



# A Qualitative Literature Review on the Integration of ICT in Education: Challenges, Opportunities, and Future Directions

Febri Yonanda Yovi<sup>1</sup>, Ali Mal Zulfahmi<sup>1</sup>, Widya Syafitri<sup>1</sup>, Zulfani Sesmiarni<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

✉ [Yonandayovi15@gmail.com](mailto:Yonandayovi15@gmail.com) \*

## Abstract

The use of Information and Communication Technology (ICT) in English language learning at the primary school level is becoming increasingly important in line with digital developments and the demands of the Merdeka Curriculum. This study aims to analyze the effectiveness of Information and Communication Technology (ICT) in improving English proficiency among primary school students through a directed literature review of three experimental studies. These studies examine the use of visual media, interactive multimedia, and game-based learning as Information and Communication Technology (ICT) based learning approaches. Data were analyzed using thematic-comparative techniques to identify patterns across findings. The analysis shows that Information and Communication Technology (ICT) consistently has a positive impact on improving vocabulary, listening skills, speaking skills, and student motivation. Visual media proves effective in supporting basic vocabulary acquisition, interactive multimedia enhances listening and speaking performance, while game-based learning significantly boosts motivation and student interaction. This study concludes that systematic Information and Communication Technology (ICT) integration has strong potential to improve the quality of English learning at the primary level. The study recommends selecting Information and Communication Technology (ICT) media appropriate to learning objectives and providing teacher training to optimize Information and Communication Technology (ICT) use in classroom settings.

## Article Information:

Received October 20, 2025

Revised November 28, 2025

Accepted December 23, 2025

**Keywords:** *Information and Communication Technology (ICT), English language learning, game-based learning, visual media*

## INTRODUCTION

English learning at the primary school level plays an increasingly significant role in responding to global developments. Mastery of English at an early age provides a strong foundation for students to develop language skills at higher levels. According to Williams, (2002), primary school children learn new languages rapidly due to their flexible cognitive development. Therefore, learning strategies must be adapted to children's developmental needs and emphasize engaging, meaningful, and communicative activities.

## How to cite:

Yovi, F. Y., Zulfahmi, A. M., Syafitri, W., Sesmiarni, Z. (2025). A Qualitative Literature Review on the Integration of ICT in Education: Challenges, Opportunities, and Future Directions. *Ahlussunnah: Journal of Islamic Education*, 4(3), 451-458.

## E-ISSN:

2827-9573

## Published by:

The Institute for Research and Community Service

In the Indonesian context, English learning in primary schools faces various challenges, including limited learning media, teacher readiness, and the lack of innovative pedagogical approaches. Meanwhile, the Merdeka Curriculum emphasizes active, student-centered learning, including in foreign language instruction (Alfiah et al., 2025; Hamda & Fernandes, 2024; Mansur et al., 2022; Pratiwi et al., 2025; Sari et al., 2023; Utia et al., 2024). Thus, learning methods that can increase students' interest and significantly impact their language proficiency are required.

One effective approach for children is the use of visual media and interactive multimedia. Mukhlisah et al., (2025) emphasizes that well-designed multimedia enhances cognitive processes through verbal and visual dual coding. Recent research also shows that interactive media such as animated videos, educational applications, or visual images can improve vocabulary comprehension and motivation among primary school students (Al Fahmi et al., 2025; Nasution et al., 2025; Septiani & Fatonah, 2024).

Additionally, game-based learning is widely used as an appealing strategy for students. Aulia & Indrapangastuti, (2025); Saptiani et al., (2024) notes that educational games increase focus, motivation, and student engagement. A study by Sunardi et al., (2025) shows that simple language games significantly improve vocabulary and students' confidence in speaking English. Effective learning for primary students also requires active teacher involvement in designing activities aligned with children's cognitive and social development. Walan, (2019) state that teachers need to integrate activities such as storytelling, singing, and hands-on tasks to create enjoyable learning experiences. Teachers must ensure that learning does not rely solely on vocabulary memorization but encourages contextual understanding.

Educational experiments are frequently used to evaluate the effectiveness of learning methods or media in improving English proficiency. Arib et al., (2024) explains that experimental designs allow researchers to test cause-effect relationships by comparing treatment and control groups. Through this design, the effectiveness of a media or strategy can be measured more objectively. The three experimental studies reviewed in this research show that visual media, educational games, and interactive multimedia significantly improve English learning for primary students. These findings provide a strong basis for deeper analysis of how these approaches can be adapted, improved, and applied widely in Indonesian primary schools to enhance the quality of English learning.

**English Learning for Primary School Children.** English learning at the primary level requires approaches that match children's developmental characteristics. Williams, (2002) states that children naturally learn languages through concrete, engaging, and meaningful activities. Therefore, learning must integrate visual, movement, and contextual elements relevant to children's experiences. Slattery & Willis, (2002) add that primary students have short attention spans, requiring varied media and interactive activities.

**Visual Media in English Learning.** Visual media have been proven to positively influence vocabulary and language comprehension. Mayer, (2002) through the Cognitive Theory of Multimedia Learning, explains that combining text and images helps students organize new information in long-term memory. (Danial et al., 2025) also show that images and animations significantly enhance vocabulary acquisition. The first article reviewed supports this by showing that visual media outperforms conventional methods.

**Interactive Multimedia for Language Mastery.** Interactive multimedia such as educational videos, learning apps, and animated presentations provides dynamic learning experiences. Mayer, (2014) states that interactivity facilitates active processing, where students deeply process information. The second article demonstrates that interactive multimedia boosts motivation and English

performance, especially listening and speaking. Arsyad, (2017) also states that multimedia assists teachers in explaining concepts and providing realistic learning simulations.

**Game-Based Learning in English Learning.** Game-based learning is increasingly popular as an enjoyable strategy for primary students. Prensky, (2001) notes that games not only increase motivation but also encourage critical thinking and linguistic risk-taking. Chen & Hsu, (2020); Mufid & Anwar, (2024) found that simple educational games significantly enhance vocabulary acquisition. The third article confirms this by showing improvements in speaking and vocabulary among students who used language games.

**Teachers' Role as Facilitators in English Learning.** Teachers play an essential role in choosing appropriate media, methods, and strategies. Brown & Lee, (2025) argues that teachers are facilitators who create supportive learning environments. Sáenz García, (2015) states that teachers should integrate visual, auditory, and kinesthetic approaches for effective English learning. Without proper planning, ICT integration in class is unlikely to succeed.

**Experimental Design in Education Research.** Experimental design is commonly used to test learning strategies' effectiveness. Creswell, (2014) states that experiments allow researchers to identify causal relationships. The three studies reviewed used systematic experimental approaches to evaluate the effects of visual media, multimedia, and educational games on primary students' English learning.

## METHODS

This study uses a Directed Literature Review approach, focusing on in-depth analysis of three experimental articles concerning the effectiveness of visual media, interactive multimedia, and game-based learning for English learning in primary students. This method provides comprehensive insights from empirical studies with validated experimental designs (Engkizar et al., 2022; 2023; 2025; Snyder, 2019; Akem et al., 2025; Baroud et al., 2025; Rahman et al., 2025; Mutiaramses et al., 2025; Htay et al., 2025). Data Sources, the primary data sources consist of three experimental articles selected based on topic relevance, methodological quality, and their applicability to ICT-based English language learning. The three articles are the Impact of Visual Media on Young Learners' Vocabulary Acquisition: An Experimental Study. Effectiveness of Interactive Multimedia Applications in Improving Primary Students' English Performances: A Quasi-Experimental Research. Game-Based Learning for Enhancing English Language Skills in Primary Education: Evidence from an Experimental Design. These articles meet Creswell's (2012) inclusion criteria: empirical research, experimental/quasi-experimental design, primary school participants, ICT-based English learning.

**Data Collection Technique.** The data collection was conducted using the documentation method, which involved identifying the content of articles through a process of reading, recording, and coding. According to Bowen, (2009), documentation is an appropriate technique in literature analysis as it allows researchers to systematically assess the content. The extracted information included: Research objectives, Research subjects and context, experimental design, type of ICT media utilized, key research findings, implications for English language learning.

**Data Analysis Technique.** The analysis was conducted using a thematic-comparative approach (Braun & Clarke, 2006; Cai, 2021; Engkizar et al., 2018; 2023; Khasanah et al., 2024). Each article was examined to identify its themes, which were then compared to uncover patterns of similarity and difference. The stages of analysis included: data reduction for each article, categorization into themes such as the effectiveness of visual media, interactive multimedia, and game-based learning,

comparing results across articles, developing interpretations based on the consistency of findings.

## RESULT AND DISCUSSION

This section presents a comparative analysis of three experimental studies examining the effectiveness of Information and Communication Technology (ICT) in English language learning among primary school students. All three studies indicate that Information and Communication Technology (ICT) contributes significantly to improving English proficiency, albeit through different approaches: visual media, interactive multimedia, and game-based learning.

The first, effectiveness of visual media in enhancing students' vocabulary. The first article, "The Impact of Visual Media on Young Learners' Vocabulary Acquisition: An Experimental Study" demonstrates that visual media such as illustrative images, flashcards, and storyboards significantly enhance vocabulary acquisition in the experimental group. Students who learned with visual media showed higher vocabulary retention compared to those in the control group. This finding aligns with Mayer, (2014), who emphasizes that combining text and images accelerates dual coding processes, thereby strengthening long-term memory. The study confirms that visualization is a crucial component in primary-level English instruction.

The second, interactive multimedia promotes engagement and English performance. The second article, "Effectiveness of Interactive Multimedia Applications in Improving Primary Students' English Performance: A Quasi-Experimental Research" reveals that interactive multimedia applications integrating audio, video, animation, and interactive exercises can improve students' English performance, particularly in listening and speaking skills. Students in the treatment group demonstrated higher engagement and increased learning motivation. These findings are supported by Arsyad, (2017), who argue that interactive multimedia enriches learning experiences by providing simultaneous visual and auditory stimulation. Therefore, interactive multimedia is an effective Information and Communication Technology (ICT) strategy for English learning.

The Third, Game-based learning involves language skills and student motivation, "Game-Based Learning for Enhancing English Language Skills in Primary Education: Evidence from an Experimental Design" indicates that educational games significantly improve students' speaking skills and vocabulary. Language games provide an enjoyable, competitive environment that encourages peer interaction. This finding aligns with Barokah et al., (2024); Ilham, (2025); Ummah et al., (2022), who suggest that educational games combine learning and entertainment, thereby enhancing students' intrinsic motivation. The study demonstrates that game-based learning has strong potential for application in primary-level English education.

The fourth, similarities across the studies. The three studies reveal several key similarities: All Information and Communication Technology (ICT) approaches yield higher learning outcomes compared to traditional teaching methods. Information and Communication Technology (ICT) increases students' motivation and engagement in the learning process. All studies emphasize that Information and Communication Technology (ICT) fosters a more interactive and engaging learning environment. The effectiveness of Information and Communication Technology (ICT) is largely due to its alignment with children's learning styles: visual, auditory, and kinesthetic.

The Fifth, differences in Information and Communication Technology (ICT) Effectiveness. Although all approaches are effective, there are notable differences: Visual media is most effective for basic vocabulary acquisition. Interactive

multimedia has a significant impact on listening and speaking skills. Game-based learning is particularly effective in enhancing motivation, interaction, and speaking abilities.

The sixth, implications for English language learning in primary schools. The findings from this analysis suggest several important implications: Teachers should integrate Information and Communication Technology (ICT) systematically, rather than using it merely as supplementary media. The choice of ICT tools should align with the specific language competencies to be developed. Schools should provide infrastructure support and teacher training to maximize Information and Communication Technology (ICT) usage. Information and Communication Technology (ICT) based learning has the potential to improve the quality of English instruction in primary schools.

## CONCLUSION

Based on the analysis of three experimental studies, it can be concluded that the use of Information and Communication Technology (ICT) has a significant positive impact on English language learning among primary school students. The three types of Information and Communication Technology (ICT) media analyzed visual media, interactive multimedia, and game-based learning consistently enhance various aspects of English competence, including vocabulary acquisition, listening skills, speaking skills, and student motivation. Visual media is proven effective in improving basic vocabulary acquisition, particularly due to its alignment with children's visual learning characteristics. Interactive multimedia enriches the learning experience through the integration of audio, visual, and animation elements, thereby supporting the development of listening and speaking skills. Meanwhile, game-based learning not only improves learning outcomes but also fosters higher intrinsic motivation by providing an enjoyable and interactive learning experience. Overall, the three studies indicate that Information and Communication Technology (ICT) is not merely a supplementary tool but can serve as a primary instructional approach that enhances engagement, interactivity, and the effectiveness of English language learning in primary schools. Proper use of Information and Communication Technology (ICT) can create a more engaging, relevant, and developmentally appropriate learning environment for children.

## REFERENCES

- Akem, U., Hamdan, N. M., Iskandar, M. Y., Efendi, E., & Halimahturrafiah, N. (2025). Digital Technology in Quranic Learning: Opportunities and Challenges. *Journal of Quranic Teaching and Learning*, 1(2), 49-64. <https://joqer.intischolar.id/index.php/joqer/article/view/9>
- Al Fahmi, S. N., Wijaya, I. P., & Lestarinigrum, A. (2025). Pengembangan Multimedia Funwords Untuk Pemahaman Kosakata Anak Usia Dini. *Kumara Cendekia*, 13(4), 535-547. <https://doi.org/10.20961/kc.v13i4.102407>
- Alfiah, N., Asmiarti, M., Aziz, M. A. N., Aranah, S. N., & Yunanda, R. A. (2025). Eksplorasi Kesiapan Pedagogis Guru SD Pada Implementasi Deep Learning. *Jurnal Transformasi Pendidikan Dan Pembelajaran*, 9(4).
- Arib, M. F., Rahayu, M. S., Sidorj, R. A., & Afgani, M. W. (2024). Experimental research dalam penelitian pendidikan [The Role of Experimental Research in Educational Research]. *Innovative: Journal Of Social Science Research*, 4(1), 5497-5511, (in Indonesia). <https://doi.org/10.31004/innovative.v4i1.8468>
- Arsyad, A. (2017). *Media pembelajaran*. Raja Grafindo Persada.
- Aulia, D. P., & Indrapangastuti, D. (2025). Studi Literatur : Game-Based Learning Berbantuan Wordwall untuk Meningkatkan Minat dan Hasil Belajar Siswa Sekolah Dasar. *Social, Humanities, and Educational Studies*, 3(3), 1-23.



- <https://doi.org/10.20961/shes.v8i3.107253>
- Barokah, A., Laelly, T. A., Febriyanti, U., Noviyanti, N., & Apriliani, F. (2024). Analisis Literatur: Strategi Pembelajaran Inovatif Untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *Innovative: Journal Of Social Science Research*, 4(4), 13298–13315. <https://doi.org/10.31004/innovative.v4i4.14667>
- Baroud, N., Ardila, Y., Akmal, F., & Sabrina, R. (2025). Opportunities and Challenges for Islamic Education Teachers in Using Artificial Intelligence in Learning. *Muaddib: Journal of Islamic Teaching and Learning*, 1(2), 1-11. <https://muaddib.intischolar.id/index.php/muaddib/article/view/6>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D., & Lee, H. (2025). Principles of Language Learning and Teaching: A Course in Second Language Acquisition, Seventh Edition. In *Principles of Language Learning and Teaching: A Course in Second Language Acquisition, Seventh Edition* (5th ed.). Pearson Education. <https://doi.org/10.4324/9781003494294>
- Cai, P. (2021). Thinking skills development in mobile learning: The case of elementary school students studying environmental studies. *Thinking Skills and Creativity*, 42, 100922. <https://doi.org/10.1016/j.tsc.2021.100922>
- Chen, Y. L., & Hsu, C. C. (2020). Self-regulated mobile game-based English learning in a virtual reality environment. *Computers and Education*, 154, 103910. <https://doi.org/10.1016/j.compedu.2020.103910>
- Creswell, J. W. (2014). *Research Design & Quantitative Approaches*. SAGE Publication.
- Danial, H., Amelia, N., Ngadi, C., Hadjaratie, N. F., Inggis, P. B., Sastra, F., & Budaya, D. (2025). Cartoon Movie Clips: Media Inovatif Dalam Meningkatkan Kosakata Bahasa Inggris Siswa Sdn 5 Suwawa. *Jambura Elementary Education Journal*, 6(1), 2025–2036. <https://doi.org/10.37411/jeej.v6i1.4053>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Fakhruddin, F. M., Oktavia, G., & Febriani, A. (2023). Changes in Students' Motivation to Memorize the Quran: A Study at Quranic Higher Education Institutions in Indonesia. *International Journal of Islamic Studies Higher Education*, 2(3), 240–258. <https://doi.org/10.24036/insight.v2i3.240>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Langputeh, S., Rahman, I., & Febriani, A. (2025). Analysis Problems of Quranic Education Teachers in Indonesia: A Systematic Literature Review. *International Journal of Islamic Studies Higher Education*, 4(2), 92–108. <https://doi.org/10.24036/insight.v4i2.232>
- Engkizar, E., Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah? *International Journal of Multidisciplinary of Higher Education (IJMURHICA)*, 6(4), 633–644. <https://doi.org/10.24036/ijmurhica.v6i4.321>
- Engkizar, E., Muliati, I., Rahman, R., & Alfurqan, A. (2018). The Importance of Integrating ICT Into Islamic Study Teaching and Learning Process. *Khalifa: Journal of Islamic Education*, 1(2), 148. <https://doi.org/10.24036/kjie.v1i2.11>
- Engkizar, E., Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2022). Five Methods of Quran Memorization in Tahfidz House of Fastabiqul Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, 1(1), 54–67. <https://doi.org/10.24036/insight.v1i1.27>
- Hamda, A. Z., & Fernandes, R. (2024). Implementasi Project Penguatan Profil Pancasila Tema “Kearifan Lokal: Suduik Bakaba Minangkabau” Kurikulum Merdeka di SMAN 2 Padang. *Naradidik: Journal of Education and Pedagogy*, 3(3), 229–239. <https://doi.org/10.24036/nara.v3i3.212>

- Htay, S. S., Po, E. T. H., & Kaewkanlaya, P. (2025). Building Student Character through Worship in Elementary Schools. *Muaddib: Journal of Islamic Teaching and Learning*, 1(2), 55-63. <https://muaddib.intischolar.id/index.php/muaddib/article/view/11>
- Ilham. (2025). Dampak Penggunaan Permainan Edukatif terhadap Motivasi Belajar Siswa Sekolah Dasar. *JADIK: Jurnal Pendidikan Guru Sekolah Dasar*, 1(2), 52–59.
- Khasanah, Violy, A., Yustantina, E. Y., & Yasin, M. F. (2024). Development of STEAM-Based Video Learning Media for Early Childhood Education with the Inclusion of Religious and Moral Values. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(1), 136–152. <https://doi.org/10.31538/tijie.v5i1.717>
- Mansur, A. A., Fatkhuriza, A. L., & Wijaya, D. H. (2022). Implementasi Kurikulum Merdeka Pada Anak Berkebutuhan Khusus. Raudhah Proud To Be Professionals. *Jurnal Tarbiyah Islamiyah*, 7(2), 298–314. <https://doi.org/10.48094/raudhah.v7i2.217>
- Mayer, R. E. (2002). Multimedia learning. In *Psychology of Learning and Motivation - Advances in Research and Theory* (3rd ed., Vol. 41). Cambridge University Press. [https://doi.org/10.1016/s0079-7421\(02\)80005-6](https://doi.org/10.1016/s0079-7421(02)80005-6)
- Mayer, R. E. (2014). The Cambridge handbook of multimedia learning. In *Choice Reviews Online* (2nd ed., Vol. 43, Issue 10). Cambridge University Press. <https://doi.org/10.5860/choice.43-5643>
- Mufid, M., & Anwar, M. S. (2024). Pengaruh Penggunaan Game Edukasi Baamboozle Terhadap Peningkatan Keterampilan Memahami Kosa Kata Bahasa Arab di Program Studi Bahasa dan Sastra Arab di UNUGIRI / The Impact of the Educational Game Bamboozle on Arabic Vocabulary Comprehension Skills Among Students in the Arabic Language and Literature Program Study at UNUGIRI. In *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* (Vol. 5, Issue 2). Jurnal Bahasa Arab dan Pendidikan Bahasa Arab. <https://doi.org/10.36915/la.v5i2.307>
- Mukhlisah, I., Khoiruddin, D., & Jannatunnisa, A. T. (2025). Implementasi Media Pop-up book dalam Meningkatkan Kedalaman Pemahaman Materi Fiqih pada Siswa MI Muhammadiyah Taraman. *JANACITTA*, 8(2), 440–451. <https://doi.org/10.35473/janacitta.v8i2.4406>
- Mutiaramses, M., Alkhaira, S., Zuryanty, Z., & Kharisna, F. (2025). Seven Motivations for Students Choosing to Major in Elementary School Teacher Education in Higher Education. *Multidisciplinary Journal of Thought and Research*, 1(2), 23-37. <https://mujoter.intischolar.id/index.php/mujoter/article/view/14>
- Nasution, A. A., Bajura Purba, R., Tarihoran, A. R., Siregar, A. H., Aruan, A., & Ramadani, N. (2025). Media Video Dalam Pembelajaran Kosakata Bahasa Inggris Di Sd: Analisis Pemanfaatan Dan Dampaknya. *Inovasi Pendidikan Nusantara*, 6(2). <https://ejournals.com/ojs/index.php/ipn>
- Pratiwi, I. A., Herlambang, Y. T., & Muhtar, T. (2025). Era Baru Pendidikan Indonesia dalam Mengoptimalkan Peran Pedagogik dalam Implementasi Kurikulum Merdeka. *Ideguru: Jurnal Karya Ilmiah Guru*, 10(2), 1186–1194. <https://doi.org/10.51169/ideguru.v10i2.1641>
- Prensky, M. (2001). *Digital game-based learning*. McGraw-Hill.
- Rahman, F. A., Ulwi, K., & Aminudin, W. S. A. B. W. (2025). The Role of Islamic Education in Realizing in Sustainable Development Goals (SDGs 3). *Muaddib: Journal of Islamic Teaching and Learning*, 1(2), 12-23. <https://muaddib.intischolar.id/index.php/muaddib/article/view/7>
- Sáenz García, A. F. (2015). The Practice of English Language Teaching. In *Boletín Científico de las Ciencias Económico Administrativas del ICEA* (4th ed., Vol. 3, Issue 6). Pearson Longman. <https://doi.org/10.29057/icea.v3i6.137>

- Saptiani, L., Permata, C., Permanawati, C. E., & Andyni, D. D. (2024). Efektivitas Penggunaan Media Audiovisual Dalam Meningkatkan Kosakata Bahasa Inggris Siswa Tingkat Sekolah Dasar. In *Jupensal* (Vol. 1, Issue 3). Jurnal Pendidikan Universal.
- Sari, A. P., Zumrotun, E., & Sofiana, N. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) di Sekolah Dasar. *Qalam: Jurnal Ilmu Kependidikan*, 12(2), 65–75. <https://doi.org/10.33506/jq.v12i2.2898>
- Septiani, S., & Fatonah, S. (2024). Analisis Keterampilan Proses Sains Peserta Didik Sekolah Dasar pada Pembelajaran Ilmu Pengetahuan Alam. *Mentari: Journal of Islamic Primary School*, 2(3), 194–204.
- Slattery, M., & Willis, J. (2002). English for Primary Teachers. In *ELT Journal* (Vol. 56, Issue 4). Oxford University Press. <https://doi.org/10.1093/elt/56.4.429>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Sunardi, N. R., Surahmat, Z., Anirah, A., & Rahmaniar, R. (2025). Penerapan Metode Game Based Learning Melalui Media Baamboozle Untuk Meningkatkan Kemampuan Kosa Kata Bahasa Inggris. *Al-Irsyad: Journal of Education Science*, 4(1), 49–60. <https://doi.org/10.58917/aijes.v4i1.153>
- Ummah, S., Subroto, D. E., Hamzah, M. Z., & Fentari, R. (2022). Permainan Edukatif dalam Pembelajaran Bahasa Inggris untuk Siswa Sekolah Dasar. *Attractive: Innovative Education Journal*, 4(1), 1–12. <https://doi.org/10.51278/aj.v5i3.845>
- Utia, M., Mas, S. R., & Suling, A. (2024). Implementasi Kurikulum Merdeka Dalam Meningkatkan Kemandirian Belajar Siswa. *Equity In Education Journal*, 6(2), 69–76. <https://doi.org/10.37304/eej.v6i2.15511>
- Walan, S. (2019). Teaching children science through storytelling combined with hands-on activities—a successful instructional strategy? *Education 3-13*, 47(1), 34–46. <https://doi.org/10.1080/03004279.2017.1386228>
- Williams, M. (2002). Teaching Languages to Young Learners. L. Cameron. In *ELT Journal* (Vol. 56, Issue 2). Cambridge University Press. <https://doi.org/10.1093/elt/56.2.201>

**Copyright holder:**

© Yovi, F. Y., Zulfahmi, A. M., Syafitri, W., Sesmiarni, Z.

**First publication right:**

Ahlussunnah: Journal of Islamic Education

**This article is licensed under:**

**CC-BY-SA**