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TENTANG

PENGANGKATAN DOSEN PEMBIMBING
SKRIPSI/TUGAS AKHIR BERBASIS PUBLIKASI ILMIAH
FAKULTAS AGAMA ISLAM
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2024-2025

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Jl. Limau II, Kebayoran Baru,
Jakarta Selatan

T : 021-7234356, F : 021-7202291
E : fai@uhamka.ac.id

FAI | UHAMKA
http://fai.uhamka.ac.id

6. Keputusan Direktur Jenderal Pendidikan Islam, Kementerian Agama Republik Indonesia Nomor 1142 tahun 2012 tanggal 8 Agustus 2012 tentang Perpanjangan Izin Penyelenggaraan Program Studi Strata Satu (S-1) pada FAI Universitas Muhammadiyah Prof. DR. HAMKA tahun 2012;
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Ditetapkan : Jakarta
Pada tanggal : 05 Ramadhan 1446 H
05 Maret 2025 M

Dekan,

Prof. Ai Fatimah Nur Fuad, MA., Ph.D.

Tembusan:
Yth. 1. Para Wakil Dekan
2. Para Ketua Program Studi
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DOSEN PEMBIMBING
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PROGRAM STUDI PENDIDIKAN AGAMA ISLAM
FAKULTAS AGAMA ISLAM UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2024-2025

NO	NIM	NAMA	PEMBIMBING
1	2107015032	Ardjun Malik Ibrahim Okseya	
2	2107015042	Siti Aminah Azqiah Putri	
3	2107015040	Muhammad Al Fian	
4	2107015052	Syauqi Musfirah Daud Pisba	
5	2107015065	Fathiyah Ashillah Rachim	
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9	2107015119	Siti Aisyah Ramadhani	
10	2107015127	Muhdah Marommatul Aisy	
11	2107015155	Rifdah Rihadatul Aisyi	
12	2107015157	Revanza Ahmad	
13	2107015161	Hanifah Nur Azizah	
14	2107015176	Mustofa Imami	

Dekan,

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Blooket as a Gamification Tool in Aqidah Akhlak Learning: Implications for Student Outcomes

Syauqi Musfirah Daud Pisba[1✉]**, Muhammad Arifin Rahmanto**[2]
Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia[1,2]
email: syauqimusfirahdaudpisba@uhamka.ac.id
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Article info	Abstract
	This study aims to examine the effect of using Blooket-based gamification media on student learning outcomes and to compare its effectiveness with Google Form media. The research method employed is a quasi-experimental design with a nonequivalent control group, involving an experimental group using Blooket media and a control group using Google Form media. Data were collected through pretest and posttest with 9 items to assess student learning outcomes. The results show that Blooket media significantly improved student learning outcomes, with a significance value of 0.000 (p < 0.05). These findings suggest that Blooket media can effectively enhance cognitive learning outcomes and can be used as an innovative alternative in gamification-based learning.

***Keywords:** Blooket, Gamification Media, Aqidah Akhlak, Learning Outcomes*

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh penggunaan media Blooket berbasis gamifikasi terhadap hasil belajar siswa, serta membandingkan efektivitasnya dengan media Google Formulir. Metode yang digunakan adalah penelitian kuasi-eksperimen dengan desain nonequivalent control group, yang melibatkan kelompok eksperimen menggunakan media Blooket dan kelompok kontrol menggunakan Google Formulir. Data dikumpulkan melalui pretest dan posttest dengan 9 soal untuk mengukur hasil belajar siswa. Hasil penelitian menunjukkan bahwa media Blooket secara signifikan meningkatkan hasil belajar siswa, dengan nilai signifikansi 0,000 (p < 0,05). Temuan ini mengindikasikan bahwa media Blooket dapat secara efektif meningkatkan hasil belajar dalam aspek kognitif dan dapat dijadikan alternatif inovatif dalam pembelajaran berbasis gamifikasi.

Kata Kunci: Blooket, Media Gamifikasi, Akidah Akhlak, Hasil Belajar

INTRODUCTION

In today's digital era, technology is rapidly evolving and being integrated into the education sector to promote a more engaging and effective learning environment (Mudiana et al., 2022; Permatasari et al., 2024). One such implementation is the use of gamification platforms, which have gained significant popularity among teachers (Mujadidi et al., 2023). This platform, based on game elements, is designed to enhance student interaction and engagement in the learning process (Mattawang & Syarif, 2023).

Student participation in teaching and learning activities plays an important role in determining the success of education, as it goes beyond simply receiving information to actively engaging in discussions, group work, and assessment (Valentinna et al., 2024; Adiningsih & Sulur, 2024). Gamification platforms function not only as learning tools but also as interactive methods for evaluation (Sandhy & Rahmanto, 2024).

In learning the Moral Faith which plays an important role in shaping students' moral and spiritual values, especially in Islamic-based schools, gamification in learning has great potential in improving learning outcomes in cognitive aspects, including in the subject of Moral Faith (Rahmanto et al., 2023; Lestari & Aryanti, 2024). This approach leverages elements of the game, such as points, challenges, and rewards, to create a more engaging and motivating learning experience for students (Rahmanto & Ramadhan, 2024; Alfi & Lismawati, 2024). In the context of moral learning, gamification not only helps improve students' cognitive understanding of the concepts of faith and morals, but also encourages the application of these values in daily life (Macey et al., 2024; Pin Luarn & Chiu, 2024). Through active involvement in game-based activities, students are more motivated to understand and reflect on religious teachings, thereby increasing their understanding of the moral values being taught (Moutzala & Spais, 2024; Dashiell, 2024). In addition, gamification can create an interactive and collaborative learning environment, which strengthens students' affective experience of the Akidah Akhlak material, making it more meaningful and easy to internalize (Indriani, 2022; Miftahurrohmah et al., 2024).

One of the main factors in student achievement through the learning process is learning outcomes (Latifa et al., 2023; Alifah et al., 2024). Learning outcomes refer to changes in students' behavior that occur after participating in learning, which include cognitive (knowledge), psychomotor (skills), and affective (attitude) aspects (Jatawitika et al., 2024; Sari et al., 2024). In the context of learning, learning outcomes become a measure of a student's success in achieving goals, such as understanding concepts, applying knowledge in everyday life, and changing attitudes that reflect the values taught (Widianto & Prastiwi, 2024; Khadafi et al., 2024).

Learning outcomes in cognitive aspects are shaped by a variety of factors, including internal elements such as physical and mental health, interest, motivation, and learning style, as well as external factors such as teaching quality, effective use of learning tools, a conducive learning environment, and family support (Hadnistia Darmawan et al., 2024). Game tools such as Blooket can enhance the learning experience by making it more interactive, encouraging active participation from students, and ultimately improving their learning outcomes (Chang & Liu, 2024; Musnidar et al., 2022). The importance of learning outcomes lies in their ability to improve the effectiveness of teaching, inform improvements in instructional strategies, inspire students' personal growth, and play a key role in improving the overall quality of education (Haruna et al., 2023; Nabila & Rahmanto, 2024).

One of the most significant challenges for teachers is ensuring that students are actively involved in learning to achieve optimal learning outcomes in cognitive aspects.

At SMA Islam As-Syafi'iyah 01 Jakarta, most of the previous research focused on the use of conventional media or digital quiz platforms in general without comparing the specific characteristics and effectiveness of each media in improving student learning outcomes in cognitive aspects. Google Forms, which are more static and based on conventional tests, are often used for learning evaluation, but they lack the interactive and gamification aspects that can improve student engagement. From the results of the questionnaire distributed to 30 grade XI students, it was found that 60% of students felt that the learning methods used were still less interesting and tended to be monotonous, so they were more passive when participating in lessons. In addition, 40% of students admitted that they often just listened without actively participating in answering questions or discussing.

In contrast, Blooket offers a more interactive, competitive, and engaging game-based approach for students. However, there is still limited research that empirically explores how these two media have an impact on the understanding of the concept of Moral Beliefs and student involvement in learning is a research gap that needs to be further researched. Therefore, it is important for teachers to explore alternative approaches or combine Google Forms with other platforms that include game elements to make learning more engaging and effective (Yu et al., 2022; Shandilia et al., 2024; Ariyani & Jasiah, 2024).

An effective approach to addressing this problem is to utilize Blooket as a learning tool that incorporates game elements to improve student learning outcomes in cognitive aspects (Hardeliska & Landong, 2023). Blooket, as an interactive educational tool, can increase student participation, encourage collaborative learning, and deepen student understanding of learning concepts (Fadli & Marazaenal Adipta, 2024). The effectiveness of game apps as an evaluation tool in learning in terms of motivation and attention can have a significant effect on improving the quality of learning (Daryanes & Ririen, 2020). The Tim Role Playing Tournament Co-operative Learning Model that utilizes the digital media Blooket has shown a significant impact in improving students' motivation and learning outcomes in cognitive aspects (Nur'aeni & Hasanudin, 2023). However, previous research has not specifically explored the implementation of the Blooket in teaching Akidah Akhlak or compared its effectiveness with other tools such as Google Forms. The Blooket media with gamified elements aims to assist teachers in making students' understanding more interactive while overcoming the monotony that is often associated with traditional media. Thus, Blooket, as a game-based platform, has the potential to improve the quality of Akidah Akhlak teaching and make the evaluation process more efficient and interesting.

The study compared Blooket and Google Forms based on different characteristics in supporting learning. Google Forms serves as a more static digital evaluation tool, while Blooket offers gamification that is interactive and increases student engagement. The purpose of this study is to examine the influence of the use of Blooket media in learning Moral Beliefs on student learning outcomes in cognitive aspects, especially in improving understanding, analysis, and application of the concepts

learned, as well as comparing the differences in learning outcomes in cognitive aspects between Blooket media and Google Forms. By implementing Blooket media, it is hoped that it can overcome the problem of low student performance while encouraging the development of more effective learning media to improve the overall learning experience.

METHODS

This study uses a quasi-experimental approach with an unequal control group design. This allowed the researchers to assess and compare learning outcomes in the cognitive aspects of the two groups, although there was no randomization by applying the treatment to the experimental group and not to the control group. In this study, the population includes all grade XI students at SMA Islam As-Syafi'iyah 01 Jakarta. The sample consisted of 30 students, with class XI.1 serving as an experimental group using the Blooket tool during the lesson, class XI.5 as a control group using Google Forms media. Both groups received the same content, duration of learning, and teaching approach, the only difference was the learning medium, while to control foreign variables to minimize bias, especially because there was no randomization process the researcher equated the initial characteristics between the experimental group and the control group, such as the level of initial understanding of students, educational background, and teaching methods used by teachers.

The learning environment is controlled by ensuring that both groups get the same time and material, so that the difference in learning outcomes is more related to the treatment given. Research instruments, such as pretest and posttest questions that have been tested for validity and reliability, are used to avoid distortion of external factors. Blooket and Google Forms were chosen as comparative media based on their interactive features in learning Akidah Akhlak. Data were collected through 9 pretest and posttest questions prepared according to the Independent Curriculum, then analyzed using SPSS 26 with frequency distribution tables, normality tests, homogeneity, and paired and independent sample t-tests to assess the effectiveness of Blooket by considering changes in scores before and after the intervention as well as differences in final results between groups.

RESULTS AND DISCUSSION

Prior to testing the results, the developed instruments were initially tested using SPSS to determine if the pretest and posttest questions were suitable for use, ensuring the reliability of the data collected. During this testing phase, researchers conducted validity and reliability tests. In the validity test, it was found that one of the questions was not valid, as follows:

Table 1. Validity Test Instrument

Statement Value	R Table Value	R Value	Description
Questions 1	0,361	0,619	Val id
Questions 2	0,361	0,650	Val id

Questions 3	0,361	0,760	Val id
Questions 4	0,361	0,760	Val id
Questions 5	0,361	0,671	Val id
Questions 6	0,361	0,403	Val id
Questions 7	0,361	0,325	Not Val id
Questions 8	0,361	0,528	Val id
Questions 9	0,361	0,454	Val id
Questions 10	0,361	0,834	Val id

Validity tests were conducted to ensure that the variables used in the study were applied correctly. The instrument used to assess the Akidah Akhlak material from Chapter 4 Class XI, "The Exemplary Fatimah Az-Zahra and Uwais Al-Qarni," was tested with 30 students from Class XI.2. The data from the test of the instrument was then collected. If the calculated r value exceeds the r table value, and $p < 0.05$, the test is considered valid. The r table value at 5% error level is 0.361 for n = 30. Furthermore, if the correlation coefficient of each item exceeds the significant level of 0.361, the item is considered valid. Using the Statistics Passage for the Soc|ial Science (SPSS) version 26 software, as shown in Table 1, the results of the Validity test revealed that 9 out of 10 multiple-choice questions were considered valid.

Table 2. Reliability Test

Rel iab il ity Stat ist ics	
Cronbach's Alpha	N of Items
0,742	9

From Table 2, the Reliability test results for the 9 pretest and posttest questions show that the Cronbach's Alpha score is 0.742, which is greater than 0.60. This indicates that the 9 pretest and posttest questions are reliable and consistent. This reliable question instrument can be used for the next step in analyzing the data to determine the results of this research. Testing was done by analyzing the data from the previous calculations using the internal consistency technique with Cronbach's Alpha test. Based on the reliability theory, the reliability value obtained is 0.742, so the instrument used for the reliability test is considered reliable.

After the Validity and Relativity tests confirmed that the 9 pretest and posttest questions were suitable for use, the researcher analyzed the data as a whole by calculating the mean and examining the overall data with frequency distributions.

Table 3. Frequency Distribution

Frequency Distribution					
		Pre-Test Experiment	Post-Test Experiment	Pre-Test Control	Post-Test Control
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		62,20	86,93	60,13	72,50
Median		62,29[a]	87,13[a]	60,10[a]	72,50[a]
Mode		60	88	58[c]	72[c]
Std. Deviation		2,882	2,924	1,871	2,813

Variance	8,303	8,547	3,499	7,914
Skewness	-,279	-,231	,132	,124
Std. Error of Skewness	,427	,427	,427	,427
Kurtosis	-,175	-,169	-,819	-,652
Std. Error of Kurtosis	,833	,833	,833	,833
Range	12	12	7	10
Minimum	55	80	57	68
Maximum	67	92	64	78
Sum	1866	2608	1804	2175

Frequency Distribution Analysis was conducted to describe the pattern of data distribution, such as student learning outcomes in cognitive aspects on pretests and posttests. This method helps in identifying the characteristics of the data such as frequencies and percentages and provides a basis for interpretation before further statistical analysis. Based on Table 3 of the Frequency Distribution results, it can be seen that for Class XI.1 of the experimental group, the mean pretest score was 62.20, the median was 62.29, and the mode was 60. The mean posttest score was 86.93, with a median of 87.13 and a mode of 88. For Class XI.5 control group, the mean pretest score was 60.13, with a median of 60.10 and a mode of 58. The mean posttest score was 72.50, with a median of 72.50 and a mode of 72.

After determining the overall mean scores for the experimental and control groups, the researchers proceeded with the next test, the Normality test, to determine whether the data obtained followed a normal distribution. This was done using the Kolmogorov-Smirnov and Shapiro-Wilk tests.

Table 4. Normality Test

	Test of Normality						
		Kolmogorov Smirnov			Shapiro Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre-Test Experiment Blooket	,111	30	,200[*]	,969	30	,523
	Post-Test Experiment Blooket	,109	30	,200[*]	,978	30	,763
	Pre-Test Control Google Forms	,128	30	,200[*]	,958	30	,277
	Post-Test Control Google Forms	,080	30	,200[*]	,965	30	,410

The Normality test has the rule that if the significant level is > 0.05, then the data is considered normal, while if it is < 0.05, then the data is considered abnormal. Based on Table 4, the Normality test results show that in the Kolmogorov-Smirnov column for the experimental group, the significance values for the pretest is 0.200 and for the posttest is 0.200. In the Shapiro-Wilk column, the significance values for the pretest and posttest in the experimental group are 0.523 and 0.763 respectively, which are greater than 0.05, indicating that the learning outcomes in cognitive aspects of the experimental group are normalized. In the Kolmogorov-Smirnov column for the control

group, the significance values for the pretest is 0.200 and for the posttest is 0.200, while in the Shapiro-Wilk column, the significance values for the pretest and posttest in the control group are 0.277 and 0.410 respectively, both of which are greater than 0.05, which indicates that the learning outcomes in cognitive aspects of the control group are also normalized.

Once the data is normalized, researchers can continue the analysis using parametric statistical tests, specifically the Paired Simple T-test, as the data meets the criteria of normality.

Table 5. Paired Simple T Test

					95% Confidence Interval of the Difference				
Paired Samples Test									
					Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test Experiment - Post-Test Experiment	-24,733	1,413	,258	-25,261	-24,206	-95,902	29	,000
Pair 2	Pre-Test Control - Post-Test Control	-12,367	2,646	,483	-13,355	-11,379	-25,604	29	,000

The Paired Sample T Test was conducted to analyze the difference in average learning outcomes in cognitive aspects before and after treatment in the same group. This test is used because the data comes from two paired measurements, namely pretest and posttest scores from the same respondents. Through this test, it can be determined whether there is a significant effect of the treatment given. Based on Table 5, the Paired Sample T-Test results for pair 1 results show a significance value of 0.000 < 0.05, which indicates there is a difference before and after treatment in Class XI.1, the experimental group that used the Blooket media. The results for pair 2 also show a significance value of 0.000, which indicates a difference in learning outcomes in Class XI.5, the control group.

Table 6. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	62,20	30	2,882	,526
	Post-Test Experiment	86,93	30	2,924	,534
Pair 2	Pre-Test Control	60,13	30	1,871	,342
	Post-Test Control	72,50	30	2,813	,514

Referring to Table 6, the Paired Samples Statistics reveals that the output for pair 1 shows a significant difference in the learning outcomes in cognitive aspects of

Class XI.1, the experimental group, before and after the intervention of using Blooket as a gamification tool in classroom learning.

After conducting the Normality Test and Paired Samples Test, the researcher continued with the next data analysis, namely the Homogeneity Test using Levene's formula. If the significance level is greater than 0.05, the data variances are considered homogeneous; if the significance level is less than 0.05, the data are considered inhomogeneous.

Table 7. Homogeneity Test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	,010	1	58	,920
	Based on Median	,006	1	58	,937
	Based on Median and with adjusted df	,006	1	57,542	,937
	Based on trimmed mean	,006	1	58	,937

The Homogeneity Test was conducted to determine whether the data variances of the experimental and control groups had a significant level of similarity or homogeneity. This test is important because one of the basic assumptions in parametric statistical analysis, such as the t test is that the variance of the two groups must be homogeneous. This test is usually performed using a method such as Levene's test and the results form the basis for determining whether the statistical analysis can proceed using parametric methods. Homogeneity of variance ensures the validity of conclusions drawn in research. Based on table 7 Homogeneity test of student learning outcomes in cognitive aspects based on mean obtained a significance value of 0.920> 0.05 indicates that the variance data of the experimental group and control group are homogeneous.

After the researcher gets the results of the pretest and posttest data values of the experimental and control groups are normal and have a homogeneous data variance, it is eligible to conduct the next parametric statistical test, namely the Independent Sample T Test with a significance level> 0.05 there is no difference if the significance <0.05 there is a difference.

Table 8. Independent Sample T Test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2 - tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student Learning	Equal variances	,010	,920	19,485	58	,000	14,433	,741	12,951	15,916

Outcomes	assumed						
	Equal variances not assumed	19,485	57,914	,000	14,433	,741	12,951 15,916

The Independent Samples Test is used to analyze differences in mean learning outcomes in cognitive aspects between two unrelated groups, the experimental group and the control group. This test was suitable because the data from both groups came from different individuals, requiring an analysis that independently compared the means of the two groups. In addition, this test helps confirm that the observed difference in learning outcomes in cognitive aspects is indeed due to the treatment. The use of the Independent Samples T Test is also based on the assumption that the data from both groups are normally distributed and have homogeneous variances. According to Table 8, the Independent Samples T Test results show that the two-sided significance for student learning outcomes in cognitive aspects is 0.000 <0.05, indicating a difference in learning outcomes in cognitive aspects between the experimental group using Blooket media and the control group using Google Forms media.

Table 9. Average Student Learning Outcomes

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Student Learning Outcomes	Post-Test Experiment Blooket	30	86,93	2,924	,534
	Post-Test Control Google Forms	30	72,50	2,813	,514

Based on Table 9, the average learning outcomes in cognitive aspects show that the average posttest score for Class XI.1, the experimental group, was 86.93, while the average posttest score for Class XI.5, the control group, was 72.50. This shows a significant difference, indicating that the use of Blooket as a gamification media has a more substantial effect on improving student learning outcomes in cognitive aspects compared to using Google Forms.

The increase in student engagement and learning outcomes is influenced by the selection of interesting and effective learning media, as well as other factors such as family support, learning environment, and the availability of learning resources. Encouragement from the family can help students achieve better results, regardless of the learning method used. Gamified learning media, such as Blooket, play a role in improving communication between teachers and students as well as learning effectiveness. This study aims to identify the influence of Blooket on student learning outcomes in the subject of Akidah Akhlak at SMA Islam As-Syafi'iyah 01 Jakarta, as well as compare the learning outcomes between the two classes. Various statistical tests

are carried out using SPSS to ensure the validity of the data and the reliability of the conclusions.

Data analysis showed that the significance value < 0.05, indicating the difference in learning outcomes before and after treatment in the experimental group. Blooket proved to be more effective than Google Forms in improving learning outcomes, in line with previous research on gamification that increased student engagement. However, its effectiveness can be affected by factors such as quiz design, teacher support, and the student's academic background. These results indicate that the use of interactive media in learning Akidah Akhlak can improve students' understanding, so teachers need to adapt this method according to learning needs.

Further research is needed to explore additional factors affecting the effectiveness of gamification (Nguyen-Viet & Nguyen-Viet, 2025). study had limitations in the quasi-experimental design without randomization, which could lead to sample bias and limit the generalization of results. In addition, the sample size was small and external factors such as student motivation and family support were not fully controlled. To increase validity, future research could use larger samples, involve different schools, and apply more rigorous experimental methods.

These findings show that the use of gamification-based learning media, such as Blooket, can increase student engagement and learning outcomes in the subject of Akidah Akhlak. Therefore, teachers are advised to integrate interactive technology in learning to create a more interesting and effective atmosphere. Schools can support this implementation by providing training for teachers as well as access to appropriate digital platforms. In addition, education policies can encourage the use of innovative technology-based methods to improve the quality of learning, especially in subjects that require creative approaches to improve student understanding and participation.

CONCLUSION

This research concludes that Blooket significantly enhances student learning outcomes in cognitive aspects compared to Google Forms in Akidah Akhlak lessons. The gamification approach effectively improves students' engagement, comprehension, and higher-order cognitive skills, particularly in analysis and synthesis. These findings highlight the importance of integrating interactive digital tools with structured teaching strategies to maximize learning benefits. However, future studies should explore long-term retention effects, the scalability of Blooket across different subjects, and potential challenges in its implementation. Educators are encouraged to experiment with a blended learning approach, combining Blooket with collaborative discussions or problem-solving activities to further enhance student engagement and outcomes.

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