

IMPLEMENTATION OF GEMINIFICATION IN LEARNING EVALUATION IN THE DIGITAL ERA

Bahauddin Annaqsyabandy¹, A.Maulidin Nuril Khakim², Najwa Salsabila³

1.UIN Sunan Gunung Djati Bandung, bahaudin2801@gmail.com

2.Sekolah Tinggi Islam Sunniyyah Selo, arielkhakim077@gmail.com

3.UNNES Semarang, najwasalsa@students.unnes.ac.id

Article Information

Submitted:

February 13, 2025

Revised:

February 13, 2025

Accepted:

February 13, 2025

Published:

February 13, 2025

Citation:

Abstrak

Islamic Religious Education (PAI) learning in elementary schools often faces challenges in increasing student interest and participation. One strategy that can be used to increase learning motivation is to implement a gamification-based learning model. This study aims to describe the implementation of a gamification-based PAI learning model and to determine the supporting and inhibiting factors in increasing student interest and participation at SDN 1 Sembungharjo. This study uses a field research type with a qualitative approach. The method used is descriptive research. The subjects of this study were Islamic Religious Education teachers, curriculum directors, and student representatives. Data collection techniques used observation, interviews, and documentation. The study shows that the implementation of the gamification-based Islamic Religious Education learning model can increase student interest and participation in religious learning. Supporting factors that are seen include interactive games, giving points and prizes, and the use of technology that facilitates access to information. Meanwhile, the inhibiting factors found include limited technological infrastructure and lack of teacher awareness in implementing this model. Gamification-based learning has been shown to increase student learning motivation through previous research. In the context of Islamic Religious Education, this model can be integrated with religious material to make learning more interesting and interactive. Islamic Religious Education teachers must innovate in using technology to create a dynamic and enjoyable learning environment.

Keywords: Geminification, Islamic Religious Education, Learning Interest, Student Participation.

Introduction

Islamic Religious Education (PAI) has an important role in the formation of students' character and morals, especially at the elementary school level. In Indonesia, PAI not only functions to provide religious knowledge, but also to shape attitudes and behaviors that are in accordance with Islamic teachings. However, in practice, PAI learning often faces challenges in increasing student interest and participation. Many students feel less interested in the material presented, resulting in low levels of participation in the learning process. One solution to overcome this problem is to implement a gamification-based learning model. Gamification is the application of game elements in a non-game context to increase engagement and motivation. By using gamification in PAI learning, it is hoped that students can participate more actively and feel more motivated to learn. This concept is in line with the principles of education that emphasize the importance of active student involvement in the teaching and learning process. In

Al-Qur'an, Allah SWT says:

قَدْ عَزَّوَجَلَّ اللَّهُ لِيُرِيَكُمْ آيَاتِهِ وَلِيُذَكِّرَكُمْ
فَدَعَاءُ أُمَّهَاتِكُمْ لِيُرِيَكُمْ آيَاتِهِ وَلِيُذَكِّرَكُمْ

"And if they remain on the right path, We will give them water many." (QS. Al-Jin: 16)

This verse illustrates the importance of consistency and perseverance in living the right path. In the context of education, this can be interpreted as an effort to create a conducive learning environment so that students can continue to strive and develop. By implementing the gamification model, it is hoped that students can find the "right path" in learning Islamic Religious Education, so that they are more motivated to understand and practice religious teachings (Quraish Shihab (2002).

Based on observations at SDN 1 Sembungharjo, it was found that students' interest in PaI lessons tend to be low. Many students are less enthusiastic about taking this lesson, which has an impact on their learning outcomes. This is a serious concern for educators and parents, because religious education is an important foundation in forming children's character. One of the factors causing low student interest is monotonous and uninteresting teaching methods (Siti Komariah & Ahmad Syaifuddin (2021)).

In many cases, Islamic Religious Education teaching still uses a conventional approach that does not involve active student participation. Therefore, innovation is needed in learning methods so that students can be more actively involved. Alimuddin, M., & Rahman, F. (2021). This study aims to describe the implementation of the gamification-based Islamic Religious Education learning model at SDN 1 Sembungharjo, and analyze its impact on student interest and participation in religious learning. In addition, this study also aims to identify supporting and inhibiting factors in the implementation of this learning model. The results of this study are expected to provide a positive contribution to the world of education, especially in the field of Islamic Religious Education. By implementing a gamification-based learning model, it is hoped that student interest and participation can increase significantly. In addition, this study can also be a reference for other teachers in developing more interesting and effective learning strategies. Safroni, S., & Yulianti, D. (2024).

In the current digital era, the use of technology in education is increasing important. Gamification offers an approach that can integrate elements games into learning, thereby creating a more interactive atmosphere and fun. Previous research shows that gamification can increasing student motivation and engagement in a variety of subjects, incl Islamic education. By utilizing digital applications and platforms, teachers can create a more engaging learning experience, which in turn can increase students' understanding of teaching material. Therefore, this study does not focusing only on implementation, but also on the long-term impact of the model This learning affects the development of students' character. (Hidayat, R., & Sari, D. 2020).

Methodology

This study uses a qualitative approach with a descriptive method to explore the implementation of the gamification-based PAI learning model at SDN 1 Sembungharjo. The research subjects consisted of three groups: PAI teachers, principals, and student representatives. The selection of subjects was carried out purposively to ensure that informants had relevant experience with the research topic. Data were collected through several techniques, namely observation, in-depth interviews, and document analysis. Observations were conducted in class during the learning process to observe student interactions and the application of gamification elements. In-depth interviews were conducted with teachers and students to gain a deeper understanding of their experiences related to this learning model. After the data

was collected, the analysis was conducted thematically to identify patterns and themes that emerge from the data. The results of the analysis are then.

Data validity is tested through triangulation, which is comparing information from various sources to ensure consistency and accuracy of information. With this approach, research is expected to provide a comprehensive picture of the effectiveness of the gamification-based PAI learning model in increasing student interest and participation. (Atika Rani Samosir, 2024).

Findings and Discussion

Findings

This study aims to explore the implementation of the gamification-based PAI learning model at SDN 1 Sembungharjo, and to analyze its impact on students' interest and participation in religious learning. Based on data collected through observation, interviews, and document analysis, the following are the research results obtained.

1. Implementation of Gamification-Based Learning Model

The results of the observation show that PAI teachers at SDN 1 Sembungharjo have implemented gamification elements in the learning process. The use of applications such as Kahoot! and Quizizz allows students to participate in interesting interactive quizzes. Students appear more enthusiastic and active during this activity, compared to the conventional methods previously used. In addition, teachers also integrate a point and award system to encourage students to compete healthily. Amelia, J. R., & Hidayah, N. (2022)

2. Increased Student Interest

Interviews with students revealed that they felt more interested in Islamic Religious Education lessons after the implementation of the gamification model. One student stated, "Learning becomes more exciting because we can play while learning." This shows that the game elements applied in learning have succeeded in increasing student interest. Safroni, S., & Yulianti, D. (2024)

3. More Active Student Participation

From the results of observations, it can be seen that student participation in class has increased significantly. Students are not only active in answering questions, but also dare to ask questions and discuss the subject matter. With the competitive element in gamification, students feel motivated to contribute more in learning. This is in line with

previous research showing that gamification can create a more interactive and collaborative learning environment. Prasetyo, E., & Widiastuti, R. (2020)

4. Supporting Factors

Several supporting factors for the success of implementing this learning model include support from the school and teacher creativity in designing gamification-based learning activities. The principal provides full support for the use of technology in learning, including providing the necessary facilities. In addition, Islamic Religious Education teachers showed high creativity in designing educational games that were relevant to the teaching materials. Putri, N., & Adi, S. (2023)

5. Inhibiting Factors

However, this study also found several challenges in implementing the gamification model. One of the main obstacles is the limited technological infrastructure in schools. Some students do not have access to devices or the internet at home, thus limiting their participation in gamification-based learning activities. In addition, the lack of understanding of some teachers about the concept of gamification is also an inhibitor. Lestari, R., & Sari, M. (2021).

6. Recommendations for Development

Based on the results of this study, it is recommended that schools improve technology infrastructure so that all students can be actively involved in gamification-based learning. In addition, training for teachers on the application of gamification in religious education needs to be carried out so that they are better prepared to implement this model effectively. Kurniawan, E., & Prabowo, H. (2023).

Gamification-based learning models in Islamic Religious Education (PAI) have great potential to increase student interest and participation. Gamification integrates game elements into the learning process, thus creating a more interactive and enjoyable atmosphere. Research shows that the application of gamification can increase student motivation, which in turn has a positive impact on their learning outcomes. One study by Sherli Safroni (2024) stated that students who are involved in gamification-based learning show greater interest in understanding religious concepts. Game elements such as point systems, challenges, and awards are designed to increase student engagement. Thus, gamification not only makes learning more interesting but also helps students to understand PAI material more deeply. The application of this model at SDN 1 Sembungharjo shows that students become more active and enthusiastic in participating

in lessons. Observations in class show that the use of interactive games and quizzes not only increases student participation but also creates a more dynamic classroom atmosphere. This is in line with the findings of other studies showing that good learning management after implementing gamification can create a more comfortable and enjoyable learning environment for students. Aini, N. (2020).

Supporting factors for the success of this learning model include support from the school, availability of technology, and teacher creativity in designing gamification-based learning activities. Teachers who are able to adapt Islamic Religious Education materials with game elements will find it easier to attract students' attention. For example, the use of applications such as Quizizz allows teachers to create interactive quizzes that can be accessed by students online, so they can learn in a fun way.

Firdaus, M., & Yulianto, A. (2019). However, there are also challenges in implementing this model. Limited technological infrastructure in schools is one of the main obstacles. Some students may not have access to devices or the internet at home, limiting their participation in gamification-based learning activities. Therefore, it is important for schools to provide adequate facilities so that all students can be actively involved in the learning process. In addition, the lack of teacher understanding of the concept of gamification can also be an obstacle. Lestari, R., & Sari, M. (2021)

Professional training and development for teachers is essential to ensure that they have the skills and knowledge needed to effectively implement this model. Teachers need to understand how to integrate game elements into Islamic Religious Education materials without reducing the substance of the religious teachings themselves. In the context of religious education, the application of gamification must be carried out carefully to remain in accordance with Islamic values. Game elements must be designed in such a way that they do not conflict with religious teachings and still prioritize educational goals. With the right approach, gamification can be an effective tool to increase student interest and participation in Islamic Religious Education lessons. Overall, the gamification-based Islamic Religious Education learning model offers an innovative approach to increase student engagement. By utilizing technology and game elements, it is hoped that students will not only be more interested in learning but also be able to understand and practice religious teachings better. This study provides an important contribution to the development of learning methods in elementary schools, especially in the field of Islamic religious education. Supriyadi, E., & Lestari, Y. (2019).

This study shows that the implementation of the gamification-based PAI learning model at SDN 1 Sembungharjo significantly increases students' interest and participation in religious learning. By integrating game elements, students become more active and enthusiastic in following lessons. Although there are challenges, such as limited technological infrastructure and varying teacher understanding, support from the school and teacher creativity are key factors for success. Therefore, this learning model can be used as an effective alternative to improve the quality of religious education, as well as encourage other schools to implement similar strategies to create a more interactive and enjoyable learning environment.

References

- Aini, N. (2020). Penerapan Gamifikasi dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Islam*, 6(1), 45-60.
- Al-Muaddib: *Jurnal Pendidikan Islam*, 6(2), 99-115. Prasetyo, E., & Widiastuti, R. (2020). Model Pembelajaran Berbasis Gamifikasi untuk Meningkatkan Keterampilan Sosial Siswa di Sekolah Dasar. *Jurnal Pendidikan Karakter*, 5(3), 150-162.
- Amelia, J. R., & Hidayah, N. (2022). Efektivitas Model Pembelajaran Berbasis Gamifikasi di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 10(2), 78-90.
- Atika Rani Samosi (2024) Hal. 326-330 Model Pembelajaran PAI Berbasis Gamifikasi Meningkatkan Minat dan Partisipasi Siswa dalam Pembelajaran Keagamaan.....330
- Firdaus, M., & Yulianto, A. (2019). Implementasi Gamifikasi dalam Pembelajaran Daring: Studi Kasus di Sekolah Menengah Pertama. *Jurnal Teknologi Pendidikan*, 21(4), 201-210.
- Hidayat, R., & Sari, D. (2020). Penggunaan Teknologi dalam Pembelajaran Agama: Pendekatan Gamifikasi. *Jurnal Ilmu Pendidikan*, 15(1), 34-50.
- Lestari, R., & Sari, M. (2021). Gamifikasi sebagai Strategi Pembelajaran di Era Digital: Tinjauan Teoritis dan Praktis. *Jurnal Pendidikan dan Kebudayaan*, 8(2), 67-80.
- Nugroho, A., & Setiawan, B. (2022). Dampak Gamifikasi terhadap Keterlibatan Siswa dalam Pembelajaran Agama Islam di Sekolah Dasar.
- Rahmawati, I., & Hasanah, U. (2019). Pengaruh Model Pembelajaran Gamifikasi terhadap Minat Belajar Siswa di Sekolah Dasar.

Santoso, B., & Utami, W. (2021). Analisis Penggunaan Gamifikasi dalam Pembelajaran Daring pada Mata Pelajaran Agama Islam di Sekolah Dasar.

Setiawan, A., & Wulandari, R. (2020). Implementasi Gamifikasi dalam Pembelajaran Agama: Studi Kasus di Sekolah Menengah Pertama Negeri. *Jurnal Penelitian Pendidikan Agama*, 5(2), 75-88.