teachers to optimize technology-based learning.

Studying Islamic history is like being stuck in a boring "pameo" and is thought to only revolve around memorizing years, names of figures, places of events, and so on. Moreover, this learning seems to only be considered "complementary" which is less urgent when compared to various other learning, especially those based on general learning. For this reason, we need good methods, models, media – or anything related to learning that is able to adapt to developments without having to abandon its essence as a means of forming a complete personality. To achieve this requires strengthening several subject-based learning processes, including Islamic history - with all its derivatives.

Teaching Islamic history is generally considered boring because most of the learning methods focus on storytelling (narrative). Generally, teachers emphasize conventional teaching patterns or lecture methods. The teacher only tells stories according to the information in the book. Islamic history - even with sirah and dates, requires a lot of discussion of the past and requires imagination as a mode of demonstration. Pictures of figures and paintings of past events in history textbooks or fragments of images in various other media are often unable to dispel the boredom of studying Islamic history. Moreover, if students' interest in reading is lacking, it will create additional burdens (Hasmar, 2020).

Thus, in an educational context, games - and their derivatives (which in this case are video games) can be applied as an alternative learning in Islamic history. Games can ultimately be applied in learning Islamic history, especially considering that (video) games apparently have a participatory dimension (Prayogi, 2021). Video games can also be a fun vehicle to relieve fatigue in studying, where video games offer a wide variety of virtual illustrations which are considered capable of treating an atmosphere that is considered uncomfortable and then turning it into a comfortable one and creating comfort. Moreover, the trend of its use continues to accelerate and is of interest to many groups, especially in Indonesia, where the majority of people are Muslim.

It needs to be emphasized again that the application of video games is like two sides of a coin, both profitable and detrimental. It is beneficial because it is considered as entertainment for various fatigues from studying and it is detrimental because it can become a serious problem if it ends up taking up independent study time. The addictive nature of video games can have a negative impact on the development of students, in this case making them increasingly alienated from the life around them and forming themselves as asocial individuals. However, there are still very few Muslims, especially teachers and Islamic history educators who apply video games as part of the learning process. Thus, this article aims to provide an idea that video games can be applied as part of learning Islamic history.

2. Method

This article was written using qualitative research methods and supported by literature review methods by dissecting various things related to how video games are applied in learning Islamic history. The analysis in this article is based on extracting library data/literature studies from several (written) literature sources. The writing was carried out through a process of extracting data from various reference sources which discussed various matters related to the application of video games in learning Islamic history, which were published in public media. After that, descriptive-analytic analysis was carried out to find new meanings. This research chose the content analysis method to obtain accurate textual results considering that content analysis is a test involving efforts to record and systematically study media content that has been communicated,

especially in the form of documents. The researcher did not make direct observations, but the validity of the data obtained can be guaranteed based on scientific research theory, because the reference sources obtained, based on the method used, are sources whose existence can be guaranteed (Prayogi, 2023). These sources can be accessed through various places (libraries) and open internet media. This article can be an extract from various related articles and writings. Thus, this article is more of a synthesis of previous writings, to be seen in relation to what can be done in the current context.

3. Result and Discussion

3.1. Video Game as Part of the Learning Process

Education, as a process to humanize humans, guides all their natural strengths and potential as individuals and members of society to achieve the highest safety and happiness in life. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligent personality, noble morals, and skills needed by themselves, society, nation and state (Ministry of Education and National Culture, 2003). Education is a primary need, because along with the increasingly rapid flow of globalization, students must be able to keep up with current developments. The most appropriate way to keep up with the times is by studying. From learning activities, students are expected to be able to absorb as much information as possible through the learning process and be able to apply it in everyday life (Karseno, Sariyasa, & Astawan, 2021).

In this era of rapid and sophisticated development of science and technology, teachers must of course be able to develop educational tools that are more modern, sophisticated, and combine them with technology. One educational tool that is very interesting to develop is video games. Video games are no longer something strange, whether for parents, adults, or even children. Various types of video games can be found and can be played on various platforms, such as computers, laptops, and Android/smartphones, which of course almost everyone now has. The evidence that we can now know is that every computer, laptop and cellphone/Android that we currently own definitely has a game application, whether one or several types. In fact, computer or cellphone companies have now released types of computers or cellphones specifically for playing games. This condition certainly shows that this gaming technology has become very widespread in people's lives. Games are no longer a luxury item that a person can own, because everyone can own and play these games (Talu & Bora, 2021).

For some people, video games are considered just a form of gaming in the form of electronic displays found on computers, game consoles, or cellphones. However, there is something that must be realized about the presence of games at this time, namely that games can support various factors including entertainment, business, social movements, lifestyle, technological trends and even the world of education. This phenomenon certainly forms a different view of video games (Al Tridhonanto; Beranda Agency, 2011). Basically, modern humans are now faced with technological developments that continue to develop and become increasingly sophisticated. Now it remains to be seen how humans can respond to these various developments. From all this, the role of parents and teachers or educators is very necessary to guide children so that they can effectively use games to support the learning process, achievement and mental development of children so that they become a reliable future generation.

The current process of rapid technological development has driven changes in the field of education. Education is designed in such a way that takes advantage of available

technology. Teachers, as one of the main actors in the learning process, must have the competence or ability to provide, develop or create educational tools or what is often called effective, efficient, innovative and creative learning media. Having interesting educational tools in the learning process at school will certainly have many benefits or positive impacts for students. One of the positive impacts of the educational tools used by teachers in carrying out the learning process in class is that teachers can easily provide learning material, students have a high interest in learning, and the learning process becomes very interactive and interesting of course (Maryati & Brataningrum, 2021).

One of the things that teachers can develop to take advantage of current technological developments is video games which are already widely circulated among the public. Video games or what are often referred to simply as "games/games" are one of the strategies, methods or tools used by teachers in schools to create an interesting learning process for students. Games as educational tools are specifically designed to have learning content aimed at increasing students' interest in learning, creating a more relaxed but definite learning process, and making learning not seem monotonous and boring for students. In this case, the term educational game is known, where students can directly see, hear, observe and even interact or do it either independently (individually) or in groups (teams) (Hasan, et al., 2021).

In fact, in the current era, students also play the role of (video) game players/gamers. This can be said because most students have definitely played games or even really like video games, whether games via consoles such as Playstation, via computers, or via gadgets (mobile phones), which most students currently have. In addition, most students have a cognitive style that is characterized by the ability to multitask while learning, a short attention span during learning, and an exploratory approach to learning. Students prefer to learn through experiments rather than direct instruction, they move easily and quickly from one piece of information or activity to another, if the information is deemed no longer interesting to students. Students have a quick response to a question and demand a quick response in return. Students expect learning interactivity, interaction, active and interactive visualization, kinesthesis, and closeness to themselves and everything these students need can be obtained through a video game (Wibawanto, 2020).

Through educational games, students can directly carry out activities such as seeing, hearing, observing and students can even interact by navigating or playing the video game using buttons, tools and other navigation that are provided in the educational game program. Based on this, educational games must have direct feedback, provide interaction, active participation of students, control or supervision of players (students) over the learning material contained therein, repeated practice, challenges, motivation, dialogue between players, and generate team collaboration occurs.

From the results of a survey conducted by the Ministry of Communication and Information of the Republic of Indonesia in 2017 which showed that students in Indonesia prefer to use smartphones to play games rather than study, educational games can be a solution and have potential as a learning medium. Educational games can be an alternative so that someone can still learn in a fun way. Educational games have advantages over conventional learning media because they are easy to access anytime and anywhere, especially nowadays where many school-aged children are smartphone users. Apart from that, educational games can also increase children's creativity because educational games have elements of challenge, accuracy, reasoning power and ethics (Vitianingsih, 2016).

Video games have a special appeal for students. Video games contain interesting content with various interactivity, visuals, challenges, and more so that students can become addicted to playing games and even neglect time for sleeping, studying, and socializing with family and friends. In this case, there is a correlation between (online) game addiction and social adjustment behavior in teenagers, namely if a teenager is more addicted to playing online games, the lower his ability to make social adjustments, even though this social adjustment ability is important for teenagers so they can know their role in society. and adapt to their social environment. Thus, someone who is addicted to playing games can have a negative impact on their social life because they are unable to build social relationships in real life with society (Nirwanda & Ediati, 2016).

As part of the learning process, video games have various advantages, including; 1) Increase intelligence; 2) Improve eye sharpness; 3) Improve diligent reading skills; 4) Get to know new technology; 5) Increase speed in computer typing; 6) Relaxation. However, video games also have disadvantages, including; 1) Addiction and dependency; 2) Disturbing health; 3) Deviant behavior; 4) Social isolation (Al Tridhonanto; Beranda Agency, 2011).

3.2. Application of Video Games in Learning Islamic History

If you look at how to play them, video games have various genres or genres including: First Person Shooter, Role Play Games (playing a character), Arcade (dexterity), Adventure (adventure), Simulation (simulation) and so on. First Person Shooter is a 3D fighting game where the game screen display is based on the player's eye view (first person). RPG is a game that usually has an adventure theme where the player plays a character and has additional equipment to complement the adventure or battle. Arcade is a game genre that is not focused on story, but is only played "just for fun" or to chase points (highscore). Simulators are games that emphasize reality, all factors in this game are made as similar as possible to the real world, such as materials, values, references, etc.

Of the various game genres, there are certain game genres that are suitable for certain learning characteristics. In learning Islamic history, for example, where learning Islamic history there are characteristics of historical learning related to conveying critical thoughts or opinions and Islamic moral values. In this case, there are several specific genres that are suitable for the characteristics of Islamic history learning, such as the simulation genre which is suitable for simulating history such as pre-Islamic life simulations, community life simulations, and so on. The strategy genre is also suitable for learning strategies for building an empire or war strategies. For example, the puzzle genre is also used to introduce historical figures. This genre is suitable for light historical games (Novayani, 2019).

Video games and Islamic historical stories can actually be in a position to support each other. Many types of games are based on past events. The existence of video games indirectly helps maintain humanity's collective memory of its past, even though it has to be in another format. Addiction to playing games with historical backgrounds indirectly results in the recognition of various names and events that occurred in the past. This contact will be crucial, if it will continue to raise awareness to think and act for the country based on historical awareness.

Childhood and adolescence are good times to start cultivating a love of history. Various popular games should be selected with certain adjustments, for example by introducing educational games about Islamic history. Video games seem to be a creative choice so that students can understand the meaning of Islamic history lessons. From

here the idea arose that video games could be used as a means of introducing Islamic history from an early age. This learning method is actually not something that has just been created. Developed countries such as the United States have already introduced video games in teaching (American) history in schools, in this case one of which uses the concept of multi-user virtual environments (MUVEs) and especially massively multiplayer online games (MMOs) (Marcelino, 2022 ; Delwiche, 2006). MMOs are a kind of virtual community of gamers. MMOs are very likely to be applied in the classroom. According to him, this method is a means of introducing students to the real world. There are many things that can be done in the internal class network, such as discussing lessons when the game is over. MMOs can also be used as enrichment of supporting material for textbooks. In this case, MMOs have been implemented in United States schools through personal and group methods. The personal method is applied if there is one person participating, while the group method is if there is more than one participant. Both of these methods require a mentor who is tasked with directing and accompanying the child. These mentors come from people who understand history or at least realize that teaching history to children is important. They can come from other people, or for personal methods it is better if parents or other family members become mentors so that the atmosphere is less stiff and more familiar. Family mentors are not required to master extensive historical information (Delwiche, 2006).

It also needs to be emphasized that in applying video games in learning Islamic history, the main thing that must be done is choosing the type of video game and the game device. Computer/laptop or console video games (Play Station or X-Box) can be chosen because both are quite popular among school age children/teenagers. Apart from that, it is necessary to divide time between playing and explaining Islamic history material. For example, one hour of playing time and one hour of discussion time. As much as possible, this time is chosen not to interfere with the child's other main activities, for example, time for reciting the Koran or studying religion. The time chosen could also be Sunday, a day for children to relax and spend time playing. A special room is needed for gamers and a history mentor who will be tasked with providing academic information when discussing a video game with an Islamic history theme. It is realized that not all children have the opportunity to own a video game device. It seems that there is still a strong belief in many lower middle class families in this country that video games are the cause of children's stupidity and laziness. If this is the case then internet cafes (internet cafes) and PS rental places will become spaces where lower middle class children meet with video games. Video game addiction can encourage children to set aside their pocket money to play these virtual games. To overcome this problem, it would be better if the school also facilitates this activity, or it can also be included in one of the extra-curricular activities. In order not to burden children, video game devices can be used on school computers. That way, the video games used must be in computer video game format. The use of school facilities is expected to be able to bridge the social gap between children who have and children who have not. In one space, children from various economic backgrounds can play and learn without any social barriers.

The form of application can be by choosing a video game with a computer device (PC Game), which in this case uses a laptop as the player. One game that can be used as a reference in studying Islamic history is the Age of Empire game. In the Age of Empire game, we are faced with how to build various empires in the world. When the kingdom had been built and a strong fortress had been formed, troops were mobilized to conquer other areas. Wars become more exciting when fighting over natural resources, such as rocky hills, forests or the sea. At sea, ships will beat each other, giving rise to its own fantasy. Both the troops, buildings and rules in the game take inspiration from past civilizations. In other words, when playing this game it is like entering the world of the past or it is not impossible to learn history indirectly. Each selected civilization and

kingdom, starting from the Britons, Franks, Koreans, Japanese, Chinese, Goths, Teutons and especially the Turks, has its own characteristics. The buildings of each nation have their own unique shapes. Elite troops also differ from each other, for example, the Maya civilization had elite troops called Jaguar Warriors, while Turkey had special troops called Jenissari.

Video games with Islamic historical background are still rare. So far, many video games with the theme of Islamic history have included the theme of the Crusades. However, some of the material discusses the development of world history, so the choice of games can also be adjusted to the subject matter. Apart from that, it is also possible that the game chosen does not have to be related to the subject matter. The focus of the objective is how young gamers can find out historical (Islamic) information contained in video games. In fact, more than that, gamers can be involved in heated discussions, so that further benefits can be achieved, namely training students to argue and speak in public. The closeness of their hobbies makes their ties more unified in the community so that it is hoped that other activities can be facilitated. Gradually, the discussion material was also directed towards a love of national history. From the love of the children who take part in this community, it should be conveyed that some of them will be able to create video games set in the history of the nation, so that generations after them can know and learn about the history of the nation through the methods they like. If activities like this can continue to be carried out, then it is not impossible that history will no longer be seen as a boring subject. It would be even better if the mentors were Islamic history teachers from local schools, or if not, they could coordinate with the history teacher so that some of the discussion material could be adapted to the video games that would later be played. It would be unique and beneficial if this method of playing Islamic history games was carried out regularly during school history lessons, especially in madrasas.

4. Conclusion

The use of video games can now be developed in various ways, including in terms of Islamic learning. In this context, it means that video games can be an alternative learning media. From this, there is a shift in perspective in understanding video games, from what was originally something trivial and limited to entertainment media to something that has educational value. In this way, video games can be an alternative media for learning Islamic history because they have the power to form narratives as well as active visual involvement, which is an attraction that other learning media do not have.

Teaching Islamic history is also an important aspect in shaping the thinking patterns and attitudes of students, both Muslim children and teenagers. The history of Islam is important because of the track record of its predecessors in building and developing religion (including the nation). Islamic history can also mature the way of thinking and commitment to become a social agent of change, as pioneered and carried out by great Islamic figures in laying down Islamic civilization that can influence the world. Therefore, the teaching of Islamic history, which is currently still dominated by storytelling and explanation activities, and a little simulation and research in the students' environment, should be adapted to current developments. Past learning patterns, where the teacher appeared as the storyteller while the students listened, in some cases, are no longer considered relevant, because they are considered boring to the students. It is time for this subject to change learning methods, and video games could be one of the options.

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