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TOWARD AN INTERACTIVE PEDAGOGICAL FRAMEWORK FOR ISLAMIC RELIGIOUS EDUCATION: LINKING INTERACTIVE PEDAGOGY AND ISLAMIC VALUES THROUGH STUDENT ENGAGEMENT

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ABSTRACT
Although Game-Based Learning (GBL) has attracted increasing attention in educational research, limited evidence explains how interactive pedagogy can support holistic learning within Islamic Religious Education (IRE). Existing studies have primarily focused on motivation, academic achievement, or technology integration, with less attention to the pedagogical processes through which interactive learning fosters multidimensional student engagement and the contextual enactment of Islamic values. This study investigates the implementation of GBL integrated with the *Roaming the Stairs* strategy in IRE at an Indonesian Islamic senior high school. Adopting a qualitative case study design, data were collected through classroom observations, in-depth interviews, and document analysis. They were analyzed thematically using an integrated framework comprising Game-Based Learning Theory, Student Engagement Theory, and the Islamic educational philosophy of *ta'dib*. The findings reveal that the integrated pedagogical design fostered interconnected behavioral, emotional, cognitive, and social engagement through collaborative, movement-based, and scaffolded learning activities. These learning experiences enabled students to contextualize and demonstrate Islamic values through authentic classroom interactions, indicating that interactive pedagogy functions as a mechanism linking active learning with ethical practice. Based on these findings, the study proposes the Interactive Pedagogical Framework for Islamic Religious Education (IPFIRE), which explains how interactive pedagogy, multidimensional student engagement, and value-based learning operate as complementary dimensions of learner-centered Islamic Religious Education.

Keywords: Educational Technology, Game-Based Learning, Islamic Pedagogy, Islamic Relgious Education, Student-Centered Learning

INTRODUCTION
Islamic Religious Education (IRE) is increasingly expected to prepare students not only with religious knowledge but also with the intellectual, social, and ethical competencies needed to navigate contemporary society. As educational systems increasingly emphasize learner-centered pedagogies, collaboration, and authentic learning experiences, Islamic educational institutions face the challenge of preserving their religious foundations while adopting instructional approaches that actively engage students in meaningful learning (Mahavong & Fejes, 2026;

Hanafi et al., 2026). Accordingly, IRE is expected to cultivate critical thinking, active participation, moral reasoning, and the contextual enactment of Islamic values rather than relying solely on the transmission of religious knowledge (Mardatillah et al., 2025). These expectations have intensified the search for pedagogical approaches capable of integrating interactive learning with the broader educational aims of Islamic education.

Among the learner-centered approaches receiving increasing attention is Game-Based Learning (GBL), which incorporates challenge, collaboration, feedback, and progression to promote engagement and meaningful learning (Manzano-León et al., 2021; Ab Rahman et al, 2018; Deterding, 2019; Christopoulos & Mystakidis, 2023). Extensive evidence indicates that GBL enhances learner motivation, collaboration, critical thinking, and academic achievement across diverse educational contexts, particularly when instructional activities encourage active participation and collaborative problem solving (Ma, 2026; Vlachopoulos & Makri, 2017; Nadeem et al., 2023; Yu et al., 2024; Zeng et al., 2024). Nevertheless, most GBL research has been conducted in secular disciplines such as mathematics, language education, engineering, and vocational education (Luo et al., 2026; Akcaoglu & Koehler, 2014; Gutiérrez et al., 2025; Trevisan et al., 2026). Comparatively little attention has been devoted to understanding how interactive pedagogical designs can be adapted to achieve the distinctive educational goals of IRE.

Furthermore, studies within IRE have generally examined GBL as an isolated instructional strategy rather than as part of a broader pedagogical design that combines digital game mechanics with collaborative, movement-based, and scaffolded learning experiences. Consequently, limited evidence explains how these complementary instructional components work together to foster behavioral, emotional, cognitive, and social engagement while enabling students to enact Islamic values through authentic classroom interactions. This represents both an empirical and theoretical gap because the pedagogical processes connecting interactive learning, multidimensional engagement, and value-based learning remain insufficiently understood within Islamic educational contexts.

To address this gap, the present study adopts an integrated conceptual framework combining Game-Based Learning Theory (GBLT), Student Engagement Theory (SET), and the Islamic educational philosophy of *ta'dīb*. GBLT explains how challenge, collaboration, feedback, and active participation facilitate meaningful learning (Kapp, 2012; Plass et al., 2015), while SET conceptualizes engagement as the interconnected behavioral, emotional, cognitive, and social processes that shape learning experiences (Fredricks et al., 2004; Kahu, 2013). These perspectives are contextualized through *ta'dīb*, which views education as the holistic cultivation of knowledge, ethical character, and spiritual responsibility (Al-Attas, 1980, 1991). Guided by this integrated framework, the study investigates the implementation of GBL integrated with the *Roaming the Stairs* strategy in IRE at an Islamic senior high school, examining how interactive pedagogical design, through the integration of game mechanics, movement-based learning, collaborative interaction, instructional scaffolding, and teacher facilitation, supports multidimensional student engagement and the contextual enactment of Islamic values. The study further seeks to advance scholarship by proposing the Interactive Pedagogical Framework for Islamic Religious Education (IPFIRE) as a theoretically grounded framework for understanding learner-centered IRE beyond the predominant emphasis on motivation, academic achievement, and technology integration.

METHOD

This study employed a qualitative case study design to investigate how the integration of GBL and the *Roaming the Stairs* strategy supported multidimensional student engagement and the contextual enactment of Islamic values in IRE. A qualitative study was considered appropriate because it enabled

an in-depth exploration of pedagogical processes, classroom interactions, and students' learning experiences within their natural educational setting (Rashid et al., 2019; Baxter & Jack, 2008; Priya, 2021). The study was guided by an integrated conceptual framework combining GBLT, SET, and the Islamic educational philosophy of *ta'dīb*, which informed both the design of the study and the interpretation of the findings.

The study involved 23 senior high school students aged 16–17 years who were purposively selected because they directly participated in the instructional intervention. Data were collected through non-participant classroom observations, semi-structured interviews with selected students, and document analysis of lesson plans, instructional materials, students' learning products, reflective journals, and classroom records, thereby enabling triangulation across multiple data sources. Subsequently, the data were analyzed using reflexive thematic analysis following Braun and Clarke (2006). This process involved iterative familiarization with the data, inductive coding, theme development, review, and refinement through continuous comparison across observations, interviews, and documentary evidence. Although themes were generated inductively from participants' experiences, their interpretation was further informed by the integrated conceptual framework to ensure conceptual coherence while still remaining grounded in the data. Moreover, the trustworthiness of the findings was enhanced through methodological triangulation, prolonged classroom engagement, and member checking. Ethical integrity was also maintained throughout the study, ensured through institutional approval, informed consent, voluntary participation, and the protection of participants' anonymity and confidentiality.

RESULTS AND DISCUSSION

The analysis revealed that integrating GBL with the Roaming the Stairs strategy established an interactive pedagogical design that fostered multidimensional student engagement and enabled the enactment of Islamic values in IRE. The findings are organized into four interconnected themes, examining the pedagogical design behind the learning process. These themes explore behavioral, emotional, cognitive, and social engagement, as well as students' enactment of Islamic values through authentic classroom interactions. Together, they form the empirical basis for the proposed Interactive Pedagogical Framework for Islamic Religious Education (IPFIRE), which is discussed in the final section.

Interactive Pedagogical Design (IPD)

The findings indicate that integrating GBL with the *Roaming the Stairs* strategy established an IPD that structured students' learning experiences throughout the IRE lessons. Classroom observations showed that the instructional sequence consistently integrated teacher orientation, collaborative group formation, role assignment, movement-based gameplay, QR-supported inquiry, classroom discussion, and collective reflection into a coherent learning process. Within this structure, students assumed complementary roles, including dice shuffler, courier, question responder, and spokesperson, that required each group member to participate actively during successive stages of the lesson. Rather than serving as the primary source of knowledge, the teacher facilitated learning by providing procedural guidance, monitoring collaboration, encouraging discussion, and offering feedback as students progressed through movement-based and digitally supported learning activities.

Students' experiences reinforced these observations. Interview participants consistently described the instructional design as organized, engaging, and collaborative. They explained that moving between learning stations, completing QR-based tasks, and solving problems collaboratively helped sustain their attention. This approach, in turn, reduced the monotony commonly associated with conventional IRE lessons, making the overall experience more dynamic and engaging (Participant 4, personal communication, March 18, 2025; Participant 11,

personal communication, March 18, 2025). Several participants emphasized that clearly defined group roles promoted equal participation, as each member's contribution affected the group's performance (Participant 7, personal communication, March 19, 2025; Participant 15, personal communication, March 19, 2025). Others reported that collaborative decision-making before submitting responses improved their understanding of lesson objectives and shared responsibility (Participant 2, personal communication, March 20, 2025; Participant 18, personal communication, March 20, 2025). These views aligned with documentary evidence showing close links between lesson goals, game mechanics, collaborative activities, QR-supported tasks, and assessments. Students' worksheets, learning products, and group records documented progressive collaborative reasoning, shared problem-solving, and collective knowledge building.

Collectively, the observation, interview, and documentary evidence indicate that the integration of GBL and the *Roaming the Stairs* strategy established an IPD characterized by structured collaboration, movement-based learning, digital learning resources, and teacher facilitation. This instructional design provided the pedagogical context within which the multidimensional forms of student engagement presented in the following sections emerged.

Behavioral and Emotional Engagement

The findings indicate that the interactive pedagogical design promoted both behavioral and emotional engagement throughout the learning process. Moreover, classroom observations showed that students participated actively in every stage of the instructional sequence by assuming designated group roles, responding to game challenges, engaging in collaborative discussions, and completing QR-supported learning tasks. During exploration, discussion, and decision-making, students maintained sustained attention, with minimal off-task behavior observed across learning sessions. When confronted with challenging questions, groups demonstrated persistence by revisiting alternative solutions through collaborative reasoning before reaching consensus. Furthermore, observations revealed consistently positive emotional responses, as students displayed enthusiasm, curiosity, enjoyment, and confidence while participating in movement-based activities, collaborative problem-solving, and successive game rounds. In addition, the classroom atmosphere was characterized by mutual encouragement, with students supporting peers who encountered difficulties and celebrating collective achievements, reinforcing a positive and collaborative learning environment.

Moreover, students' interview accounts reinforced these observations. Participants consistently described the instructional approach as more engaging than conventional IRE lessons because the combination of movement between learning stations, QR-supported activities, collaborative problem-solving, and game progression sustained their attention and encouraged continuous participation (Participant 4, personal communication, March 18, 2025; Participant 11, personal communication, March 18, 2025). Several students explained that clearly defined group roles increased their responsibility because each member's contribution affected the group's performance (Participant 7, personal communication, March 19, 2025; Participant 15, personal communication, March 19, 2025). Others reported that discussing answers together before submitting boosted their confidence, reduced anxiety, and encouraged idea-sharing in class (Participant 2, personal communication, March 20, 2025; Participant 18, personal communication, March 20, 2025). Students often described the learning environment as enjoyable, motivating, and collaborative, with interactive activities reducing boredom and maintaining interest throughout the lesson.

Documentary evidence further supported these findings. Attendance records indicated consistent student participation across learning sessions. In contrast, students' worksheets, group task records, and learning products documented the successful completion of collaborative learning activities and progressive engagement with increasingly complex tasks.

Reflection journals likewise characterized the learning experience as interesting, enjoyable, and motivating, frequently highlighting increased confidence, satisfaction from collaborative problem-solving, and appreciation for learning through interactive activities.

The combined evidence from observation, interviews, and documents shows that the interactive pedagogical design enhanced behavioral engagement by encouraging ongoing participation, focus, persistence, and teamwork. At the same time, it promoted emotional engagement through enthusiasm, enjoyment, confidence, and intrinsic motivation. Together, these two aspects built a dynamic and supportive learning environment, laying the groundwork for the cognitive and social engagement detailed in the next section.

Cognitive and Social Engagement

The findings indicate that the IPD promoted both cognitive and social engagement through collaborative inquiry and shared problem-solving. Specifically, classroom observations showed that students actively explained the reasoning underlying their answers, questioned alternative interpretations proposed by peers, evaluated multiple solution options, and revised their initial responses following group discussion. Rather than relying solely on factual recall, students consistently justified their decisions using concepts learned in IRE, while simultaneously refining their understanding through iterative reasoning and collaborative reflection. Additionally, at the same time, students actively exchanged ideas, negotiated differing perspectives, shared responsibilities, and reached collective decisions while completing successive learning challenges. These behaviors demonstrate that knowledge construction occurred as a collaborative rather than individual process, emphasizing the importance of social interaction in learning.

Additionally, students' interview responses supported these observations. They noted that GBL activities encouraged them to think more critically before responding because individual decisions influenced the progress of the entire group (Participant 5, personal communication, March 18, 2025; Participant 12, personal communication, March 18, 2025). Several students mentioned comparing different viewpoints, assessing alternative explanations, and collaboratively negotiating the most appropriate responses, emphasizing that these discussions deepened their conceptual understanding while strengthening the quality of their reasoning skills (Participant 8, personal communication, March 19, 2025; Participant 16, personal communication, March 19, 2025). Others explained that collaborative discussion helped clarify misunderstandings, refine their ideas, and increase confidence in their responses because knowledge was developed collectively through dialogue rather than individually (Participant 3, personal communication, March 20, 2025; Participant 18, personal communication, March 20, 2025).

Documentary evidence further supported these findings. Specifically, students' worksheets, annotated learning materials, QR-supported task sheets, and collaborative learning records documented written explanations, revisions, comparisons of alternative solutions, and collective decision-making throughout the instructional process. These learning artifacts, therefore, demonstrated sustained analytical reasoning, collaborative problem-solving, and a progressive refinement of students' conceptual understanding across successive learning activities.

Overall, the evidence from observation, interviews, and documents shows that the interactive teaching approach enhanced cognitive engagement by encouraging analytical thinking, reflection, and conceptual understanding. At the same time, it promoted social engagement through activities like communication, collaboration, negotiation, and shared knowledge-building. These two aspects work together, illustrating how students developed their understanding through active discussion and teamwork in the interactive learning setting.

Contextual Enactment of Islamic Values

The findings indicate that the IPD created authentic opportunities for students to enact Islamic values through collaborative learning experiences. Specifically, classroom observations revealed that students consistently demonstrated cooperation, mutual assistance, responsibility, honesty, and respect for differing opinions while completing successive learning tasks. Moreover, students willingly supported peers who encountered difficulties, fulfilled their assigned responsibilities, listened attentively to alternative viewpoints, acknowledged mistakes, and revised their responses following collaborative discussion before reaching collective agreement. These observable behaviors, therefore, reflected the enactment of Islamic ethical principles within authentic classroom interactions rather than isolated responses to teacher instruction.

Students' interview accounts reinforced these observations. Participants explained that the collaborative learning activities encouraged them to practice cooperation, responsibility, and respectful communication throughout the lesson. Moreover, these activities increased their awareness of the importance of helping others, appreciating different perspectives, and fulfilling shared responsibilities as expressions of Islamic teachings (Participant 4, personal communication, March 18, 2025; Participant 10, personal communication, March 18, 2025). Several students further reported that these experiences had a lasting influence on how they interacted beyond the classroom. They described a greater willingness to cooperate with classmates, communicate respectfully with family members, and apply the values discussed during learning in their everyday relationships (Participant 7, personal communication, March 19, 2025; Participant 16, personal communication, March 19, 2025). This extension of classroom values into daily life indicates a meaningful internalization of the principles discussed.

Documentary evidence supported observational and interview findings, showing students actively linked Qur'anic and Islamic principles to real-life situations. Rather than just recalling concepts, students described how Islamic teachings influenced interactions with peers, emphasizing cooperation, honesty, respect, and problem-solving. Group tasks also showed these values in action, indicating genuine internalization of ethical principles.

Students' written reflections also indicated that collaborative learning encouraged them to consider the practical relevance of Islamic teachings beyond the classroom. Many reflected on how cooperation during group activities mirrored the Islamic principle of *ta'awun* (mutual assistance). At the same time, respectful discussion and shared decision-making were associated with broader values of tolerance, responsibility, and honesty. These reflections suggest that interactive learning experiences enabled students to interpret religious knowledge in relation to concrete social situations, thereby strengthening connections between conceptual understanding and everyday ethical practice.

The evidence collected from observations, interviews, and documents indicates that the interactive teaching method successfully encouraged the practical use of Islamic values. It offered genuine opportunities for students to embody ethical behaviors through team-based learning activities. Multiple evidence sources indicate that qualities like cooperation, responsibility, respect, and honesty were demonstrated via active engagement, shared accountability, respectful dialogue, and reflective participation, moving beyond mere theoretical discussions of these principles. These results imply that integrating Game-Based Learning and the *Roaming the Stairs* strategy fostered a learner-centered setting where Islamic values were naturally integrated into meaningful social interactions and collaborative knowledge-building.

Toward an Interactive Pedagogical Framework for Islamic Religious Education (IPFIRE)

The four preceding themes collectively demonstrate that the integration of Game-Based Learning (GBL) and the *Roaming the Stairs* strategy functioned as a coherent interactive pedagogical design rather than as separate instructional techniques. Across classroom observations, interviews, and documentary evidence, students consistently experienced a learning environment characterized by game mechanics, movement-based activities, collaborative interaction, QR-supported learning resources, structured problem-solving, and teacher facilitation. These instructional components operated synergistically to create an active, learner-centered environment in which students were encouraged to participate, collaborate, and construct knowledge through meaningful interaction. Within this pedagogical context, behavioral, emotional, cognitive, and social engagement emerged as interconnected dimensions of learning that developed simultaneously throughout the instructional process, rather than as independent educational outcomes. Consequently, this integrated approach fostered a holistic development of learners, promoting a dynamic and engaging educational experience.

The integrated analysis further indicates that multidimensional student engagement served as the central process through which students connected conceptual understanding with authentic classroom practice. Specifically, sustained participation, collaborative reasoning, reflective dialogue, and shared responsibility collectively created meaningful opportunities for students to enact Islamic values, including cooperation, responsibility, honesty, and respect, during collaborative learning activities. Moreover, rather than treating ethical learning as separate from academic engagement, the empirical findings suggest that students' understanding of Islamic teachings became increasingly meaningful when it was expressed through authentic social interaction and collaborative problem-solving. Consequently, this synthesis demonstrates that interactive pedagogical design, multidimensional engagement, and the contextual enactment of Islamic values formed mutually reinforcing dimensions of the learning experience.

Building on this empirical synthesis, the study proposes the Interactive Pedagogical Framework for Islamic Religious Education (IPFIRE) as a conceptual representation of the relationships identified across the findings. As illustrated in Table 1 and Figure 1, the framework conceptualizes interactive pedagogical design as the instructional foundation that fosters multidimensional student engagement, which subsequently creates opportunities for the contextual enactment of Islamic values within authentic collaborative learning experiences. Rather than depicting a simple linear instructional sequence, IPFIRE represents these elements as an integrated pedagogical system operating within a learner-centered educational environment. The theoretical interpretation and implications of the framework are discussed in the following section.

Table 1. Proposed Interactive Pedagogical Framework for Islamic Religious Education

Interactive Pedagogical Components	Evidence of Multidimensional Engagement	Educational Contribution
Game mechanics and movement-based learning	Behavioral and emotional engagement through active participation, motivation, enjoyment, and persistence	Sustained participation in learning
Collaborative interaction and problem-solving	Cognitive and social engagement through reasoning, negotiation, communication, and shared responsibility	Collaborative knowledge construction
Reflection on Islamic teachings	Connecting learning with authentic ethical practice	Contextual enactment of Islamic values

Accordingly, Figure 1 presents the proposed IPFIRE by integrating the four empirical themes into a unified conceptual model. The framework illustrates that IPD, comprising game mechanics, movement-based learning, collaborative interaction, digital learning resources, and teacher facilitation, establishes the conditions for behavioral, emotional, cognitive, and social engagement. These interconnected dimensions of engagement subsequently provide meaningful opportunities for students to enact Islamic values within collaborative learning activities, thereby linking active participation, conceptual understanding, and ethical practice within IRE. As a synthesis of the empirical findings, IPFIRE provides a conceptual foundation for understanding how interactive pedagogy can support learner-centered and value-oriented learning in contemporary IRE.

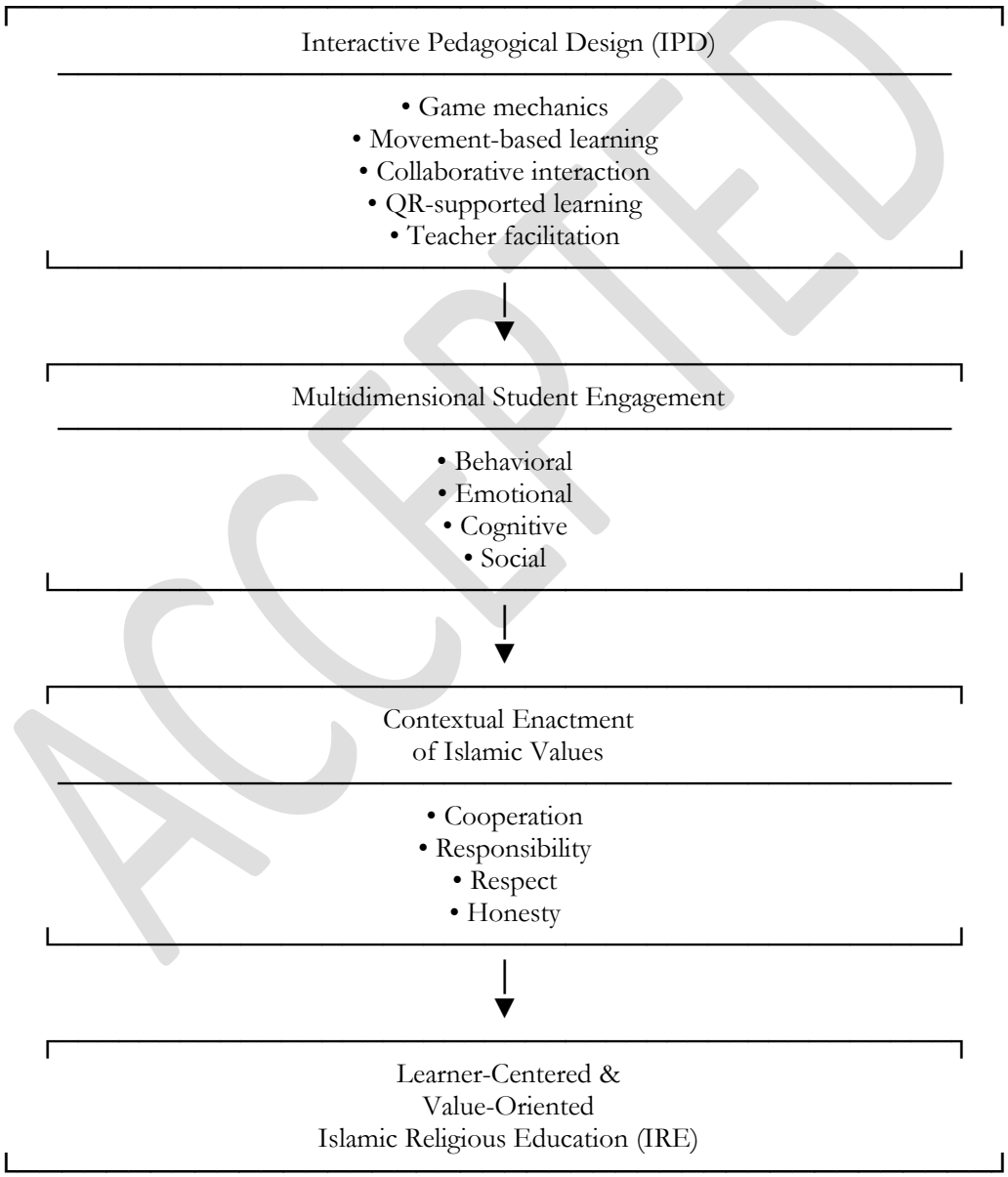

Figure 1. Proposed Interactive Pedagogical Framework for Islamic Religious Education (IPFIRE)

Figure 1 presents the proposed IPFIRE, developed through the synthesis of the four empirical themes identified in this study. The framework conceptualizes IPD as the instructional foundation comprising game mechanics, movement-based learning, collaborative interaction, QR-supported learning resources, and teacher facilitation. These pedagogical components collectively promote multidimensional student engagement, behavioral, emotional, cognitive, and social, which functions as the central pedagogical mechanism through which students actively construct knowledge, participate collaboratively, and engage meaningfully in the learning process.

The framework further illustrates that sustained multidimensional engagement creates authentic opportunities for the contextual enactment of Islamic values, including cooperation, responsibility, respect, and honesty, within collaborative classroom practices. Rather than representing value learning as the direct outcome of instructional techniques alone, IPFIRE emphasizes that ethical practice emerges through students' active participation, collaborative inquiry, and reflective engagement during learning. Accordingly, the framework positions learner-centered and value-oriented IRE as the broader educational outcome of interactive pedagogy. Interpreted through the educational philosophy of *ta'dīb*, IPFIRE provides a conceptual explanation of how interactive pedagogical design, multidimensional student engagement, and ethical practice operate as mutually reinforcing dimensions of contemporary Islamic Religious Education.

The findings demonstrate that the educational value of integrating Game-Based Learning (GBL) with the *Roaming the Stairs* strategy derived not from the presence of game elements alone but from the coherent orchestration of game mechanics, movement-based learning, collaborative interaction, QR-supported learning resources, instructional scaffolding, and teacher facilitation. Rather than functioning as isolated instructional techniques, these components collectively established an interactive pedagogical design that sustained students' participation and collaborative inquiry throughout the learning process (Grande-de-Prado et al., 2020; Gupta & Goyal, 2022). This finding supports the central proposition of Game-Based Learning Theory (GBLT), which argues that meaningful learning emerges when game elements are embedded within pedagogically purposeful learning experiences rather than employed merely as motivational devices (Braghirolli et al., 2016; Campillo-Ferrer, 2020; Deterding, 2019; Kapp, 2012; Plass et al., 2015). Within the present study, game mechanics were not implemented as ends in themselves but operated in concert with collaborative inquiry, movement-based activities, digital learning resources, and teacher guidance to create an interactive learning environment that encouraged sustained participation and meaningful knowledge construction.

The findings are also consistent with previous research demonstrating that the effectiveness of game-based pedagogy depends on integrating collaboration, structured feedback, and instructional guidance within authentic learning environments (Chen & Law, 2016; Christopoulos & Mystakidis, 2023; García-López et al., 2023; Zeng et al., 2024). Similarly, studies have shown that movement-based learning and digital technologies can enrich students' engagement by creating active and collaborative learning experiences that extend beyond conventional classroom instruction (Erhel & Jamet, 2013; Faria et al., 2025). The present findings reinforce this body of scholarship by showing that the combination of physical movement, collaborative interaction, QR-supported learning resources, and continuous teacher facilitation encouraged students to negotiate ideas, solve problems collectively, and participate actively throughout the instructional process. These complementary pedagogical components created learning experiences in which interaction and inquiry became central features of students' engagement rather than supplementary instructional activities.

Beyond confirming previous studies, this research extends GBL scholarship by demonstrating that educational effectiveness in Islamic Religious Education (IRE) depends on

the coherent integration of multiple pedagogical elements rather than on game mechanics alone. In particular, the findings highlight that movement-based activities, collaborative learning, digital resources, and instructional scaffolding function synergistically to establish an interactive pedagogical design that supports both collaborative knowledge construction and sustained student engagement (Erickson & Sammons-Lohse, 2021; Froland et al., 2021). This perspective broadens current understandings of GBL by shifting attention from evaluating individual game elements toward examining how integrated pedagogical design creates meaningful learning experiences. Accordingly, the study suggests that interactive pedagogy should be understood as a holistic instructional system in which game-based activities operate alongside collaboration, technology, and teacher facilitation to support learner-centered education within contemporary Islamic Religious Education.

The findings further indicate that student engagement developed as a multidimensional and interconnected process rather than as separate behavioral, emotional, cognitive, and social outcomes. Sustained participation and positive emotional experiences encouraged students to engage more deeply in collaborative reasoning, negotiation, and shared problem-solving, while these interactions simultaneously strengthened conceptual understanding and interpersonal relationships (Thu et al., 2024; Gao et al., 2024). This pattern is consistent with SET, which conceptualizes engagement as the dynamic interaction of multiple dimensions within supportive learning environments (Fredricks et al., 2004; Kahu, 2013). The findings likewise align with contemporary research showing that collaborative GBL promotes participation, motivation, communication, and knowledge construction when learners actively negotiate meaning and receive appropriate instructional support (Dindar et al., 2021; Huang et al., 2023; Yu et al., 2024).

The study also extends SET by demonstrating that multidimensional engagement functions as an integrated pedagogical process within learner-centered IRE. Rather than viewing behavioral, emotional, cognitive, and social engagement as independent educational outcomes, the findings suggest that these dimensions reinforce one another through authentic collaborative learning experiences (Landers et al., 2018; Kamal & Khaidzir, 2025). This multidimensional perspective provides a more comprehensive explanation of engagement in IRE than approaches that primarily emphasize participation, motivation, or academic performance (Acharya & Gupta, 2020).

The findings also indicate that the IPD created meaningful opportunities for students to enact Islamic values within authentic collaborative learning activities. Cooperation, responsibility, honesty, and respect were demonstrated through shared problem-solving, respectful dialogue, collective decision-making, and mutual support rather than being presented solely as abstract instructional content (van den Broek et al., 2026; Zhang & Yu, 2022). These findings are consistent with the educational philosophy of *ta'dīb*, which conceptualizes education as the holistic cultivation of knowledge (*'ilm*), ethical action (*'amal*), and virtuous character (*adab*) (Al-Attas, 1980, 1991). Rather than separating cognitive learning from ethical development, *ta'dīb* emphasizes that knowledge acquires educational significance when expressed through responsible action (Anshari et al, 2025).

The present findings therefore extend current discussions of learner-centered IRE by demonstrating that interactive pedagogy can connect conceptual understanding with ethical practice through meaningful classroom participation (Huizenga et al., 2017; Silva et al, 2021). While this study does not claim to demonstrate long-term character formation, it provides qualitative evidence that collaborative learning can create authentic contexts in which students practice Islamic values during the learning process, thereby bridging religious understanding and ethical conduct.

The principal theoretical contribution of this study is the proposed Interactive Pedagogical Framework for Islamic Religious Education (IPFIRE). Synthesizing the empirical

findings, the framework conceptualizes interactive pedagogical design as the instructional foundation through which game mechanics, movement-based learning, collaborative interaction, QR-supported learning resources, and teacher facilitation operate synergistically to foster multidimensional student engagement. Within IPFIRE, behavioral, emotional, cognitive, and social engagement function as the central pedagogical mechanism linking instructional design with the contextual enactment of Islamic values (Rekan et al., 2025). Interpreted through the educational philosophy of *ta'dīb*, the framework explains how learner-centered pedagogy enables students to connect conceptual understanding with ethical practice through authentic collaborative learning experiences (Sibuea et al., 2022).

IPFIRE extends existing scholarship in two important ways. First, it shifts attention beyond evaluations of individual game elements, learner motivation, or academic achievement by emphasizing the pedagogical relationships among instructional design, multidimensional engagement, and value-oriented learning. Second, it integrates insights from GBLT, SET, and *ta'dīb* into a unified conceptual framework for IRE. Accordingly, IPFIRE offers a theoretically grounded explanation of how interactive pedagogy can support holistic learning by integrating knowledge construction, collaborative engagement, and ethical practice within contemporary Islamic educational settings.

CONCLUSION

This study demonstrates that integrating GBL with the *Roaming the Stairs* strategy establishes an IPD that promotes multidimensional student engagement and supports the contextual enactment of Islamic values in IRE. Rather than attributing educational effectiveness to game elements alone, the findings indicate that meaningful learning emerges through the coherent integration of game mechanics, movement-based learning, collaborative interaction, QR-supported learning resources, instructional scaffolding, and teacher facilitation, which collectively foster behavioral, emotional, cognitive, and social engagement. Building on these findings, the study proposes the IPFIRE, which conceptualizes multidimensional student engagement as the pedagogical mechanism linking interactive instructional design with the contextual enactment of Islamic values. By integrating insights from GBLT, SET, and the educational philosophy of *ta'dīb*, IPFIRE extends existing scholarship beyond conventional evaluations of motivation, academic achievement, or technology integration and offers a theoretically grounded framework for understanding learner-centered and value-oriented IRE. Practically, the framework provides guidance for designing interactive learning environments that integrate active participation, collaborative knowledge construction, and ethical practice. Nevertheless, because this study was limited to a qualitative case study conducted in a single school, future longitudinal, mixed-methods, and cross-context investigations are needed to examine the applicability, transferability, and explanatory power of IPFIRE across diverse Islamic educational settings.

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