

**KEPUTUSAN DEKAN
FAKULTAS AGAMA ISLAM
Nomor: 031/FAI/KEP/2025**

TENTANG

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

Bismillahirrahmanirrahim,

DEKAN FAKULTAS AGAMA ISLAM UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA,

- Menimbang : a. bahwa mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA dalam penyusunan/penulisan skripsi/tugas akhir berbasis publikasi ilmiah perlu mendapat bimbingan dan pendampingan;
b. bahwa untuk membimbing mahasiswa dalam penyusunan/penulisan skripsi/tugas akhir berbasis publikasi ilmiah dipandang perlu mengangkat dosen yang memiliki kompetensi dan kualifikasi akademik untuk menjadi dosen pembimbing skripsi/tugas akhir berbasis publikasi ilmiah;
c. bahwa dosen sebagaimana tertera dalam lampiran Surat Keputusan ini dipandang memenuhi persyaratan untuk diangkat menjadi dosen pembimbing skripsi/tugas akhir berbasis publikasi ilmiah mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA;
- Mengingat : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Republik Indonesia Nomor 12 Tahun 2012 tanggal 10 Agustus 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Republik Indonesia Nomor 66 Tahun 2010 tanggal 28 September 2010 tentang Perubahan atas Peraturan Pemerintah Nomor 17 Tahun 2010, tanggal 28 Januari 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
4. Keputusan Menteri Agama Republik Indonesia:
a. Nomor 394/Tahun/2003 tanggal 8 Agustus 2003 tentang Pedoman Pendirian Perguruan Tinggi Agama;
b. Nomor 156/Tahun/2004 tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Diploma, Sarjana, dan Pascasarjana pada Perguruan Tinggi Agama Islam;
5. Keputusan Direktur Jenderal Pendidikan Tinggi, Departemen Pendidikan dan Kebudayaan Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997 tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;



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;
7. Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.0/B/2012 tanggal 24 Jumadil Awal 1433 H/ 16 April 2012 M tentang Perguruan Tinggi Muhammadiyah;
8. Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012 tanggal 12 Sya'ban 1433 H / 02 Juli 2012 M tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.0/B/2012 tanggal 24 Jumadil Awal 1433 H/ 16 April 2012 M tentang Perguruan Tinggi Muhammadiyah;
9. Statuta Universitas Muhammadiyah Prof. DR. HAMKA tahun 2023;
10. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 129/A.01.01/2023 tanggal 5 Sya'ban 1444 H/ 25 Februari 2023 M tentang Pengangkatan Dekan Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA Masa Jabatan 2023-2027.

Memperhatikan : Hasil rapat Pimpinan Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA tanggal 18 Februari 2025.

MEMUTUSKAN:

Menetapkan :

- Pertama : Untuk kepentingan dinas mengangkat Pembimbing skripsi/tugas akhir berbasis publikasi ilmiah mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA Tahun Akademik 2024-2025 dengan komposisi personalia sebagaimana tercantum dalam lampiran Surat Keputusan ini;
- Kedua : Tugas Pembimbing skripsi/tugas akhir berbasis publikasi ilmiah sebagaimana dimaksud dalam diktum pertama Surat Keputusan ini adalah:
1. Memberi bimbingan dalam penyusunan/penulisan skripsi/tugas akhir berbasis ilmiah mahasiswa yang dibimbingnya hingga layak untuk diujikan;
 2. Mendampingi mahasiswa dibimbingnya ketika mengikuti ujian skripsi/tugas akhir berbasis publikasi ilmiah;
 3. Memberi bimbingan dalam perbaikan skripsi/tugas akhir berbasis publikasi ilmiah setelah diujikan atau layak untuk dipublikasikan;
- Ketiga : Dalam melaksanakan fungsi, wewenang, tugas dan tanggungjawab masing-masing hendaknya:
1. Menerapkan prinsip efisiensi dan efektifitas secara optimal dan berpedoman kepada peraturan dan ketentuan yang berlaku di lingkungan Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA;
 2. Berkonsultasi dengan Dekan dalam hal dan/atau hendak menentukan kebijaksanaan yang prinsipil;
 3. Menyampaikan laporan dan pertanggungjawaban pelaksanaan bimbingan penyusunan/penulisan skripsi/tugas akhir berbasis ilmiah kepada Dekan paling lambat 1 (satu) minggu setelah

Terakreditasi BAN-PT Dengan Peringkat Unggul

Visi: menjadi prophetic teaching university yang mencerdaskan secara spiritual, intelektual, emosional, dan sosial untuk mewujudkan peradaban berkemajuan

penyusunan/penulisan skripsi/tugas akhir berbasis publikasi ilmiah selesai dilaksanakan;

- Keempat : Pembiayaan atas pelaksanaan tugas yang meliputi persiapan, pelaksanaan, penyelesaian, dan pelaporannya dibebankan kepada mata anggaran Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA yang diatur khusus untuk itu;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan dan pihak-pihak yang berkepentingan untuk diketahui dan dilaksanakan dengan sebaik-baiknya sebagai amanah dan ibadah kepada Allah Subhanahu Wata'ala;
- Keenam : Hal-hal yang belum diatur dalam Surat Keputusan ini, jika dipandang perlu diatur kemudian dengan ketetapan Dekan;
- Ketujuh : Apabila dalam Surat Keputusan ini terdapat kekurangan dan/atau kekeliruan, maka akan diperbaiki sebagaimana mestinya;
- Ketujuh : Surat keputusan ini berlaku sejak tanggal ditetapkan.

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

3. Ka. Tata Usaha up. Kasubag Akademik up. Kasubag Keuangan

Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA

Lampiran

Surat Keputusan Dekan Fakultas Agama Islam

Nomor : 031/FAI/KEP/2025

Tanggal : 05 Ramadhan 1446 H
05 Maret 2025 M

DOSEN PEMBIMBING
SKRIPSI/TUGAS AKHIR BERBASIS PUBLIKASI ILMIAH
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	Muhammad Arifin Rahmanto, M.Pd.
2	2107015042	Siti Aminah Azqiah Putri	
3	2107015040	Muhammad Al Fian	
4	2107015052	Syauqi Musfirah Daud Pisba	
5	2107015065	Fathiyah Ashillah Rachim	
6	2107015077	Adinda Sabrina Pasha	
7	2107015100	Najwa Ramadhani	
8	2107015104	Nurfaizah	
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,

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

Terakreditasi BAN-PT Dengan Peringkat Unggul

Visi: menjadi prophetic teaching university yang mencerdaskan secara spiritual, intelektual, emosional, dan sosial untuk mewujudkan peradaban berkemajuan

HALAMAN SAMPUL

**BLOOKET AS A GAMIFICATION TOOL IN AQIDAH AKHLAK
LEARNING: IMPLICATIONS FOR STUDENT OUTCOMES**



ARTIKEL

**Diajukan untuk Melengkapi dan Memenuhi Persyaratan Memperoleh
Gelar Sarjana Pendidikan (S.Pd.)**

Oleh :

SYAUQI MUSFIRAH DAUD PISBA

NIM : 2107015052

PROGRAM STUDI PENDIDIKAN AGAMA ISLAM

FAKULTAS AGAMA ISLAM

UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

JAKARTA

TAHUN 2025 M/1447 H

PERNYATAAN KEASLIAN TUGAS AKHIR BERBASIS PUBLIKASI

Dengan ini saya menyatakan bahwa:

1. Artikel yang berjudul **"Blooket as a Gamification Tool in Aqidah Akhlak Learning: Implications for Student Outcomes"** merupakan hasil karya asli saya yang diajukan untuk memenuhi salah satu persyaratan memperoleh gelar strata satu (S1) pada program studi Pendidikan Agama Islam di Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta.
2. Semua sumber yang digunakan dalam penulisan ini telah dicantumkan sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta.
3. Jika dikemudian hari terbukti bahwa karya ini merupakan hasil jiplakan dari karya orang lain, maka saya bersedia menerima sanksi yang berlaku di Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta.

Jakarta, 12 Maret 2025



(Syauqi Musfirah Daud Pisba)

PERSETUJUAN SUBMIT ARTIKEL

Artikel yang berjudul "Blooket sebagai Media Gamifikasi dalam Pembelajaran Akidah Akhlak: Implikasinya terhadap Hasil Belajar Siswa" ditulis oleh Syauqi Musfirah Daud Pisba, NIM: 2107015052, telah disetujui untuk submit ke jurnal JIES: Journal of Islamic Education Students Terindek SINTA 4.

Jakarta, 21 Januari 2025

Menyetujui,

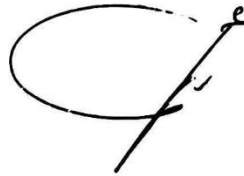
Dosen Pembimbing

Dosen Seminar Proposal



Muhammad Arifin Rahmanto, M.Pd

NIDN.0317109001



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

NIDN. 0305087602

Mengetahui,

Wakil Dekan Bidang Penelitian

Ketua Program Studi PAI



Dr. Ari Khairurrijal Fahmi, M.Pd

NIDN.03066048804



Shobah Sofriyani Iryanti, M.Pd

NIDN.0321089102

HALAMAN PERSETUJUAN

PROGRAM STUDI PENDIDIKAN AGAMA ISLAM
FAKULTAS AGAMA ISLAM
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

Judul Artikel : Blooket as a Gamification Tool in Aqidah Akhlak Learning:
Implications for Student Outcomes
Nama Jurnal : Journal of Islamic Education Students
Indeksasi Jurnal : Ter-Akreditasi S4
Nama : Syauqi Musfirah Daud Pisba
NIM : 2107015052

Setelah diperiksa dan dikoreksi melalui proses bimbingan, maka dosen pembimbing menyetujui artikel ini untuk diujikan atau disidangkan.

Jakarta, 3 Maret 2025

Dosen Pembimbing



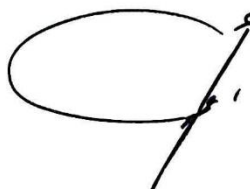
Muhammad Arifin Rahmanto, M.Pd
NIDN.031710900

HALAMAN PENGESAHAN

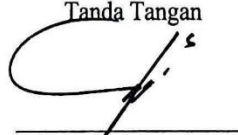
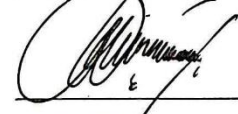
Artikel yang berjudul “Blooket as a Gamification Tool in Learning Akidah Akhlak: Implications for Student Learning Outcomes”, ditulis oleh Syauqi Musfirah Daud Pisba NIM 2107015052, telah diujikan pada Hari Selasa tanggal 27 Mei 2025, telah diterima dan disahkan oleh Dewan Penguji Sidang Skripsi/Artikel Fakultas Agama Islam, Universitas Muhammadiyah Prof. DR. HAMKA untuk memenuhi persyaratan mencapai gelar Sarjana Strata Satu (S1) Program Studi Pendidikan Agama Islam.

FAKULTAS AGAMA ISLAM

Dekan



Prof. Ai Fatimah Nur Fuad, Lc., M.A., Ph.D.

Nama	Tanda Tangan	Tanggal
<u>Prof. Ai Fatimah Nur Fuad, Lc., M.A. Ph.D.,</u> Ketua		4/6/2025
<u>Dr. Purwidiyanto, M.A.,</u> Sekretaris		3/6/25
<u>Muhammad Arifin Rahmanto, M.Pd.,</u> Pembimbing		3/6 2025
<u>Dr. Purwidiyanto, M.A.,</u> Penguji 1		2/6/25
<u>Dr. Muhammad Dwi Fajri, M.Pd.I.,</u> Penguji 2		02/2025 /06

KATA PENGANTAR

Alhamdulillah, segala puji serta syukur kehadirat Allah SWT atas segala nikmat dan karunia-Nya yang telah diberikan kepada peneliti sehingga dapat menyelesaikan artikel yang berjudul “Blooket as a Gamification Tool in Learning Akidah Akhlak: Implications for Student Learning Outcomes”, guna melengkapi syarat dalam menyelesaikan perkuliahan pada Program Sarjana (S1) di Program Studi Pendidikan Agama Islam Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA. Shalawat serta salam kita sampaikan kepada Nabi Muhammad SAW.

Peneliti menyadari bahwa tanpa bantuan dan dukungan dari beberapa pihak, artikel ini tidak dapat terselesaikan tepat waktu. Oleh karena itu, tidak ada kata yang paling pantas peneliti ucapkan selain terima kasih kepada Bapak/Ibu dan berbagai pihak lainnya:

1. Prof. Ai Fatimah Nur Fuad, Lc., M.A., Ph.D., selaku Dekan Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA.
2. Dr. Purwidiyanto, M.A, selaku Wakil Dekan I Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA; Nur Melinda Lestari, SE.I., M.H., selaku Wakil Dekan II Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA; dan Dr. Ari Khairurrijal Fahmi, M.Pd., selaku Wakil Dekan III dan IV Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA.
3. Shobah Shofariyani Iryanti, M.Pd., selaku Ketua Program Studi PAI; Mitra Sami Gultom, M.E.I. selaku Ketua Program Studi PS; dan Miatin Rachmawati, M.Pd. selaku Ketua Program Studi PBA UHAMKA.
4. Muhammad Arifin Rahmanto. M.Pd., selaku dosen pembimbing yang telah memberikan arahan dan masukan terhadap artikel ini sehingga dapat terselesaikan dengan baik.

5. Bapak/Ibu dosen Fakultas Agama Islam UHAMKA yang telah membimbing penulis secara akademik dan nasehatnya selama empat tahun masa perkuliahan.
6. Keluarga tercinta Ayahku Afrizal, Ibuku Eva Dianarita, Abangku Herfan Muttaqien, dan saudara-saudaraku yang selalu memberikan do'a, dukungan, dan pengorbanan dalam bentuk apapun.
7. Teruntuk sahabat peneliti yaitu Najwa Ramadhani, Haula Azizah, Revy Cahya, dan Lungghini Sifa yang selalu mendukung, menyemangati, dan mendengarkan keluhan selama perkuliahan terutama dalam menyelesaikan artikel ini.
8. Seluruh teman-teman seperjuangan mahasiswa FAI UHAMKA angkatan 2021 baik Prodi Pendidikan Agama Islam, Perbankan Syariah, dan Pendidikan Bahasa Arab yang telah berjuang bersama selama empat tahun ini..

Ucapan terima kasih juga peneliti sampaikan kepada semua pihak yang tidak dapat disebutkan satu persatu. Semoga kebaikan yang telah diberikan dibalas oleh Allah SWT dengan balasan yang setimpal. Masukan, saran, kritik yang membangun sangat peneliti harapkan sebagai bahan perbaikan, sehingga artikel ini bisa lebih bermanfaat.

Jakarta, 2 November 2024

Peneliti

Syauqi Musfirah Daud Pisba

NIM. 2107015052

ABSTRAK

Syauqi Musfirah Daud Pisba, *Blooket as a Gamification Tool in Aqidah Akhlak Learning: Implications for Student Outcomes*. Artikel, Program Studi Pendidikan Agama Islam Fakultas Agama Islam Universitas Muhammadiyah Prof. DR. HAMKA.

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

DAFTAR ISI

HALAMAN SAMPUL.....	i
PERNYATAAN KEASLIAN TUGAS AKHIR BERBASIS PUBLIKASI	i
PERSETUJUAN PEMBIMBING	iii
PENGESAHAN PANITIA UJIAN PUBLIKASI.....	iv
KATA PENGANTAR.....	v
ABSTRAK	vii
DAFTAR ISI.....	viii
ARTIKEL JURNAL.....	58-71
DAFTAR LAMPIRAN.....	ix
Lampiran 1 : Cover Jurnal Dan Editorial Board Jurnal	ix
Lampiran 2 : Bukti LoA	x
Lampiran 3 : Bukti Indeksasi SINTA	xi
Lampiran 4 : Bukti OJS/ Proses Korespondensi	xii
Lampiran 5 : Lembar Monitoring Bimbingan	xix
Lampiran 6 : Hasil Uji Turnitin	xx
Lampiran 7 : Hasil Uji Daftar Pustaka	xxiv

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

Syauqi Musfirah Daud Pisba^{1✉}, Muhammad Arifin Rahmanto²
Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia^{1,2}
email: syauqimusfirahdaudpisba@uhamka.ac.id
DOI: 10.31958/jies.v5i1.14778

Article info	Abstract
Article History Received: 21/01/2025 Revised: 03/02/2025 Accepted: 28/02/2025 ✉ Corresponding author	<i>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.</i>

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 & Sulus, 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; Miftahurrohman 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 Social 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

Reliability Statistics	
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

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
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					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Student Learning	Equal variances	,010	,920	19,485	58	,000	14,433	,741	12,951 15,916

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

REFERENCES

- Adiningsih, K. R., & Sulur, S. (2024). Efektivitas Penerapan Permainan Blooket Sebagai Media Digital Terhadap Pembelajaran Ipa Pada Siswa Kelas Vii Smp

- Negeri 3 *Jurnal MIPA Dan Pembelajarannya* ..., 4(4).
<https://doi.org/10.17977/um067.v4.i4.2024.5>
- Alfi, B., & Lismawati, L. (2024). Assessing Student Engagement in Qurdis Subject Using Wordwall. *Halaqa: Islamic Education Journal*, 8(1), 8–25.
<https://doi.org/10.21070/halaqa.v8i1.1672>
- Alifah, N. K., Muthmainnah, M., & Faisal, M. (2024). Moral Values : The Story of Asma ' Bint Abu Bakar In Children Aged 5-6 Years. *Journal of Education Students (JIES)*, 4, 197–207. <https://doi.org/10.31958/jies.v4i2.13068>
- Ariyani, N., & Jasiah. (2024). The Effectiveness of Blooket Games in the Borg and Gall Model on Students' Learning Interest at MTs Hidayatul Muhajirin. *YASIN: Jurnal Pendidikan Dan Sosial Budaya*, 4, 1816–1828.
<https://doi.org/10.58578/yasin.v4i6.4500>
- Chang, J., & Liu, D. (2024). Optimising Learning Outcomes: A Comprehensive Approach to Virtual Simulation Experiment Teaching in Higher Education. *International Journal of Human-Computer Interaction*, 1–21.
<https://doi.org/10.1080/10447318.2024.2314825>
- Daryanes, F., & Ririen, D. (2020). Efektivitas Penggunaan Aplikasi Kahoot Sebagai Alat Evaluasi pada Mahasiswa. *Journal of Natural Science and Integration*, 3(2), 172. <https://doi.org/10.24014/jnsi.v3i2.9283>
- Dashiell, S. (2024). Analyzing gamification as capital in social media posts regarding military recruitment. *Critical Studies in Media Communication*, 41(5), 411–424.
<https://doi.org/10.1080/15295036.2024.2422355>
- Fadli, S., & Marazaenal Adipta. (2024). Pemanfaatan Blooket Game sebagai Media Pembelajaran yang Inovatif dan Interaktif di Ma Al Qadir Qamarul Huda Menemeng. *DEDIKASI: Jurnal Pengabdian Kepada Masyarakat*, 4(01), 16–19.
<https://doi.org/10.70004/dedikasi.v4i01.82>
- Hadnistia Darmawan, N., Cahyadireja, A., Hilmawan, H., Astuti, W. D., Stkip, P., & Mutiara, B. (2024). Pengembangan Media Pembelajaran Berbasis Aplikasi Genially Dengan Gamifikasi Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 09(02), 5318–5328.
<https://doi.org/https://doi.org/10.23969/jp.v9i2.14858>
- Hardeliska, T. Y., & Landong, A. (2023). Penerapan Media Pembelajaran Gamifikasi Wordwall Terhadap Hasil Belajar Pada Tema Benda Hewan dan Tanaman Kelas 1 SD Negeri 101911 Sidodadi Batu 8 Deli Serdang. *Jurnal Dirosah Islamiyah*, 5(3), 879–886. <https://doi.org/10.47467/jdi.v5i3.4343>
- Haruna, H., Zainuddin, Z., Okoye, K., Mellecker, R. R., Hu, X., Chu, S. K. W., & Hosseini, S. (2023). Improving Instruction and Sexual Health Literacy With Serious Games and Gamification Interventions: an Outlook to Students' Learning Outcomes and Gender Differences. *Interactive Learning Environments*, 31(4),

2392–2410. <https://doi.org/10.1080/10494820.2021.1888754>

- Indriani, N. (2022). Efektivitas Penggunaan Aplikasi Kahoot pada Proses Evaluasi Pembelajaran Siswa Kelas IV SD MI NU Ngingas Kabupaten Sidoarjo. *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran*, 7(1), 81. <https://doi.org/10.33394/jtp.v7i1.5135>
- Jatawitika, Warpala, & Tegeh. (2024). Efektivitas Multimedia Pembelajaran Gamifikasi Untuk Meningkatkan Hasil Belajar Peserta Didik. *Jurnal Teknologi Pembelajaran Indonesia*, 14, 159–168. https://doi.org/10.23887/jurnal_tp.v14i2.4112
- Khadafi, M., Aramuddin, A., & Hamdani, M. F. (2024). The Influence of the Example Non Example Model on Student Learning Participation in Social Studies. *Journal of Education Students (JIES)*, 4, 388–398. <https://doi.org/10.31958/jies.v4i2.12700>
- Latifa, G., Suzanne, N., & Zuhendri, Z. (2023). Development of Illustrated Storybooks as a Learning Medium to Enhance Students' Reading Interest. *Journal of Islamic Education Students (JIES)*, 3(1), 1. <https://doi.org/10.31958/jies.v3i1.5623>
- Lestari, I., & Aryanti, Z. (2024). Application of Habituation and Singing Methods in Forming Character Religious and Moral Values in Early Childhood. *Journal of Islamic Education Students (JIES)*, 4(1), 107. <https://doi.org/10.31958/jies.v4i1.12287>
- Macey, J., Adam, M., Hamari, J., & Benlian, A. (2024). Examining the Commonalities and Differences Between Gamblification and Gamification: A Theoretical Perspective. *International Journal of Human-Computer Interaction*, 0(0), 1–14. <https://doi.org/10.1080/10447318.2024.2346690>
- Mattawang, M. R., & Syarif, E. (2023). Dampak Penggunaan Kahoot Sebagai Platform Gamifikasi Dalam Proses Pembelajaran. *Journal of Learning and Technology*, 2(1), 33–42. <https://doi.org/10.33830/jlt.v2i1.5843>
- Miftahurrohman, L., Sya, A., & Yani, M. T. (2024). Instilling Religious Values in Children Through the Role of Parents and Habituation at School. *Journal of Education Students (JIES)*, 4(2), 251–262. <https://doi.org/10.31958/jies.v4i2.12482>
- Moutzala, I., & Spais, G. S. (2024). Are Gamification and Consumer Happiness the Links Between Gourmet Food Packaging Design and Mobile Points of Sales? *Journal of Promotion Management*, 30(6), 986–1028. <https://doi.org/10.1080/10496491.2024.2333481>
- Mudiana, I. G. N. K., Astawan, I. G., & Sanjaya, D. B. (2022). Pengaruh Media Pembelajaran Interaktif Berbantuan Gamifikasi Terhadap Efikasi Diri Dan Hasil Belajar Ipa Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 9(2), 386–396. <https://doi.org/10.38048/jipcb.v9i2.687>
- Musnidar, L., Halim, A., Huda, I., Syukri, M., & Kasli, E. (2022). Pengaruh Media Gamification dalam Jaringan terhadap Hasil Belajar dan Sikap Berpikir dalam

- Belajar. *Jurnal Penelitian Pendidikan IPA*, 8(2), 1005–1011. <https://doi.org/10.29303/jppipa.v8i2.1321>
- Nabila, M. F., & Rahmanto, M. A. (2024). Strategi Pembelajaran Anak Tunarungu dalam Menghafal Al-Qur'an di Pesantren Tahfidz Difabel Baznas (BAZIS) Jakarta Selatan. *Islamika*, 6(2), 597–610. <https://doi.org/10.36088/islamika.v6i2.4603>
- Nguyen-Viet, B., & Nguyen-Viet, B. (2025). The synergy of immersion and basic psychological needs satisfaction: Exploring gamification's impact on student engagement and learning outcomes. *Acta Psychologica*, 252, 104660. <https://doi.org/https://doi.org/10.1016/j.actpsy.2024.104660>
- Nur'aeni, N., & Hasanudin, E. H. I. (2023). Model Pembelajaran Kooperatif Team Game Tournament Berbasis Media Digital Blooket untuk Mengembangkan Motivasi dan Hasil Belajar Pendidikan Pancasila. *Asatiza: Jurnal Pendidikan*, 4(3), 259–273. <https://doi.org/10.46963/asatiza.v4i3.982>
- Permatasari, H. P., Dewi, G. K., & Susilo, T. A. B. (2024). Pengembangan Media Gamifikasi Quizizz Indonesiaku Kaya Raya Pembelajaran Ips Pada Siswa Kelas V. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 24(7), 28–42. <https://doi.org/https://doi.org/10.23969/jp.v9i3.14437>
- Pin Luarn, C.-C. C., & Chiu, Y.-P. (2024). How does perceived value of gamification improve online learning effectiveness? The role of flow state. *Interactive Learning Environments*, 0(0), 1–15. <https://doi.org/10.1080/10494820.2024.2436932>
- Rahmanto, M. A., Bunyamin, B., & Nurjanah, A. S. (2023). Pelatihan Pemanfaatan Google Apps for Education di Sekolah Menengah Pertama Muhammadiyah Cisalak. *Pemberdayaan Masyarakat*, 8(2), 225–232. <https://doi.org/10.21067/jpm.v8i2.5808>
- Rahmanto, M. A., & Ramadhan, A. R. (2024). Improving Quality on Indonesia Curriculum Management: Reactualizing Total Quality Management as Methods. *Pedagogia: Jurnal Pendidikan*, 13(1), 145–158. <https://doi.org/10.21070/pedagogia.v13i1.1606>
- Sandhy, A. A., & Rahmanto, M. A. (2024). Peranan OSIS Dalam Penguatan Akhlakul Karimah Siswa di MA Manaratul Islam Jakarta Selatan. *Journal on Education*, 6(3), 17010–17019. <https://doi.org/10.31004>
- Sari, D. D., Ilham, M., Fuadi, N., & Nurviani, R. (2024). The Implementation Learning Media Based on a Culture to Develop Student Character. *Journal of Islamic Education Students (JIES)*, 4(1), 63. <https://doi.org/10.31958/jies.v4i1.12109>
- Shandilia, C., Ambawani, L., Meista, T., Kusuma, M., Fauziati, E., Haryanto, S., & Supriyoko, A. (2024). Perspektif Connectivisme Terhadap Penggunaan Media Gamifikasi Dalam Pembelajaran. *PROFICIO: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 636–644. <https://doi.org/https://doi.org/10.36728/jpf.v5i1.3134>

- Sibghatullah Mujadidi, Siti Suharsih, Putri Intan Oktapiani, Isyarah Khaeraini, Nur Addiena Kamila, & Nabila Mutiara Fajris. (2023). Gamifikasi dalam Pengajaran Bahasa Inggris dengan Menggunakan Platform Genially. *Jurnal Pendidikan Dan Sastra Inggris*, 3(3), 41–49. <https://doi.org/10.55606/jupensi.v3i3.2834>
- Valentinna, C. R., Kurnianti, E. M., & Hasanah, U. (2024). Media Belajar Gamifikasi terhadap Peningkatan Motivasi Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 8(3), 1722–1732. <https://doi.org/10.31004/basicedu.v8i3.7476>
- Widianto, A. T., & Prastiwi, M. S. (2024). Kepraktisan Media Pembelajaran Gamifikasi Materi Limbah Megali Untuk Meningkatkan Hasil Belajar Siswa. *BIOCHEPHY: Journal of Science Education*, 4(2), 754–759. <https://doi.org/10.52562/biochephy.v4i2.1261>
- Yu, Z., Yu, L., Xu, Q., Xu, W., & Wu, P. (2022). Effects of Mobile Learning Technologies and Social Media Tools on Student Engagement and Learning Outcomes of English Learning. *Technology, Pedagogy and Education*, 31(3), 381–398. <https://doi.org/10.1080/1475939X.2022.2045215>

Lampiran 1 : Cover Jurnal Dan Editorial Board Jurnal



Journal of Islamic
Education Students

Faculty of
State Institute

HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > About the Journal > Editorial Team

Editorial Team

Editor In Chief

Jhoni Warmansyah, SCOPUS ID:57216547630, Institut Agama Islam Negeri Batusangkar, Indonesia

Reviewers

Ayu Wulandari, SCOPUS ID: 57209451367, STKIP Kusumanegara Jakarta, Indonesia

Yubaedi Siron, SCOPUS ID: 57193343810, Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

Badrudin Badrudin, SCOPUS ID: 5721627310, Universitas Islam Negeri Gunung Djati Bandung, Indonesia

Juliana - Batu Bara, SCOPUS ID: 57216855870, UIN Imam Bonjol Padang

Annisaul Khairat, (SINTA ID: 6785398), Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

Eko Sujadi, SCOPUS ID: 57218874185, SINTA ID: 6115625, Institut Agama Islam Negeri Kerinci, Indonesia

Reza Rachmadtullah, SCOPUS ID: 57193240231 SINTA ID: 6704979, Universitas PGRI Adi Buana Surabaya, Indonesia

Dony Darma Sagita, SCOPUS ID: 57216736187, SINTA ID: 6023730, Universitas Muhammadiyah Prof.Dr. Hamka, Jakarta, Indonesia

Muthoifin Muthoifin, SCOPUS ID: 57211791356, SINTA ID: 5980275, Universitas Muhammadiyah Surakarta, Indonesia

Ahmad Sabri, SCOPUS ID: 57211081034 UIN Imam Bonjol Padang, Indonesia

Rafhi Febryana Putera, SCOPUS ID: 57214459836, Universitas Negeri Padang, Indonesia

Ardimen Ardimen, SCOPUS ID: 57216151905, SINTA ID: 6084458 IAIN Batusangkar, Indonesia

Bashori Bashori, SCOPUS ID: 57219216641, UIN Imam Bonjol Padang, Indonesia

Fadriati Fadriati, (SINTA ID: 6685559, SCOPUS ID: 57934010700), Universitas Islam Negeri, UIN Mahmud Yunus Batusangkar, Sumatera Barat, Indonesia

Irwani Fathurrochman, SCOPUS ID: 57220784620, Institut Agama Islam Negeri Curup Bengkulu, Indonesia

Irfan Fauzi Rachmat, SINTA ID: 6009411, Universitas Muhammadiyah Cirebon, Indonesia

Yufiarti Yufiarti, SCOPUS ID: 57211748527, Universitas Negeri Jakarta, Indonesia

Hendra Budiono, SINTA ID: 6662628, Universitas Jambi, Indonesia

Ari Kiswanto Kenedi, SCOPUS ID: 57200642659, SINTA ID: 6021664, Universitas Samudra, Indonesia
Anik Indarwati, SCOPUS ID: 57211557794, SINTA ID: 6649737, Universitas Muhammadiyah Gorontalo, Indonesia
Rini Setyaningsih, SINTA ID: 6652072, Universitas Islam Negeri Sultan Syarif Kasim, Indonesia
Elis Komalasari, SINTA ID: 6670997, Institut Agama Islam Negeri Batusangkar, Indonesia
Yanti Elvita, SINTA ID: 6678516, Institut Agama Islam Negeri Batusangkar, Indonesia
Zulhendri Zulhendri, SINTA ID: 6685646, Institut Agama Islam Negeri Batusangkar, Indonesia
Dasril Dasril, SINTA ID: 6667632, Institut Agama Islam Negeri Batusangkar, Indonesia
Yogi Damai Syaputra, SINTA ID: 6669107, UIN Sultan Maulana Hasanuddin Banten, Indonesia
Desy Ayuningrum, SCOPUS ID: 57211562429, Institut PTIQ Jakarta, Indonesia

Ari Sandra, Institut Agama Islam Negeri Batusangkar, Indonesia

Nina Suzanne, SINTA ID: 6650568, Institut Agama Islam Negeri
Batusangkar, Indonesia

Lampiran 2 : Bukti LoA



Journal of Islamic
Education Students

ISSN: 2797-0108 (Online)
ISSN: 2797-0116 (Print)

Faculty of Education and Teacher Training

Letter of Acceptance Journal of Islamic Education Students (JIES)
Faculty of Education and Teacher Training
State Islamic University of Mahmud Yunus Batusangkar

Batusangkar, 05 Februari 2025

No : 91/Acceptance JIES/11/2025
Attachments : -
Page : Letter of Acceptance of Journal Publication Manuscript

To
Syauqi Musfirah Daud Pisba, Muhammad Arifin Rahmanto
Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia

Dear Author, we are pleased to inform you that your paper entitled:
“Blooket as a Gamification Media in Learning Moral Beliefs: Its Implications for Student Learning Outcomes”

Has received a review from the Editor and have a positive response. This paper has been accepted for further review by the JIES Mitra Bebestari and for publication in the Journal of Islamic Education Students (JIES), Faculty of Education and Teacher Training, State Islamic University of Mahmud Yunus Batusangkar, to be published on **May 2025 (Vol.5. No.1)**.

Journal of Islamic Education Students (JIES) is publish twice a year in May and November, containing research article in the field of Islamic Education. P-ISSN (Print Media): 2797- 0116 e-ISSN (Online Media): 2797-0108. Journal of Islamic Education Students (JIES) is **ACCREDITED SINTA 4** by the Indonesian Ministry of Higher Education with the Decree Number 79/E/KPT/2023.

Website: <https://ejournal.uinmybatusangkar.ac.id/ojs/index.php/jies/index>
Accreditation: <https://sinta.kemdikbud.go.id/journals/profile/11376>

Best regards,

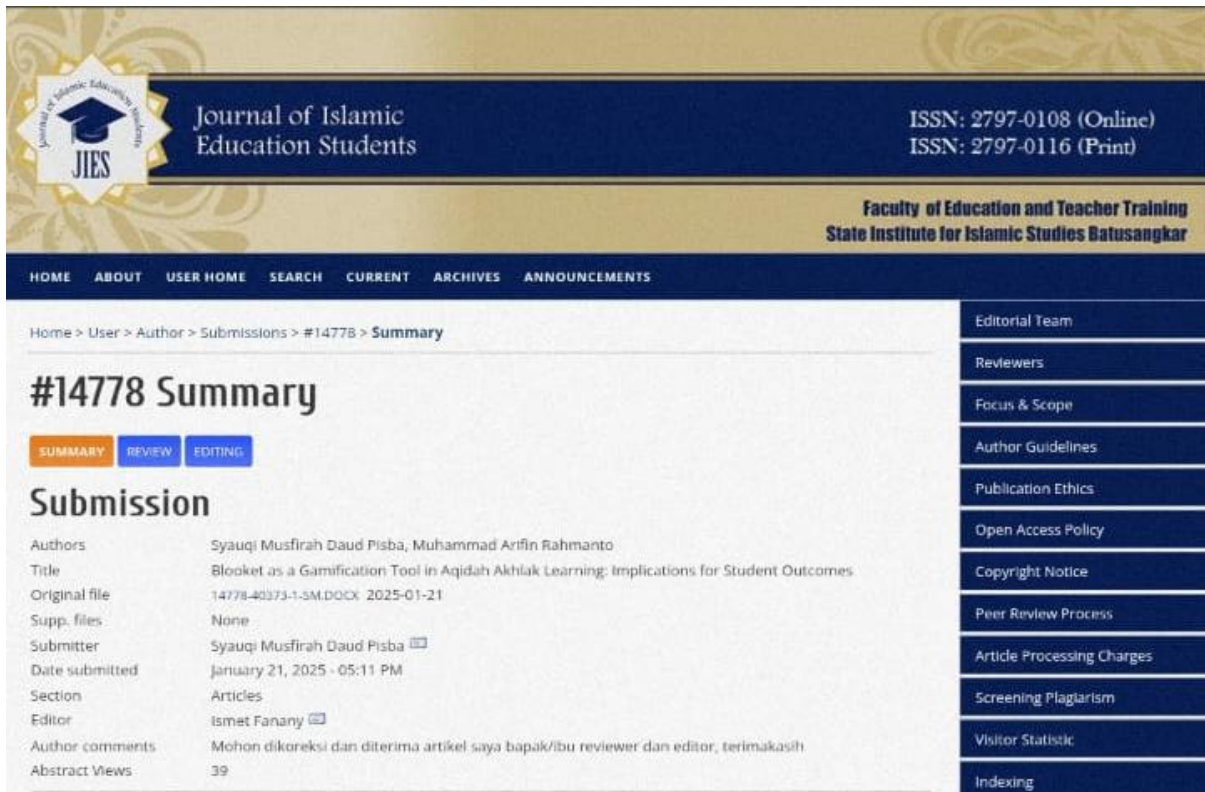


(Dr. Jhoni Warmansyah, M.Pd.)
Chief-in Editor
Journal of Islamic Education Students (JIES)
Jl. Jenderal Sudirman No.137, Lima Kaum, Kabupaten
Tanah Datar, Sumatera Barat 27217
Mobile: +62 85274614119
Email: jies@uinmybatusangkar.ac.id

Lampiran 3 : Bukti Indeksasi SINTA



Lampiran 4 : Bukti OJS/ Proses Korespondensi



The screenshot shows the JIES submission page for article #14778. The header includes the JIES logo, the journal title, and ISSN information. The navigation bar lists various links like HOME, ABOUT, and USER HOME. The main content area displays the article title, authors, and submission details. A sidebar on the right contains links to various journal policies and guidelines.

Journal of Islamic Education Students
ISSN: 2797-0108 (Online)
ISSN: 2797-0116 (Print)

**Faculty of Education and Teacher Training
State Institute for Islamic Studies Batusangkar**

HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Author > Submissions > #14778 > Summary

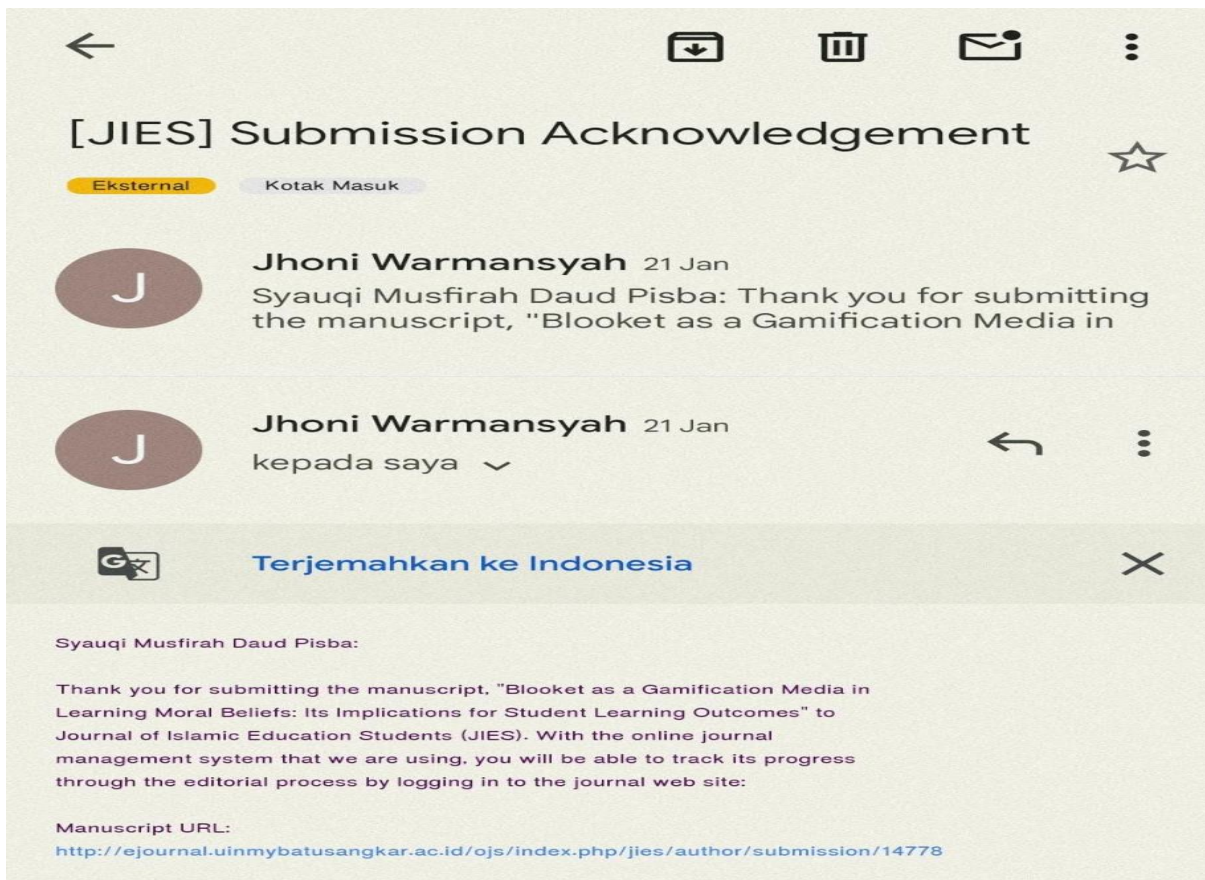
#14778 Summary

SUMMARY **REVIEW** **EDITING**

Submission

Authors	Syauqi Musfirah Daud Pisba, Muhammad Arifin Rahmanto
Title	Blooket as a Gamification Tool in Aqidah Akhlak Learning: Implications for Student Outcomes
Original file	14778-40373-1-SM.DOCX 2025-01-21
Supp. files	None
Submitter	Syauqi Musfirah Daud Pisba
Date submitted	January 21, 2025 - 05:11 PM
Section	Articles
Editor	Ismet Fanany
Author comments	Mohon dikoreksi dan diterima artikel saya bapak/ibu reviewer dan editor, terimakasih
Abstract Views	39

Editorial Team
Reviewers
Focus & Scope
Author Guidelines
Publication Ethics
Open Access Policy
Copyright Notice
Peer Review Process
Article Processing Charges
Screening Plagiarism
Visitor Statistic
Indexing



The screenshot shows an email titled "[JIES] Submission Acknowledgement" from Jhoni Warmansyah. The email content expresses gratitude for the submission of the manuscript "Blooket as a Gamification Media in Learning Moral Beliefs: Its Implications for Student Learning Outcomes" to the Journal of Islamic Education Students (JIES). It also provides the manuscript URL for tracking progress.

[JIES] Submission Acknowledgement

Eksternal Kotak Masuk

Jhoni Warmansyah 21 Jan
Syauqi Musfirah Daud Pisba: Thank you for submitting the manuscript, "Blooket as a Gamification Media in Learning Moral Beliefs: Its Implications for Student Learning Outcomes" to Journal of Islamic Education Students (JIES). With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

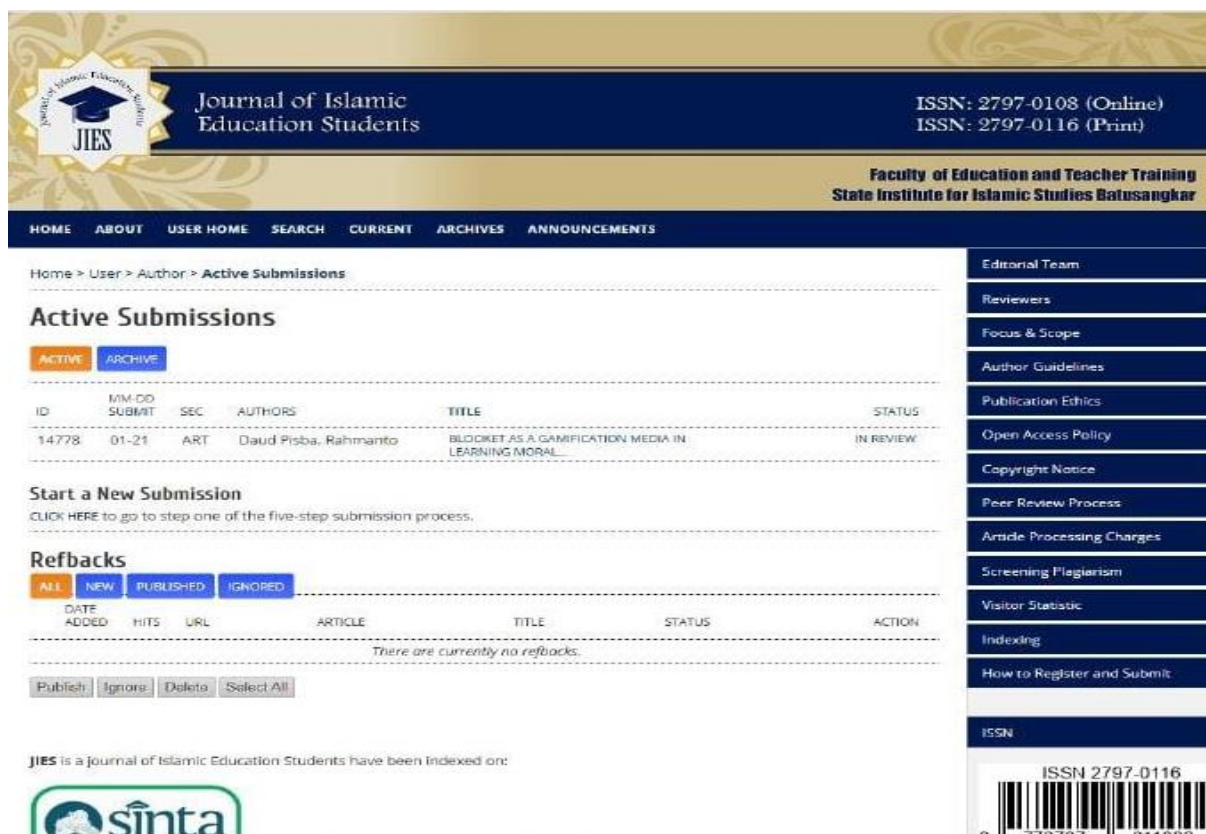
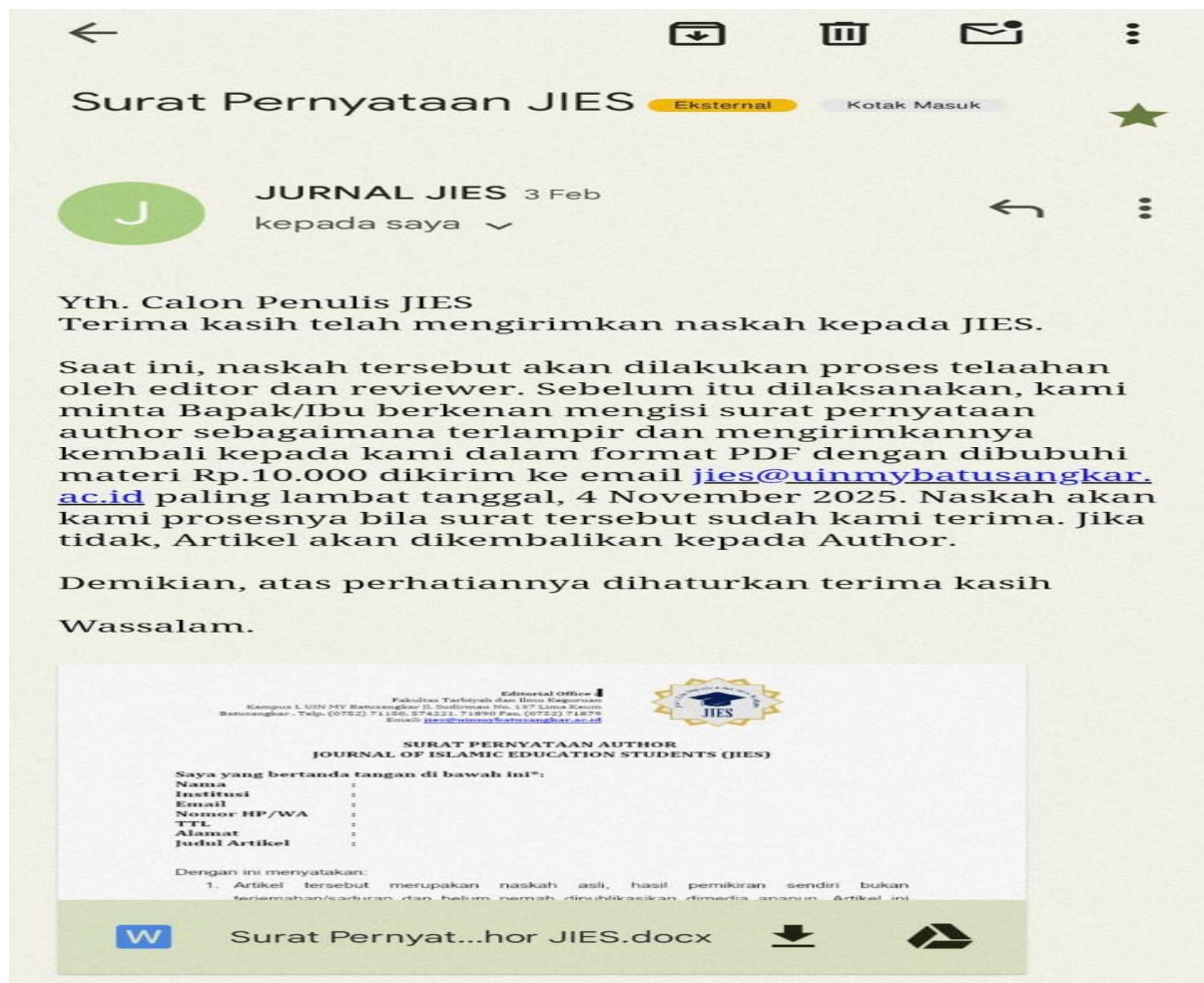
Jhoni Warmansyah 21 Jan
kepada saya

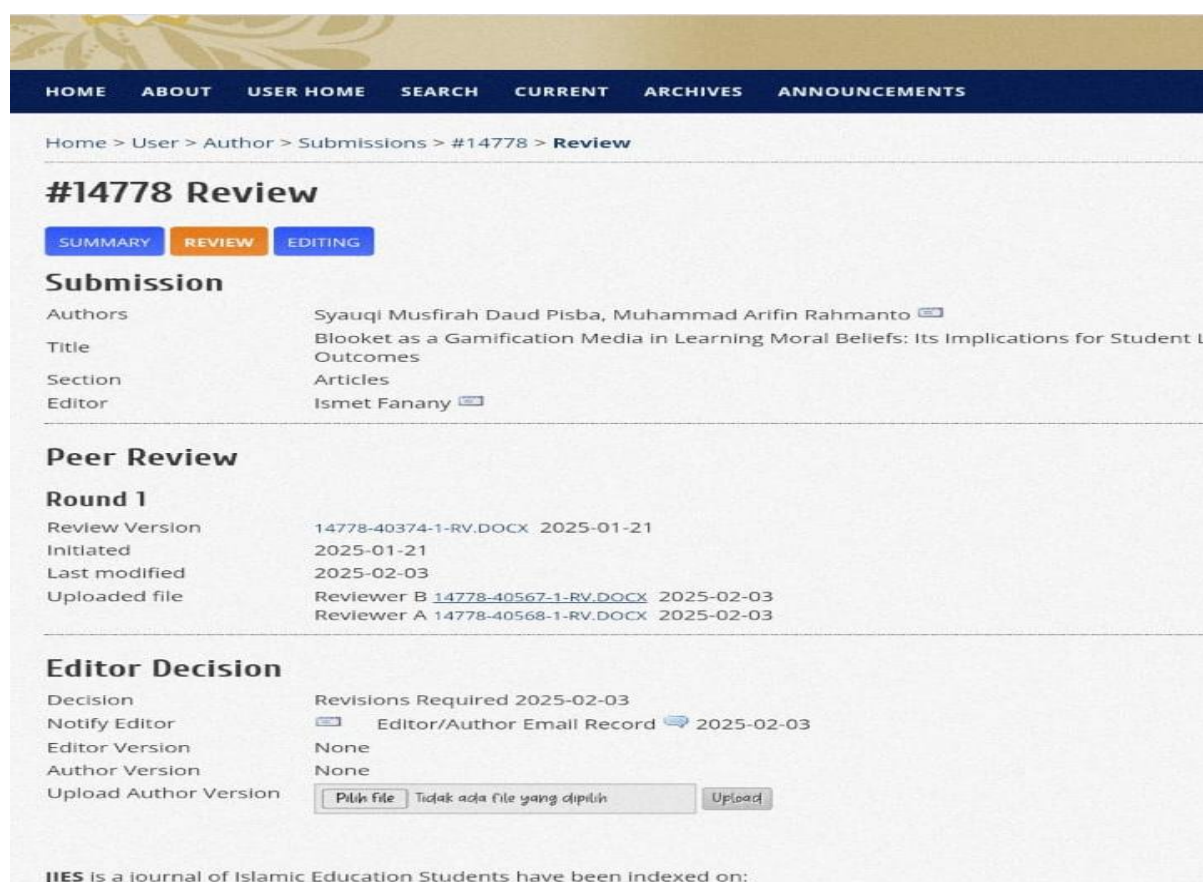
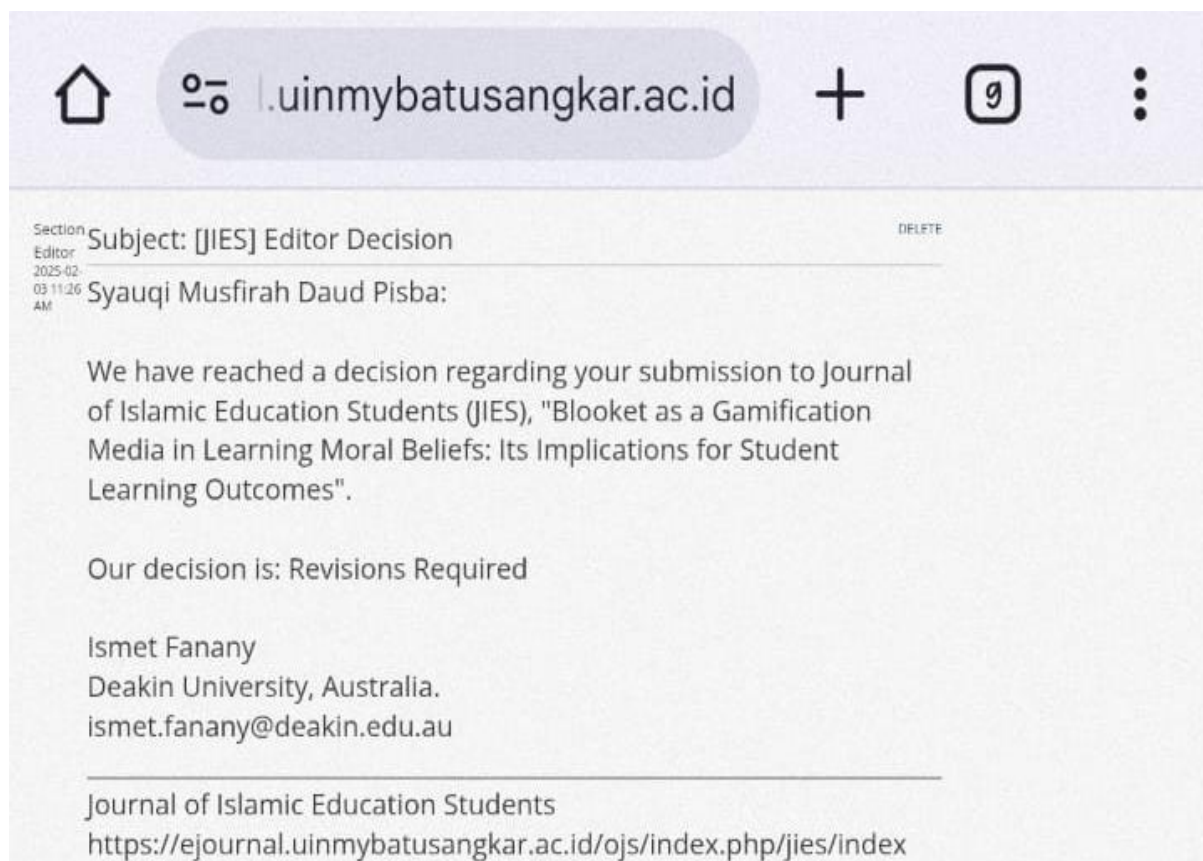
Terjemahkan ke Indonesia

Syauqi Musfirah Daud Pisba:

Thank you for submitting the manuscript, "Blooket as a Gamification Media in Learning Moral Beliefs: Its Implications for Student Learning Outcomes" to Journal of Islamic Education Students (JIES). With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:
<http://ejournal.uinmybatusangkar.ac.id/ojs/index.php/jies/author/submission/14778>





Section Editor

2025-02-28 08:23 AM

Subject: [JIES] Editor Decision

Syauqi Musfirah Daud Pisba:

DELETE

We have reached a decision regarding your submission to Journal of Islamic Education Students (JIES), "Blooket as a Gamification Media in Learning Moral Beliefs: Its Implications for Student Learning Outcomes".

Our decision is to: Accept Submission

Ismet Fanany
Deakin University, Australia.
ismet.fanany@deakin.edu.au

Journal of Islamic Education Students
<https://ejournal.uinmybatusangkar.ac.id/ojs/index.php/jies/index>

Close



Journal of Islamic Education Students

ISSN: 2797-0108 (Online)

ISSN: 2797-0116 (Print)

Faculty of Education and Teacher Training

State Institute for Islamic Studies Batusangkar

HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Author > Submissions > #14778 > Review

#14778 Review

SUMMARY

REVIEW

EDITING

Submission

Authors

Syauqi Musfirah Daud Pisba, Muhammad Anfin Rahmanto

Title

Blooket as a Gamification Media in Learning Moral Beliefs: Its Implications for Student Learning Outcomes

Section

Articles

Editor

Ismet Fanany

Peer Review

Round 1

Review Version

14778-40374-1-RV.DOCX 2025-01-21

Initiated

2025-01-21

Last modified

2025-02-03

Uploaded file

Reviewer B 14778-40567-1-RV.DOCX 2025-02-03

Reviewer A 14778-40568-1-RV.DOCX 2025-02-03

Editor Decision

Decision

Accept Submission 2025-02-28

Notify Editor

Editor/Author Email Record 2025-02-28

Editor Version

None

Author Version

14778-40784-1-ED.DOCX 2025-02-26 DELETE

Upload Author Version

Pilih file

Tidak ada file yang dipilih

Upload

Editorial Team

Reviewers

Focus & Scope

Author Guidelines

Publication Ethics

Open Access Policy

Copyright Notice

Peer Review Process

Article Processing Charges

Screening Plagiarism

Visitor Statistic

Indexing

How to Register and Submit

ISSN

ISSN 2797-0116

772797 011002

ISSN 2797-0108

JIES is a journal of Islamic Education Students have been indexed on:



Journal of Islamic
Education Students

ISSN: 2797-0108 (Online)
ISSN: 2797-0116 (Print)

Faculty of Education and Teacher Training
State Institute for Islamic Studies Batusangkar

HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Author > Active Submissions

Active Submissions

ACTIVE ARCHIVE

ID	MM-DD SUBMIT	SEC	AUTHORS	TITLE	STATUS
14778	01-21	ART	David Pisba, Rahmanto	BLOCKET AS A GAMIFICATION MEDIA IN LEARNING MORAL...	IN EDITING

Start a New Submission

CLICK HERE to go to step one of the five-step submission process.

Refbacks

ALL NEW PUBLISHED IGNORED

DATE ADDED	HITS	URL	ARTICLE	TITLE	STATUS	ACTION
There are currently no refbacks.						

Publish Ignore Delete Select All

JIES is a journal of Islamic Education Students have been indexed on:

Editorial Team
Reviewers
Focus & Scope
Author Guidelines
Publication Ethics
Open Access Policy
Copyright Notice
Peer Review Process
Article Processing Charges
Screening Plagiarism
Visitor Statistic
Indexing
How to Register and Submit

ISSN
ISSN 2797-0116

←

Download
Grid
Mail
More

Notification of Article Processing Charge

Eksternal
Kotak Masuk

J

JURNAL JIES 16 Apr
kepada saya

Assalamu'alaikum Wr. Wb...

Yth. Penulis JIES Vol 5 No 1 2025

Perlu kami informasikan kepada penulis bahwa artikel sudah publish...

Berdasarkan SK Rektor UIN Mahmud Yunus Batusangkar nomor: B-0180/Un.25/R/KU.00/01/2024 tentang Tarif Layanan Penunjang Akademik Badan Layanan Umum UIN Mahmud Yunus Batusangkar...

Penulis dibebankan biaya donasi untuk terbit di SINTA 4 sebesar Rp. 400.000 untuk 1 artikel. Donasi tersebut dikirim ke Nomor Rekening BSI:

2023070718

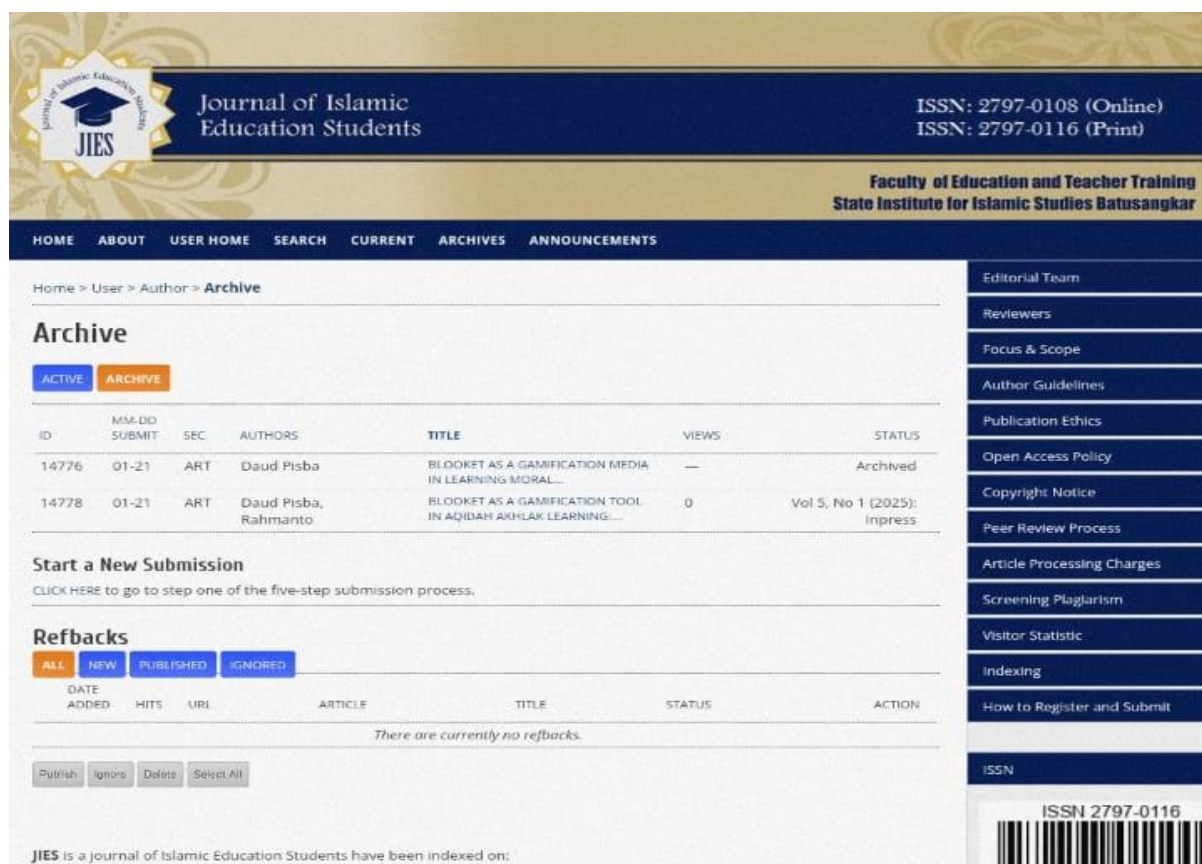
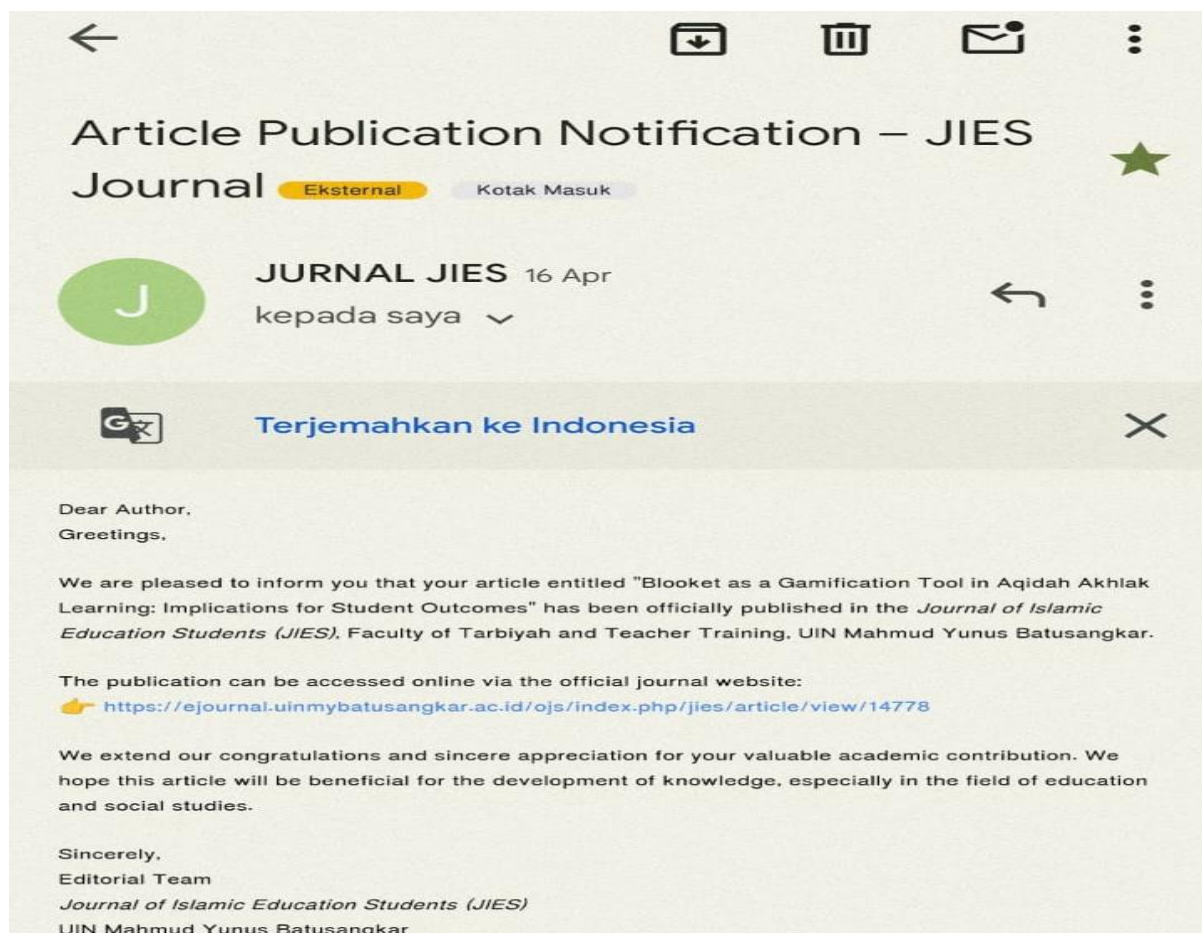
a.n RPL 011 BLU UIN MY BTS UNTUK OPS P...

Bukti pengiriman dikirimkan ke alamat email jies@uinmybatusangkar.ac.id atau No WA 085274614119

Hormat Kami,

Pengelola Jurnal JIES

Terimakasih. Wassalamu'alaikum Wr. Wb.





Journal of Islamic
Education Students

ISSN: 2797-0108 (Online)
ISSN: 2797-0116 (Print)

Faculty of Education and Teacher Training
State Institute for Islamic Studies Batusangkar

HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Author > Submissions > #14778 > Summary

#14778 Summary

SUMMARY REVIEW EDITING

Submission

Authors	Syauqi Musfirah Daud Pisba, Muhammad Arifin Rahmanto
Title	Blooket as a Gamification Tool in Aqidah Akhlak Learning: Implications for Student Outcomes
Original file	14778-40273-1-SM.DOCX 2025-01-21
Supp. files	None
Submitter	Syauqi Musfirah Daud Pisba
Date submitted	January 21, 2025 - 05:11 PM
Section	Articles
Editor	Ismet Fanany
Author comments	Mohon dikoreksi dan diterima artikel saya bapak/ibu reviewer dan editor, terimakasih
Abstract Views	39

Status

Status	Published Vol 5, No 1 (2025)
Initiated	2025-04-16
Last modified	2025-05-01

Editorial Team

Reviewers

Focus & Scope

Author Guidelines

Publication Ethics

Open Access Policy

Copyright Notice

Peer Review Process

Article Processing Charges

Screening Plagiarism

Visitor Statistic

Indexing

How to Register and Submit

ISSN

ISSN 2797-0116





Journal of Islamic
Education Students

ISSN: 2797-0108 (Online)
ISSN: 2797-0116 (Print)

Faculty of Education and Teacher Training
State Institute for Islamic Studies Batusangkar

HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > Vol 5, No 1 (2025) > Daud Pisba

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

Syauqi Musfirah Daud Pisba, Muhammad Arifin Rahmanto

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

Full Text:
PDF

References

Editorial Team

Reviewers

Focus & Scope

Author Guidelines

Publication Ethics

Open Access Policy

Copyright Notice

Peer Review Process

Article Processing Charges

Screening Plagiarism

Visitor Statistic

Indexing

How to Register and Submit

ISSN

ISSN 2797-0116



772797 011002
ISSN 2797-0108



772797 010005

CONTACT US


SUBMIT HERE

SUBMIT YOUR
Article

TEMPLATE


Lampiran 5 : Lembar Monitoring Bimbingan



Uhamka
FAKULTAS AGAMA ISLAM

**Integrity
Trusty
Compassion**

A leading university that produces
graduates excelling in Spiritual, Intellectual,
Emotional and Social Intelligences

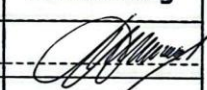
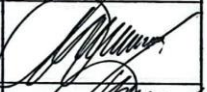
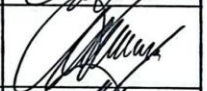
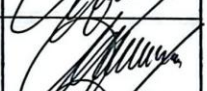
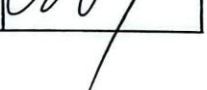
LEMBAR MONITORING BIMBINGAN TUGAS AKHIR
PROGRAM STUDI PENDIDIKAN AGAMA ISLAM
FAKULTAS AGAMA ISLAM
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

Nama Mahasiswa : SYAUQI MUSTAFIRAH DAUD PISBA

NIM : 2107015052

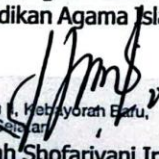
Dosen Pembimbing : Muhammad Arifin Rahmanto, M.Pd.

Judul Tugas Akhir : Blooket as a Gamification Tool in Learning Akidah Akhlak: Implications for Student Learning Outcomes

No.	Tanggal Bimbingan	Materi Bimbingan	Saran Pembimbing	Hal	Bukti Revisi	Paraf Pembimbing
1	29 Oktober 2024	Menentukan judul	Perbaikan judul		✓	
2	4 Oktober 2024	Membuat rumusan masalah dan gap	Revisi rumusan masalah		✓	
3	12 November	Tujuan penelitian	Merubah tujuan penelitian		✓	
4	16 November	Literatur review	Tambahkan literatur review		✓	
5	23 November	Pendahuluan	Perbaikan pendahuluan		✓	
6	16 Desember	Metode penelitian	Revisi metode penelitian		✓	
7	27 Desember	Analisa data	Lanjut analisa data		✓	
8	2 Januari	Hasil perhitungan data	Revisi hasil perhitungan data		✓	
9	13 Januari	Draft artikel	Revisi draft artikel		✓	
10	15 Februari	Memilih website ojs	Cek OJS		✓	
11	22 Februari	Menyesuaikan template jurnal	Cek template		✓	
12	3 Maret 2025	Proses submit, revisi, dan terbit	Published		✓	

Jakarta, 18 Maret 2025

Ketua Program Studi Pendidikan Agama Islam



Sholah Shofarivani Irvanti, M.Pd.

Jl. Limau 1, Kebayoran Baru,
Jakarta Selatan

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

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



Lampiran 6 : Hasil Uji Turnitin

JIES BLOOKET ENGLISH FIX NON DAFPUS.docx

ORIGINALITY REPORT

18%	16%	9%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.uhamka.ac.id Internet Source	2%
2	Submitted to Forum Perpustakaan Perguruan Tinggi Indonesia Jawa Timur II Student Paper	2%
3	repository.uinsaizu.ac.id Internet Source	2%
4	mjltn.org Internet Source	1%
5	etheses.iainponorogo.ac.id Internet Source	1%
6	ojs.iainbatusangkar.ac.id Internet Source	1%
7	1library.net Internet Source	1%
8	repo.uinsatu.ac.id Internet Source	1%
9	docplayer.info Internet Source	<1%
10	digilib.uinkhas.ac.id Internet Source	<1%
11	Hafinaz, R Hariharan, R. Senthil Kumar. "Recent Research in Management, Accounting and Economics (RRMAE) - A case study on Recent Research in Management, Accounting and Economics", Routledge, 2025 Publication	<1%

12	jurnal.fkip.unismuh.ac.id Internet Source	<1 %
13	www.jele.or.id Internet Source	<1 %
14	repo.undiksha.ac.id Internet Source	<1 %
15	P Aswirna, P Yulianti, R Fahmi, N A Agustin. "Adobe Flash Development Using Interaction Treatment Aptitude to Improve the Reasoning of Kinetic Theory of Gas and Thermodynamic Materials", Journal of Physics: Conference Series, 2020 Publication	<1 %
16	ejeset.saintispub.com Internet Source	<1 %
17	injec.aipni-ainec.org Internet Source	<1 %
18	jurnal.piaud.org Internet Source	<1 %
19	Muhamad Yusvin Mustar, Rudy Hartanto, Paulus Insap Santosa. "Interactive Tangible User Interface for Early Childhood Education: A Usability Study on Teaching Geometric Shapes in Kindergarten", International Journal of Interactive Mobile Technologies (IJIM), 2025 Publication	<1 %
20	etheses.uinmataram.ac.id Internet Source	<1 %
21	ppjp.ulm.ac.id Internet Source	<1 %
22	www.bircu-journal.com Internet Source	<1 %
23	www.coursehero.com Internet Source	

		<1 %
24	Daldiri Daldiri, Solihin Susanto, Rina Haryanah, Husni Thoyyar. "The Effectiveness of the Discovery Learning Model on the Quality of Islamic Cultural History Learning", <i>Al Ulya: Jurnal Pendidikan Islam</i> , 2024 Publication	<1 %
25	digilib.unimed.ac.id Internet Source	<1 %
26	dspace.umkt.ac.id Internet Source	<1 %
27	ejournal.iainpalopo.ac.id Internet Source	<1 %
28	go.gale.com Internet Source	<1 %
29	repository.metrouniv.ac.id Internet Source	<1 %
30	Berkovits, Shevach. "Effects of Police Hiring & Training on Civilian Complaints: A Case Study of the Nassau County, NY Police Department.", <i>St. John's University (New York)</i> , 2024 Publication	<1 %
31	Furmanissa Okta Dwinanda, Nani Mediatati. "The Effect of Parental Attention on Learning Outcomes of High School Students", <i>Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme</i> , 2023 Publication	<1 %
32	Ton Duc Thang University Publication	<1 %
33	discovery.dundee.ac.uk Internet Source	<1 %

34	ijrrjournal.com Internet Source	<1 %
35	jurnal.yayasannurulyakin.sch.id Internet Source	<1 %
36	www.repository.uinjkt.ac.id Internet Source	<1 %
37	Julie Pallant. "SPSS Survival Manual - A Step by Step Guide to Data Analysis Using IBM SPSS", Routledge, 2020 Publication	<1 %
38	Marek Jaśkiewicz, Rafał Jurecki, Emilia M. Szumska. "Automotive Safety 2024", CRC Press, 2025 Publication	<1 %

Exclude quotes Off
Exclude bibliography Off

Exclude matches Off

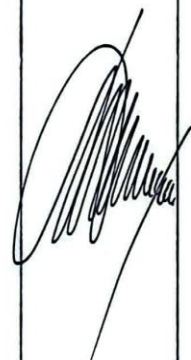
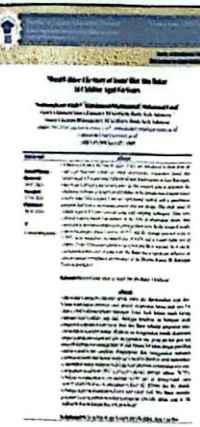
Kapri PAI
shad

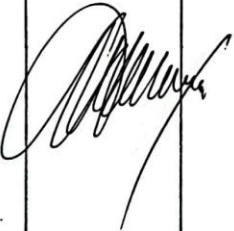
Lampiran 7 : Hasil Uji Daftar Pustaka

UJI DAFTAR PUSTAKA

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

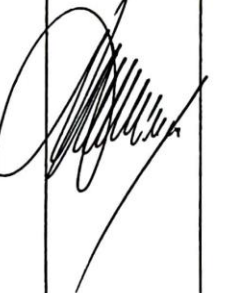
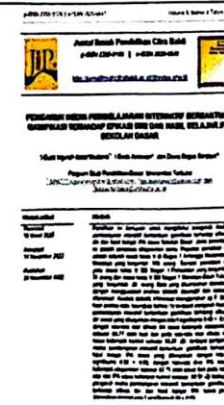
Learning Outcomes

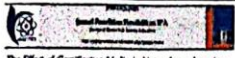
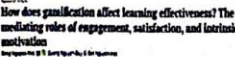
No.	Judul	Referensi	Tahun	Foto	Pembimbing
1.	Efektivitas Penerapan Permainan Blooket Sebagai Media Digital Terhadap Pembelajaran Ipa Pada Siswa Kelas VII Smp Negeri 3	Jurnal	2024		
2.	Assessing Student Engagement in Qurdis Subject Using Wordwall	Jurnal	2024		
3.	Moral Values : The Story of Asma ' Bint Abu Bakar In Children Aged 5-6 Years	Jurnal	2024		

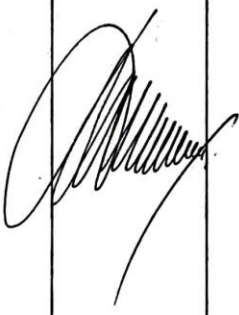
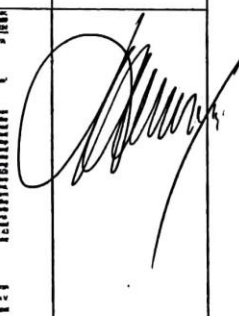
4.	The Effectiveness of Blooket Games in the Borg and Gall Model on Students' Learning Interest at MTs Hidayatul Muhajirin	Jurnal	2024		
5.	Optimising Learning Outcomes: A Comprehensive Approach to Virtual Simulation Experiment Teaching in Higher Education	Jurnal	2024		
6.	Efektivitas Penggunaan Aplikasi Kahoot Sebagai Alat Evaluasi pada Mahasiswa	Jurnal	2020		
7.	Analyzing gamification as capital in social media posts regarding military recruitment	Jurnal	2024		

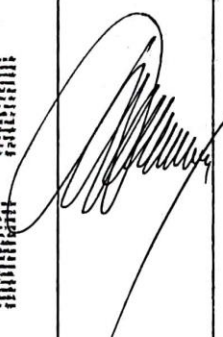
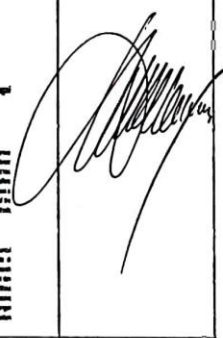
8.	Pemanfaatan Blooket Game sebagai Media Pembelajaran yang Inovatif dan Interaktif di Ma Al Qadir Qamarul Huda Menemeng	Jurnal	2024	Journal of Pedagogical Research Volume 1 Nomor 1 Desember 2024 ISSN 2798-1008 DOI: 10.30605/jpr.v1i1.12345 ABSTRACT This study aims to explore the effectiveness of Blooket Game as an innovative and interactive learning media in Ma Al Qadir Qamarul Huda Menemeng. The research was conducted using a qualitative approach with a sample of 30 students. The data was collected through interviews, observations, and documentation. The results showed that Blooket Game is an effective learning media that can increase student interest and motivation in learning. The study also found that Blooket Game can be used as a supplementary learning media for various subjects. The study concludes that Blooket Game is a promising learning media that can be used by teachers in the classroom. Keywords: Blooket Game, Innovative Learning Media, Interactive Learning Media, Ma Al Qadir Qamarul Huda Menemeng.	
9.	Pengembangan Media Pembelajaran Berbasis Aplikasi Genially Dengan Gamifikasi Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar	Jurnal	2024	Journal of Pedagogical Research Volume 1 Nomor 1 Desember 2024 ISSN 2798-1008 DOI: 10.30605/jpr.v1i1.12346 ABSTRACT This study aims to explore the effectiveness of Genially-based learning media with gamification in increasing student learning outcomes in elementary school. The research was conducted using a qualitative approach with a sample of 30 students. The data was collected through interviews, observations, and documentation. The results showed that Genially-based learning media with gamification is an effective learning media that can increase student interest and motivation in learning. The study also found that Genially-based learning media with gamification can be used as a supplementary learning media for various subjects. The study concludes that Genially-based learning media with gamification is a promising learning media that can be used by teachers in the classroom. Keywords: Genially-based Learning Media, Gamification, Elementary School, Increasing Learning Outcomes.	
10.	Penerapan Media Pembelajaran Gamifikasi Wordwall Terhadap Hasil Belajar Pada Tema Benda Hewan dan Tanaman Kelas 1 SD Negeri 101911 Sidodadi Batu 8 Deli Serdang	Jurnal	2023	Journal of Pedagogical Research Volume 1 Nomor 1 Desember 2023 ISSN 2798-1008 DOI: 10.30605/jpr.v1i1.12347 ABSTRACT This study aims to explore the effectiveness of Wordwall-based learning media with gamification in increasing student learning outcomes in Class 1 of SD Negeri 101911 Sidodadi Batu 8 Deli Serdang. The research was conducted using a qualitative approach with a sample of 30 students. The data was collected through interviews, observations, and documentation. The results showed that Wordwall-based learning media with gamification is an effective learning media that can increase student interest and motivation in learning. The study also found that Wordwall-based learning media with gamification can be used as a supplementary learning media for various subjects. The study concludes that Wordwall-based learning media with gamification is a promising learning media that can be used by teachers in the classroom. Keywords: Wordwall-based Learning Media, Gamification, Class 1, SD Negeri 101911 Sidodadi Batu 8 Deli Serdang.	

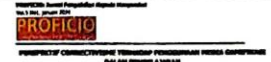
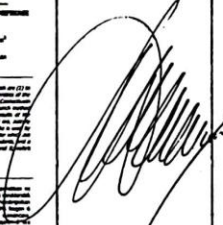
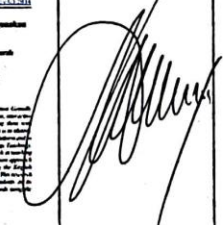
14.	The Influence of the Example Non Example Model on Student Learning Participation in Social Studies	Jurnal	2024		
15.	Development of Illustrated Storybooks as a Learning Medium to Enhance Students' Reading Interest	Jurnal	2023		
16.	Application of Habituation and Singing Methods in Forming Character Religious and Moral Values in Early Childhood	Jurnal	2024		
17.	Examining the Commonalities and Differences Between Gambification and Gamification: A Theoretical Perspective	Jurnal	2024		

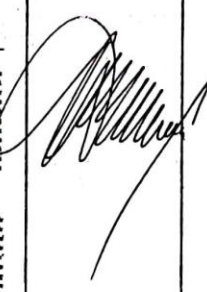
18.	Dampak Penggunaan Kahoot Sebagai Platform Gamifikasi Dalam Proses Pembelajaran	Jurnal	2023		
19.	Instilling Religious Values in Children Through the Role of Parents and Habituation at School	Jurnal	2024		
20.	Are Gamification and Consumer Happiness the Links Between Gourmet Food Packaging Design and Mobile Points of Sales?	Jurnal	2024		
21.	Pengaruh Media Pembelajaran Interaktif Berbantuan Gamifikasi Terhadap Efikasi Diri Dan Hasil Belajar Ipa Sekolah Dasar	Jurnal	2022		

22.	Pengaruh Media Gamification dalam Jaringan terhadap Hasil Belajar dan Sikap Berpikir dalam Belajar	Jurnal	2022	 The Effect of Gamification Media in Networks on Learning Outcomes and Thinking Attitudes in Learning Abstract: The purpose of this study is to determine the effect of gamification media in networks on learning outcomes and thinking attitudes in learning. The study was conducted in a classroom setting with 30 students. The results showed that gamification media in networks had a significant positive effect on learning outcomes and thinking attitudes in learning. The study also found that gamification media in networks could increase students' motivation and interest in learning.	
23.	Strategi Pembelajaran Anak Tunarungu dalam Menghafal Al-Qur'an di Pesantren Tahfidz Difabel Baznas (BAZIS) Jakarta Selatan	Jurnal	2024	 Strategi Pembelajaran Anak Tunarungu dalam Menghafal Al-Qur'an di Pesantren Tahfidz Difabel Baznas (BAZIS) Jakarta Selatan Abstract: The purpose of this study is to determine the strategy used by children with hearing impairment in memorizing the Quran at the Tahfidz Difabel Baznas (BAZIS) Pesantren. The study was conducted in a classroom setting with 10 children. The results showed that the strategy used by children with hearing impairment in memorizing the Quran at the Tahfidz Difabel Baznas (BAZIS) Pesantren was a combination of visual, auditory, and kinesthetic strategies.	
24.	How Does Gamification Affect Learning Effectiveness? The Mediating Roles of Engagement, Satisfaction, and Intrinsic Motivation	Jurnal	2024	 How does gamification affect learning effectiveness? The mediating roles of engagement, satisfaction, and intrinsic motivation Abstract: The purpose of this study is to determine the effect of gamification on learning effectiveness, mediated by engagement, satisfaction, and intrinsic motivation. The study was conducted in a classroom setting with 30 students. The results showed that gamification had a significant positive effect on learning effectiveness, mediated by engagement, satisfaction, and intrinsic motivation. The study also found that gamification could increase students' motivation and interest in learning.	

25.	Model Pembelajaran Kooperatif Team Game Tournament Berbasis Media Digital Blooket untuk Mengembangkan Motivasi dan Hasil Belajar Pendidikan Pancasila	Jurnal	2023	Journal of Pedagogical Research Volume 12, Issue 1, 2023 Model Pembelajaran Kooperatif Team Game Tournament Berbasis Media Digital Blooket untuk Mengembangkan Motivasi dan Hasil Belajar Pendidikan Pancasila Indah Nur Hafidha, Nuzulita Nur Hafidha Abstract Learning is a process that aims to develop skills and knowledge in students. One of the learning models that can be used is the Cooperative Learning Model. This model is a learning model that emphasizes the role of the student in the learning process. The Cooperative Learning Model is a learning model that emphasizes the role of the student in the learning process. The Cooperative Learning Model is a learning model that emphasizes the role of the student in the learning process. Keywords: Cooperative Learning Model, Team Game Tournament, Blooket, Motivation, Learning Outcome.	
26.	Pengembangan Media Gamifikasi Quizizz Indonesiaku Kaya Raya Pembelajaran Ips Pada Siswa Kelas V	Jurnal	2024	Journal of Pedagogical Research Volume 12, Issue 1, 2024 Pengembangan Media Gamifikasi Quizizz Indonesiaku Kaya Raya Pembelajaran Ips Pada Siswa Kelas V Indah Nur Hafidha, Nuzulita Nur Hafidha Abstract The purpose of this research is to develop a gamification media using Quizizz for IPS learning in Class V. The research method used is qualitative research. The data collection method used is observation and interview. The data analysis method used is content analysis. The results of the research show that the gamification media using Quizizz can improve the learning outcome of IPS in Class V. Keywords: Gamification, Quizizz, Indonesiaku Kaya Raya, IPS, Learning Outcome.	
27.	How does perceived value of gamification improve online learning effectiveness? The role of flow state	Jurnal	2024	Journal of Pedagogical Research Volume 12, Issue 1, 2024 How does perceived value of gamification improve online learning effectiveness? The role of flow state Indah Nur Hafidha, Nuzulita Nur Hafidha Abstract The purpose of this research is to investigate the role of flow state in improving online learning effectiveness. The research method used is quantitative research. The data collection method used is survey. The data analysis method used is regression analysis. The results of the research show that the perceived value of gamification can improve online learning effectiveness, and flow state plays a mediating role in this process. Keywords: Gamification, Flow State, Online Learning Effectiveness.	

28.	Pelatihan Pemanfaatan Google Apps for Education di Sekolah Menengah Pertama Muhammadiyah Cisolak	Jurnal	2023	2023 (Jurnal Pendidikan) Pelatihan Pemanfaatan Google Apps for Education di Sekolah Menengah Pertama Muhammadiyah Cisolak Muhammad Nofal Khatami¹, Anggun Rasyidi², Nur Hafid Nurhasan³ 1, 2, 3 Universitas Muhammadiyah 1 (UMH) Cisolak 1, 2, 3 e-mail: n.khatami@umh1.ac.id, a.rasyidi@umh1.ac.id, n.hafid@umh1.ac.id Abstract Learning the use of Google Apps for Education (GAE) is an important learning activity in the field of education. This research aims to improve the quality of learning in the field of education. The research method used is qualitative research. The research results show that the use of Google Apps for Education can improve the quality of learning in the field of education. The research results also show that the use of Google Apps for Education can improve the quality of learning in the field of education. The research results also show that the use of Google Apps for Education can improve the quality of learning in the field of education. Keywords: Google Apps for Education, Quality of Learning, Muhammadiyah Cisolak.	
29.	Improving Quality on Indonesia Curriculum Management: Reactualizing Total Quality Management as Methods	Jurnal	2024	Improving Quality on Indonesia Curriculum Management: Reactualizing Total Quality Management as Methods Reaktualisasi Kualitas Manajemen Kurikulum di Indonesia: Reaktualisasi Manajemen Total sebagai Metode Anggun Rasyidi¹, Nur Hafid Nurhasan² 1, 2 Universitas Muhammadiyah 1 (UMH) Cisolak 1, 2 e-mail: a.rasyidi@umh1.ac.id, n.hafid@umh1.ac.id Abstract The research is a qualitative study of the process of curriculum management in Indonesia. The research aims to improve the quality of curriculum management in Indonesia. The research method used is qualitative research. The research results show that the use of Total Quality Management (TQM) can improve the quality of curriculum management in Indonesia. The research results also show that the use of TQM can improve the quality of curriculum management in Indonesia. The research results also show that the use of TQM can improve the quality of curriculum management in Indonesia. Keywords: Curriculum Management, Quality of Curriculum Management, Muhammadiyah Cisolak.	
30.	Peranan OSIS Dalam Penguatan Akhlakul Karimah Siswa di MA Manaratul Islam Jakarta Selatan	Jurnal	2024	Peranan OSIS Dalam Penguatan Akhlakul Karimah Siswa di MA Manaratul Islam Jakarta Selatan Peranan OSIS Dalam Penguatan Akhlakul Karimah Siswa di MA Manaratul Islam Jakarta Selatan Muhammad Nofal Khatami¹, Anggun Rasyidi², Nur Hafid Nurhasan³ 1, 2, 3 Universitas Muhammadiyah 1 (UMH) Cisolak 1, 2, 3 e-mail: n.khatami@umh1.ac.id, a.rasyidi@umh1.ac.id, n.hafid@umh1.ac.id Abstract The research is a qualitative study of the role of OSIS in strengthening the character of students in MA Manaratul Islam Jakarta Selatan. The research aims to improve the character of students in MA Manaratul Islam Jakarta Selatan. The research method used is qualitative research. The research results show that the role of OSIS can improve the character of students in MA Manaratul Islam Jakarta Selatan. The research results also show that the role of OSIS can improve the character of students in MA Manaratul Islam Jakarta Selatan. The research results also show that the role of OSIS can improve the character of students in MA Manaratul Islam Jakarta Selatan. Keywords: OSIS, Character of Students, Muhammadiyah Cisolak.	

31.	The Implementation Learning Media Based on a Culture to Develop Student Character	Jurnal	2024	 Developing Student Character Through Implementation of Culture-Based Learning Media Mulya Hidayatullah¹, Muhammad Sholah², Prof. Dr. Hidayat Hidayatullah³ ¹Universitas Islam Sumatera Utara, Medan, Indonesia ²Universitas Islam Sumatera Utara, Medan, Indonesia ³Universitas Islam Sumatera Utara, Medan, Indonesia Abstract The purpose of this study was to determine how culture-based learning media could be used to develop student character. The research method used was qualitative research. The data collection method was through interviews with experts and observation. The data analysis method was through content analysis. The results of the study showed that culture-based learning media could be used to develop student character. The media used in this study was a book titled 'The Culture of Sumatera Utara'. The book contains information about the culture of Sumatera Utara, including its history, traditions, and customs. The book is designed to be used as a learning material for students. The book is divided into four parts: the first part is about the history of Sumatera Utara, the second part is about the traditions of Sumatera Utara, the third part is about the customs of Sumatera Utara, and the fourth part is about the culture of Sumatera Utara. The book is designed to be used as a learning material for students. The book is divided into four parts: the first part is about the history of Sumatera Utara, the second part is about the traditions of Sumatera Utara, the third part is about the customs of Sumatera Utara, and the fourth part is about the culture of Sumatera Utara. The book is designed to be used as a learning material for students. Keywords: Culture-Based Learning Media, Student Character, Learning Media	
32.	Perspektif Connectivisme Terhadap Penggunaan Media Gamifikasi Dalam Pembelajaran	Jurnal	2024	 Perspektif Connectivisme Terhadap Penggunaan Media Gamifikasi Dalam Pembelajaran Gholia Hidayatullah¹, Hidayatullah², Prof. Dr. Hidayat Hidayatullah³ ¹Universitas Islam Sumatera Utara, Medan, Indonesia ²Universitas Islam Sumatera Utara, Medan, Indonesia ³Universitas Islam Sumatera Utara, Medan, Indonesia Abstract The purpose of this study was to determine how connectivism could be used to develop student character. The research method used was qualitative research. The data collection method was through interviews with experts and observation. The data analysis method was through content analysis. The results of the study showed that connectivism could be used to develop student character. The media used in this study was a book titled 'The Culture of Sumatera Utara'. The book contains information about the culture of Sumatera Utara, including its history, traditions, and customs. The book is designed to be used as a learning material for students. The book is divided into four parts: the first part is about the history of Sumatera Utara, the second part is about the traditions of Sumatera Utara, the third part is about the customs of Sumatera Utara, and the fourth part is about the culture of Sumatera Utara. The book is designed to be used as a learning material for students. Keywords: Connectivism, Student Character, Learning Media	
33.	Gamifikasi dalam Pengajaran Bahasa Inggris dengan Menggunakan Platform Genially	Jurnal	2023	 Gamifikasi dalam Pengajaran Bahasa Inggris dengan Menggunakan Platform Genially Mulya Hidayatullah¹, Muhammad Sholah², Prof. Dr. Hidayat Hidayatullah³ ¹Universitas Islam Sumatera Utara, Medan, Indonesia ²Universitas Islam Sumatera Utara, Medan, Indonesia ³Universitas Islam Sumatera Utara, Medan, Indonesia Abstract The purpose of this study was to determine how gamification could be used to develop student character. The research method used was qualitative research. The data collection method was through interviews with experts and observation. The data analysis method was through content analysis. The results of the study showed that gamification could be used to develop student character. The media used in this study was a book titled 'The Culture of Sumatera Utara'. The book contains information about the culture of Sumatera Utara, including its history, traditions, and customs. The book is designed to be used as a learning material for students. The book is divided into four parts: the first part is about the history of Sumatera Utara, the second part is about the traditions of Sumatera Utara, the third part is about the customs of Sumatera Utara, and the fourth part is about the culture of Sumatera Utara. The book is designed to be used as a learning material for students. Keywords: Gamification, Student Character, Learning Media	

34.	Media Belajar Gamifikasi terhadap Peningkatan Motivasi Belajar Siswa Sekolah Dasar	Jurnal	2024	JURNAL BASICEDU Volume 1 Nomor 1 Tahun 2024 Edisi Desember 1721-1732 Journal of Learning and Educational Advancement DOI: https://doi.org/10.30605/basicedu.v1i1.1721 Media Belajar Gamifikasi untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar Chandra Rivaldi V. Laksono¹, Rahang W. Santoso², Yusem R. Kusnanto³ Universitas Jember, Indonesia E-mail: chandra.rivaldi@jember.ac.id, rahang.w.santoso@jember.ac.id, yusem.r.kusnanto@jember.ac.id Abstrak Gamifikasi adalah media pembelajaran yang menggunakan elemen permainan untuk meningkatkan motivasi belajar siswa. Tujuan penelitian ini adalah untuk mengetahui pengaruh media belajar gamifikasi terhadap peningkatan motivasi belajar siswa di kelas rendah SD. Metode yang digunakan adalah kuasi eksperimen dengan desain kuasi eksperimen semu. Sampel yang digunakan adalah 30 siswa di kelas rendah SD. Instrumen yang digunakan adalah kuasi eksperimen semu. Hasil penelitian menunjukkan bahwa media belajar gamifikasi berpengaruh signifikan terhadap peningkatan motivasi belajar siswa di kelas rendah SD. Hal ini dapat disimpulkan bahwa media belajar gamifikasi dapat meningkatkan motivasi belajar siswa di kelas rendah SD. Kata kunci: Gamifikasi, Media Belajar, Sekolah Dasar. Abstract Gamification is a learning media that uses game elements such as scores, points, and rewards to increase student motivation and learning outcomes. The purpose of this research is to determine the effect of gamification learning media on increasing student motivation in elementary school. The method used is a quasi-experiment with a quasi-experimental design. The sample used is 30 students in elementary school. The instrument used is a quasi-experiment. The results of the research show that gamification learning media has a significant effect on increasing student motivation in elementary school. It can be concluded that gamification learning media can increase student motivation in elementary school. Keywords: Gamification, Learning Media, Elementary School.	
35.	Kepraktisan Media Pembelajaran Gamifikasi Materi Limbah Megali Untuk Meningkatkan Hasil Belajar Siswa	Jurnal	2024	BIOCHEFF: Journal of Science Education, Vol. 4, No. 2 (2024) 774-779 E-ISSN: 2798-0018X, P-ISSN: 2798-0012X BIOCHEFF: Journal of Science Education http://ejournal.uns.ac.id/index.php/biocheff KEPRAKTIKAN MEDIA PEMBELAJARAN GAMIFIKASI MATERI LIMBAH MEGALI UNTUK MENINGKATKAN HASIL BELAJAR SISWA Agil Tri Widiyastuti¹, Ningsih Sri Pujiastuti² Universitas Jember, Indonesia Corresponding author: agil.tri@jember.ac.id Abstrak Penelitian ini bertujuan untuk mengetahui pengaruh media pembelajaran gamifikasi terhadap hasil belajar siswa di kelas rendah SD. Metode yang digunakan adalah kuasi eksperimen semu. Sampel yang digunakan adalah 30 siswa di kelas rendah SD. Instrumen yang digunakan adalah kuasi eksperimen semu. Hasil penelitian menunjukkan bahwa media pembelajaran gamifikasi berpengaruh signifikan terhadap peningkatan hasil belajar siswa di kelas rendah SD. Hal ini dapat disimpulkan bahwa media pembelajaran gamifikasi dapat meningkatkan hasil belajar siswa di kelas rendah SD. Kata kunci: Gamifikasi, Media Pembelajaran, Hasil Belajar, Sekolah Dasar. Abstract This study aims to determine the effect of gamification learning media on increasing student learning outcomes in elementary school. The method used is a quasi-experiment with a quasi-experimental design. The sample used is 30 students in elementary school. The instrument used is a quasi-experiment. The results of the research show that gamification learning media has a significant effect on increasing student learning outcomes in elementary school. It can be concluded that gamification learning media can increase student learning outcomes in elementary school. Keywords: Gamification, Learning Media, Learning Outcomes, Elementary School.	
36.	Effects of Mobile Learning Technologies and Social Media Tools on Student Engagement and Learning Outcomes of English Learning	Jurnal	2022	ResearchGate Effects of mobile learning technologies and social media tools on student engagement and learning outcomes of English learning Zhangyue Yu¹, Liangyu Yu², Chaoqun Yu³, Wei Yu⁴, and Peng Yu⁵ Department of English Studies, Faculty of Foreign Languages, Beijing Language and Culture University, Beijing, China School of Chinese Language and Literature, Faculty of Chinese Language and Literature, Beijing Language and Culture University, Beijing, China School of Chinese Language and Literature, Faculty of Chinese Language and Literature, Beijing Language and Culture University, Beijing, China School of Chinese Language and Literature, Faculty of Chinese Language and Literature, Beijing Language and Culture University, Beijing, China School of Chinese Language and Literature, Faculty of Chinese Language and Literature, Beijing Language and Culture University, Beijing, China Abstract Mobile learning technologies and social media tools have not been studied to an adequate extent in terms of student engagement and learning outcomes. Using a quasi-experimental research method, the authors randomly selected 30 participants who were divided into three groups. Each group received English learning material by mobile learning technology (Group A), a social media tool (Group B), and the traditional textbook (Group C). The results of the study show that mobile learning technology and social media tools significantly improved student engagement and learning outcomes compared to the traditional textbook. The authors concluded that mobile learning technology and social media tools can significantly improve student engagement and learning outcomes. Keywords: Mobile Learning, Social Media, Student Engagement, Learning Outcomes, English Learning. Introduction The importance of mobile English language learning and teaching During this unprecedented time of the pandemic, many teachers and learners are faced with the challenge of learning and teaching English language knowledge. In 2021, teachers and learners do not have enough resources to deal with this dilemma, which has led to many experimental failures. They have to learn and teach English through mobile technologies such as WeChat, QQ, and Zoom, and social media such as WeChat, Twitter, and Facebook. It is thus necessary for teachers and learners to	

Jakarta, 9 April 2025

Mengetahui,

Kaprodi Pendidikan Agama Islam  <u>Shobah Shofariyanti Iryanti, M.Pd.,</u> NIDN. 0321089102	Dosen Pembimbing  <u>Muhammadiyah Arifin Rahmanto, M.Pd.,</u> NIDN. 0317109001
---	---