

The Effectiveness of Extracurricular Educational Games on the Achievement Level of Third-Grade Students in Islamic Education

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Abstract

The goal of this study is to determine whether playing extracurricular educational games increases third-grade primary children's academic achievement levels in Jordan. The study sample includes 56 male and female students (28 male and 28 female) from Madaba Governorate's Al-Khansaa Secondary Comprehensive School for Girls. A two-group quasi-experimental design is used, with an experimental group and a control group. An achievement test, three educational games, and resources relating to three topics of supplication, travel etiquette, and playing etiquette, are produced and used by the researcher. The experimental group is taught these concepts through educational games in the schoolyard, while the control group receives traditional classroom instruction. SPSS software is used to conduct a statistical analysis. The achievement test results for the control and experimental groups do not indicate any statistically significant ($\alpha \leq 0.05$) differences. The results reveal no statistically significant ($\alpha \leq 0.05$) gender-related variations in the experimental group's level of success. The researchers suggest that Islamic education sessions might be designed to avoid the characteristic inertia, using extracurricular educational games.

Keywords: Extracurricular activities, educational games, Islamic education, achievement level, third grade students

1. Introduction

1.1 Introduce the Problem

School education is seeing a transition from traditional education to active learning and enhanced critical and creative thinking strategies. This forces teachers to pay attention to, and support, extracurricular activities, as most schools care about achievement and neglect exercise. In particular, if knowledge and experience are to be acquired through the prescribed study materials as Islamic education subjects, which have a significant impact on the formation of the individual and a proper upbringing, the classroom is one of the necessary places for student development and providing experience. However, there are more effective teaching techniques and strategies available, such as extracurricular physical and mental activities, including games, that have a significant impact on how students make sense of the world, communicate, and cement information in their minds, so that it shows in their behavioral and cognitive development. This is true, despite the influence classrooms and study materials have on students.

Extracurricular activities are an integral element of the academic curriculum. They offer students a chance to develop good character, and practice, self-control, self-discipline, commitment, and respect for authority. Foreign or second language learners might discover a variety of possibilities to communicate in the target language by participating in extracurricular activities (Mahdi, 2015). Any form of activity that is not part of the course curriculum is referred to as extracurricular. The intriguing thing about extracurricular activity is that participation is optional and does not result in additional academic credit for pupils (Makarova & Reva, 2017). There is no universal definition of extracurricular activity in the literature, but Enachescu (2019) states that these activities are complementary to normal learning practice. The regular hours of school can be used for extracurricular activities, but the curriculum must be intimately related to, and included in, such activities.

1.2 Explore Importance of the Problem

The significance of the current study is due to the dearth of studies that, to the best of the researchers' knowledge, examine the effects of playing extracurricular educational games on students' performance levels in the third primary grade of Islamic education. Additionally, the study is unique in that it uses a new teaching strategy, learning through movement, as represented by organized mini-sports.

According to the research, extracurricular activities and games are one way that schools motivate students to love learning, because they have numerous benefits. For instance, extracurricular activities and games benefit students psychologically because they let go of negative energy and replace it with positive energy, while also making good use of their time. Extracurricular sports help the body stay strong and flexible, while enhancing general health. Activities outside the classroom can improve skills in a variety of developmental domains. Students can learn how to work as a team and solve problems. Playing extracurricular games encourages students to do better in class.

1.3 Describe Relevant Scholarship

There are numerous pieces of research on the influence of extracurricular activities on student growth. Some emphasize the significance of participating in these activities because they help students succeed academically and develop personal qualities such as self-assurance, time management, and discipline.

Alnaeem (2021) investigates the relationship between extracurricular activity participation and communication apprehension (CA) levels among English as a foreign language (EFL) students, gaining insight into the students' perspectives on how extracurricular activities influence their communication abilities. Two questions are addressed: What association, if any, exists between EFL students' participation in extracurricular activities and their degree of communication anxiety? What do EFL students think about how extracurricular activities affect their communication skills? The participants were 40 of the 80 EFL students who took part in extracurricular activities from the College of Languages and Translation at Imam Mohammed bin Saud Islamic University in Riyadh. A questionnaire about their views on extracurricular activities and a personal report on CA (PRCA-24) was used to measure their degrees of CA. Semi-structured interviews with 8 individuals were held to thoroughly explore their thoughts. According to the results, the majority of participants had moderate levels of CA, and 100% agreed that taking part in extracurricular activities helped them lower their CA and enhance their communication abilities. This study is significant in that it sheds light on the importance of involvement in extracurricular activity and its role in improving EFL students' communication skills and lowering CA levels.

The impact of extracurricular activities on students' academic performance at Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh is examined by Sabuj, Datta, and Rafiq (2018). The stratified random sample approach was used to collect data from 270 students from nine faculties. For the purpose of gathering accurate data, only students who had results from at least two semesters were taken into consideration. Face-to-face interviews using structured questionnaires were used to gather the data. A linear regression model and the ordinary least squares (OLS) method were used estimate the regression coefficients. The results suggest that participation in extracurricular activities as a whole and academic achievement have a weakly negative but not statistically significant relationship. However, separately estimating the models for various extracurricular activities shows that only participation in social activities has a significant detrimental effect on academic performance, as measured by cumulative grade point average (CGPA), whereas other extracurricular activities such as sports, cultural activities, and political activities have no significant effect on CGPA.

Satrio et al. (2021) study the efficacy of using games to increase student learning outcomes, taking 100 high school students from Blitar and 100 from Kediri. E-Crowd War was used in classroom exercises in addition to in-person instruction. The efficacy of game-based learning was evaluated using an independent sample t-test. The student learning outcomes were greatly improved by the use of games in online learning. Following the implementation of game-based learning, student learning outcomes in Kediri and Blitar rose to 90.74 and 86.95 points, respectively. Although there were variations in the mean score, the study's findings demonstrate that game-based learning, through E-Crowd War, was successful in enhancing academic outcomes. According to the findings, game-based learning significantly enhances learning outcomes and should be used, particularly in the field of economics.

Dafalla (2016) studies how fifth-grade girls attending primary schools in the Province of Afif perform academically in science subjects, using a sample of 60 individuals to represent a population of all fifth-grade regular students in girls' primary schools in the province in the 2013–2014 academic year. The students were divided into two groups, with the experimental group receiving traditional instruction and the control group receiving instruction through educational games. The researcher created an achievement exam to gauge

academic performance. The findings demonstrate a substantial difference post-test, with a level of significance of 0.000 in the trial group's favor. The researcher puts this down to the influence of instructional games on academic performance.

Yu, Gao, and Wang (2021) investigate game-based learning outcomes, including academic success, critical thinking, problem-solving, knowledge, skill, and learning efficiency, as well as students' attitudes and behaviors. Based on a thorough literature review, the impacts of educational games on motivation, both positive and negative, are also investigated. The importance of involvement in game-based learning and strategies for improving student engagement are investigated, along with the role gamified elements play in student happiness, offering helpful advice for practitioners and designers. The use of learning analytics and data mining techniques in educational game-based learning are highlighted for future study, along with a number of issues that could reduce the effectiveness of educational games. The findings demonstrate that educational games could significantly increase student motivation, engagement, and learning outcomes.

Ahmad et al. (2015) investigate the relationship between college students' involvement in extracurricular activities and academic achievement. The Armed Forces Medical College in Dhaka was used for this cross-sectional investigation involving four separate phase groups of 475 pupils each as a sample. Records from the college's training division were used to gather data, and SPSS-20 software was used to evaluate the data by percentages and the Pearson chi-square test. The findings show that extracurricular activity participation generally benefits students' academic performance, sense of self, standardized test scores, and educational achievement. Through participation in college clubs, students frequently develop leadership and cooperation skills while reducing their likelihood of engaging in various problem behaviors.

Ginosyan, Tuzlukova, and Ahmed (2020) ask whether extracurricular activities help students in foundation program succeed academically, focusing on the student-perceived factors related to the value of participation in the extracurricular activity and the subsequent effects on the development of the tertiary foundation program students. The study took a sample of extracurricular activities offered by the Centre for Preparatory Studies at Sultan Qaboos University. A mixed methods research strategy was used. Student surveys and reflections were used to collect the data, which were automatically evaluated using Google Forms software. The results show that extracurricular activities offer a platform for novel learning methods, academic assistance, additional practice, variety, and fun, as well as the advancement of student skills. The foundation program students' linguistic proficiency, critical thinking, and time management skills, in particular, showed improvement. Additionally, taking part in organized extracurricular activities helped the pupils overcome their transitional difficulties by boosting their self-esteem and confidence.

In an experimental study using three groups chosen at random from six, Mubaslat (2012) determines the impact of educational games on learning a foreign language and compares games with more traditional learning tools, using basic educational stage students at government schools in Jordan. A one way analysis of variance (ANOVA) based on achievement levels was used to ascertain the association between learning a foreign language and educational games. Pearson's correlational analysis was used to show the relationship between educational games and learning a foreign language. The post-test results for the experimental group were significantly better than those for the control group, demonstrating that games have a positive impact on increasing primary stage achievement and fostering an interactive atmosphere. The use of games is advised, since they are a good method for language acquisition and are particularly effective in the early stages of teaching a second language.

A gap in the literature regarding the evaluation of domain-specific self-efficacy within the setting of higher education is filled by Griffiths, Dickinson, and Day (2021). The study expands on the authors' earlier research, which acknowledges the influence of extracurricular activities on HE students' lived experiences. A survey to gauge students' self-concepts of their ability to undertake academic and social activities was completed by a sample of 294 students from a post-92 institution of higher education in the North of England (UK), and 54 students responded to a follow-up questionnaire. The main conclusion is that participation in specific extracurricular activities is positively correlated with students' levels of self-efficacy in a university setting. The findings point to a connection between participation in particular extracurricular activity types and particular self-efficacy dimensions. These findings have significant ramifications, since they suggest that helping students increase their levels of self-efficacy in a university setting may have an effect on major higher education outcomes such as employability. To determine whether there is a causal relationship between participation in extracurricular activities and the growth of self-efficacy while attending university, more study must be done.

Craft (2012) investigates the link between extracurricular activity involvement and academic attainment. The study concentrates on the effects of extracurricular activity involvement on grade point average, absentee rate,

SAT scores, and achievement on the Georgia High School Graduation Test. Extracurricular activities are classified into three categories: involvement in athletics, school music programs, and club activities. According to the findings, pupils involved in extracurricular activities had somewhat higher grade point averages, SAT scores, and achievement on the graduation test. They also missed fewer days of school.

Makarova and Reva (2017) conducted a comparison study on the effects of extracurricular activities on foreign language learning in Canadian and Russian contexts. The authors polled 119 university students from both nations using questionnaires. The findings show that students see extracurricular language-related activities at universities as motivating instruments for language learning and practice. Extracurricular activities have a favorable effect on students' communication skills and self-esteem, according to students from both nations. They also mention how these activities assist them in overcoming shyness and anxiety.

Shra'aa et al. (2014) determine the impact of extracurricular educational games on the achievement level of the fourth primary class in Islamic education at Zainab Bint Al-Rasoul School. The researchers use an experimental method and a sample of 50 students, divided equally between a control group and an experimental group, who participated in extracurricular educational games covering four aspects of lessons. The findings reveal no statistically significant ($\alpha \leq 0.05$) distinctions between the experimental and control groups. According to the researchers, games are a good way to convey Islamic culture.

In order to determine the role of extracurricular activities in the development of some aspects of contemporary educational among tenth-grade students in governmental schools in the city of Nablus, Zamil (2017) considers the impact of gender and student average. The researchers use individual interviews with 23 teachers to explain the quantitative and qualitative findings of a questionnaire with 39 items given to 917 male and female students. The findings reveal that the tenth-grade students gave non-curricular activities a moderately positive overall rating for their contribution to the development of some pedagogical characteristics. The ratings ranged from 3.11 to 3.56 and, statistically speaking, there were gender inequalities in the average scores for the importance of extracurricular activities. Additionally, the results reveal statistically significant differences for pupils whose achievement rates were 90% or higher.

The researchers have thoroughly reviewed earlier studies and profited from a number of the items covered. They therefore have previous knowledge before selecting the study instruments, thanks to this literature. The researchers' attention is drawn to the use of the accomplishment test and the tools used in earlier studies to examine the efficacy of extracurricular educational activities. In order to accommodate the study participants, the researchers adjust the instructional strategies of video games. Many previous studies take an experimental approach, including Dafalla (2016), Ahmad et al. (2015), and Ginosyan, Tuzlukova, & Ahmed (2020). The results of many studies indicate that extracurricular educational activities increase achievement rather than weaken it, such as Alnaeem (2021), Sabuj, Datta, & Rafiq (2018), and Satrio et al. (2021).

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1.4 State Hypotheses and Their Correspondence to Research Design

The study explores the significance of extracurricular educational games as a dynamic activity that affects the achievement of third primary grade students. The research problem is based on the urgent need for Islamic education teachers at the primary stages to diversify the methods of presenting material and the information it contains, in particular because it is characterized by inertia, meaning that the concepts are abstract and invisible. The following questions are the focus of the study:

- What is the effectiveness of practicing extracurricular educational games on the achievement level of third-graders in primary Islamic education?
- Are there statistically significant differences at the $\alpha \leq 0.05$ level of significance in the achievement level of

the third primary grade students in Islamic education in the experimental group related to gender?

To answer the study questions, it is hypothesized that:

- There are statistically significant differences in the effectiveness of practicing extracurricular educational games on the achievement level of third-graders in Islamic education between the experimental and control groups at the $\alpha \leq 0.05$ level of significance.
- There are statistically significant differences related to gender at the $\alpha \leq 0.05$ level of significance in the achievement level of the third primary grade students in Islamic education in the experimental group.

2. Method

2.1 Participant (Subject) Characteristics

The study population consists of the third-grade primary male and female students in Al-Khansaa Secondary School in Madaba governorate. The population is 112 students, and a random sample of 56 students is taken, divided equally into two groups containing 14 males and 14 females, an experimental group and a control group.

2.2 Sampling Procedures

The participants in the study were split into two groups, an experimental group and a control group, according to the two groups quasi-experimental design. The experimental group was taught the chosen topics through educational games in the schoolyard, whereas the control group received traditional classroom instruction. For the control group, the Islamic education lessons were taught in the classroom, according to normal methods, from March 1, 2020 to March 3, 2020, then an accomplishment exam for these teachings was administered. The experimental group was taught the same lessons while playing extracurricular educational games in the schoolyard, then an accomplishment test was held on March 3, 2020. The data was exported and analyzed statistically using SPSS software.

The research relies on the following instruments: an achievement test, three educational games, and materials related to three topics (supplication, travel etiquette, playing etiquette). The researchers developed the educational games for the study, which were presented to a panel of five experts in the field of humanities. The games' appropriateness was ensured for the study objectives, and modifications were made.

The achievement test has two parts. The first records the personal data of the male and female third-grade students, while the second includes the field of study, and the specifically designed questions (on supplication, travel etiquette, and playing etiquette), which are multiple-choice and concern the extracurricular educational games.

The achievement test has 15 questions in three dimensions, and relates to three extracurricular educational games. It was presented to five experts in the humanities, and the researchers considered their recommendations and proposed amendments.

2.3 Measures and Covariates

To ensure the reliability of the test, it was applied to a pilot sample of 10 students who were not included in the sample of the study, from the third primary class at the same school. The test-retest method was used with an interval of one week, and the Pearson correlation coefficient calculated, which was 83%. The reliability of homogeneity was tested using the Kuder–Richardson formula, and found to be 83%. The values of the difficulty and discrimination coefficients for the test items were extracted, as shown in Table 1.

Table 1. Difficulty and discrimination factors for the test items

| Item | Difficulty factor | Discrimination factor | Item | Difficulty factor | Discrimination factor |
|------|-------------------|-----------------------|------|-------------------|-----------------------|
| 1 | 33.3 | 49 | 11 | 46.6 | 31 |
| 2 | 26.6 | 33 | 12 | 43.3 | 26 |
| 3 | 33.3 | 26 | 13 | 36.6 | 30 |
| 4 | 13.3 | 25 | 14 | 46.6 | 26 |
| 5 | 36.6 | 41 | 15 | 40 | 44 |
| 6 | 30 | 40 | 16 | 26.6 | 46 |
| 7 | 43.3 | 53 | 17 | 43.3 | 40 |
| 8 | 40 | 40 | 18 | 33.3 | 25 |
| 9 | 36.6 | 60 | 19 | 43.3 | 46 |
| 10 | 26.6 | 26 | 20 | 30 | 63 |

The values of the difficulty coefficients range between 16.3 and 46.6, and that the values of the discrimination coefficients range between 0.25 and 0.63. The researchers believe that these values show that the test is valid for the current study.

3. Results

3.1 Statistics and Data Analysis

To answer the first question, what is the effectiveness of playing extracurricular educational games on the level of achievement of third-graders in primary Islamic education, the t-test, means, and standard deviations are calculated. Table 2 shows the results of the t-test for the differences in achievement scores between the control and experimental groups.

Table 2. Standard deviation and t-test for the effectiveness of extra-educational educational games on achievement

| | Group | N | Mean | Standard deviation | t-value | Df | Sig |
|-------------------|--------------|----|-------|--------------------|---------|----|------|
| Supplication | Experimental | 28 | 3.46 | .999 | .786 | 54 | .534 |
| | Control | 28 | 3.25 | 1.041 | | | |
| Travel etiquette | Experimental | 28 | 3.50 | 1.171 | 1.327 | 54 | .091 |
| | Control | 28 | 3.25 | 1.041 | | | |
| Playing etiquette | Experimental | 28 | 3.29 | 1.272 | .489 | 54 | .329 |
| | Control | 28 | 2.93 | 1.438 | | | |
| Total score | Experimental | 28 | 10.25 | 2.287 | 1.541 | 54 | .129 |
| | Control | 28 | 9.25 | 2.562 | | | |

Table 2 shows no statistically significant differences across the groups for the overall scores in any aspect or the total score for the level of achievement of students in the third primary grade in Islamic education. The mean score of the control group for the tool as a whole is 9.25, with a standard deviation of 2.562, and degrees of freedom of 54. For the experimental group as a whole, the mean is 10.25, with a standard deviation of 2.287, a t-value of 1.54, degrees of freedom of 54, and level of statistical significance of 0.129. This indicates that there are no statistically significant differences between the control and experimental groups in all fields of study, which indicates convergence in the level of the cognitive outcome of the two groups.

To answer the second question, are there statistically significant differences based on gender at the $\alpha \leq 0.05$ level of significance in the achievement level of the third grade students in Islamic education in the experimental group, the t-test, means, and standard deviations are calculated. Table 3 shows the results.

Table 3. Means, standard deviations, and t-test for achievement level in the experimental group by gender

| | Gender | N | Mean | SD | t-value | Df | Sig |
|-------------------|--------|----|-------|-------|---------|----|------|
| Supplication | Male | 14 | 3.21 | 1.188 | -1.343 | 26 | .191 |
| | Female | 14 | 3.71 | .726 | | | |
| Travel etiquette | Male | 14 | 3.36 | 1.216 | -.639 | 26 | .529 |
| | Female | 14 | 3.64 | 1.151 | | | |
| Playing etiquette | Male | 14 | 3.50 | 1.225 | .888 | 26 | .383 |
| | Female | 14 | 3.07 | 1.328 | | | |
| Total score | Male | 14 | 10.07 | 2.336 | -.407 | 26 | .688 |
| | female | 14 | 10.43 | 2.311 | | | |

Table 3 show that there are no statistically significant differences ($\alpha \leq 0.05$) due to the effect of gender in any domain or the total score for the level of achievement of students in the third grade in Islamic education in the experimental group. The mean for the total score for males is 10.07, with a standard deviation of 2.336, a t-value of -0.407, degrees of freedom of 26, and statistically significance of 0.688.

4. Discussion

The results of the study agree with the outcome of Shra'aa et al. (2014), that there are no statistically significant differences between the control and the experimental groups in the achievement test. However, the results of the current study differ from those of Dafalla (2016), which show a significant effect of educational games on academic achievement. The researchers relate these results to the method used to teach the experimental group, which is new for students. The students took time to play and change the classroom routine during the lesson where activity and movement were prevalent in the schoolyard. This increased the dispersion of the students' focus from the information conveyed towards the game and its method.

The results of the study are consistent with Sabuj, Datta, and Rafiq (2018), that there is a negative but insignificant association between involvement in overall extracurricular activities and academic achievement. The researchers confirm that the third-grade teacher did not use such strategies during the semester, due to time constraints and the momentum of the academic schedule, and was using traditional methods of teaching. This is why the students equated educational games during the experimental period with time for fun.

The result of the study are similar to Zamil (2017) in terms of the achievement level between males and females. The researchers attribute the lack of difference between the genders in the experimental group, to the students studying in the same classroom, with the same teacher, using the same teaching methods.

In addition, the findings reveal the importance of extracurricular activities. The results are supported by Ginosyan, Tuzlukova, and Ahmed (2020), who show that extracurricular activities could offer a platform for novel learning methods, academic assistance, additional practice, variety, and fun, as well as the advancement of student skills.

Finally the result of the current study agree with the results of the Hendawi (2020), which confirmed that the use of the interactive smart board increases the learning effectiveness of students through games that allow students to learn in a typical, interesting, attractive and flexible way. Through a variety of media and tools, such as electronic games, various images, 2D and 3D charts, multiple maps, and electronic pens.

5. Conclusion

The finding of the study show no statistically significant differences between the control and experimental groups in the achievement test which would show the effect of using extracurricular educational games. The researchers attribute these results to the fact that the experimental method using educational games was new for the students. Also, there are no statistically significant differences in achievement based on gender in the experimental group. The researchers attribute this to the fact that the students were studying in the same classroom throughout the school year, receiving information and experience from the same source. In this way, the levels of achievement between the two genders converge.

Through communicating with the physical education teacher, the researchers observe that educational games are an excellent stimulus for students' interests and practicing sports. In addition, the educational games happened in an environment charged with positive energy, which could be utilized and developed to achieve the desired educational and pedagogical goals. The results of the study provide strong evidence that the use of educational games could help students improve their levels of achievement.

6. Recommendations

The researchers recommend integrating educational games with a dynamic character in a broad way into Islamic education. In addition, training workshops should be conducted for Islamic education teachers, and other materials for teachers created on how to design, apply, and integrate educational games. Physical education teachers should be made use of, to design educational games of a physical nature, to benefit from their physical education experience.

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I hereby declare that I have no conflicts of interest in the research conducted. The research was conducted in an objective and impartial manner, without any personal, financial, or other interests that may have influenced the findings or conclusions of the study. Any potential conflicts of interest have been disclosed and managed in accordance with ethical guidelines and regulations.

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