
THE UTILIZATION OF THE BLOOKET APPLICATION TO ENHANCE THE LEARNING OF AKIDAH AKHLAK SUBJECT AT JUNIOR HIGH SCHOOL

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Abstract

This research aims to assess the effectiveness of using the Blooket application in enhancing Akidah Akhlak learning at SMP Muhammadiyah Kasihan. A descriptive qualitative approach was employed by using primary and secondary data sources. Primary data is obtained from interviews and observations, while secondary data is collected through documentation. The data was collected through interviews and questionnaires involving Akidah Akhlak teachers and 7th-grade students around 25 students. The analysis process included data reduction, presentation, and verification. The study found that before using Blooket, learning relied on traditional, less engaging methods, leading to low student participation. After implementing Blooket, student motivation and involvement increased significantly. All students found Blooket accessible, 96% considered it effective for learning, and 92% found it more engaging. The app's strength lies in its gamification features, making learning enjoyable and competitive. Gamification tools like Blooket offer an innovative approach to enhancing Akidah Akhlak education in the digital era.

Keywords

Blooket, Interactive Learning, Akidah Akhlak, Gamification, Educational Technology.



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INTRODUCTION

The integration of artificial intelligence (AI) in education has become essential, as it enhances learning efficiency for both students and teachers (Apriliani, 2024). According to Editorial (2018), AI has been adopted by companies worldwide in various sectors, particularly in information technology, where it is used for detecting and preventing security breaches (44%) and resolving user technology issues (41%). Additionally, AI is applied in production, compliance, marketing, finance, and customer service. In the education sector, AI implementation is expanding in several countries, including the United States, where it functions as a tool to boost student motivation and acts as a virtual mentor, providing learning feedback, practice exercises, and supplementary material recommendations as needed (Marsofiyat et al., 2025).

However, Dilia et al., (2024) Highlight that many developing countries face challenges in adopting AI for education, primarily due to the lack of preparedness among educators to utilize the technology fully. Muhammad et al., (2022) Further explain that although Malaysia has incorporated an integrated education approach since the 1970s, secondary school learning is still largely reliant on traditional methods such as lectures and rote memorization, resulting in a monotonous and less effective learning process (Azura Ishak et al., 2009; Aminullah, 2024). These conventional teaching approaches, including the 'chalk and talk' method or transparencies, may hinder learning effectiveness in the digital era.

Studies indicate that most teachers continue to rely on traditional teaching methods and make minimal use of Information and Communication Technology (ICT) to engage students. Consequently, students have limited opportunities to explore knowledge independently and often play a passive role in the learning process, with little room to ask questions or share their ideas. To address this issue, AI can be leveraged to create a more interactive and adaptive learning environment. It enables teachers to implement diverse instructional methods, provide immediate feedback, and tailor learning materials based on students' abilities and learning styles. This enhances the effectiveness of education while encouraging students to participate actively and grasp concepts more thoroughly.

However, challenges remain in integrating innovative teaching methods, particularly in religious education. According to Okoye et al. (2016), many secondary school teachers lack in-depth knowledge of religious studies. They often present religious teachings as absolute truths, discouraging discussion and making lessons less interactive. This is not necessarily due to the

complexity of the subject but rather the reliance on ineffective teaching approaches. A more dynamic method, including AI-assisted learning, could foster a more engaging educational experience and support students in developing a deeper understanding of religious concepts.

Another significant challenge in AI implementation is the disparity in access to technology. In many developing countries, inadequate infrastructure and financial constraints hinder the integration of AI in schools (Dilia et al., 2024). Many institutions lack essential resources such as hardware, software, and stable internet connectivity. Additionally, the absence of proper training for educators on AI utilization further delays its adoption. Muhammad et al., (2022) Note that while some nations have introduced policies promoting technology integration in education, implementation remains challenging, particularly due to the limited preparedness of teachers and the lack of adequate technological resources.

Addressing this issue requires collaboration between the government, educational institutions, and the private sector to develop infrastructure that supports AI integration in education. Additionally, training programs for educators must be enhanced to help them effectively incorporate AI into their teaching strategies. With comprehensive support, AI can be implemented more widely across various educational institutions, ensuring that all students benefit from its advantages without exception.

One of the reasons subjects often become unengaging is the lack of teacher training and diverse teaching methods. This limitation makes learning less stimulating and hinders students' ability to explore concepts effectively. Masnan et al., (2023) Emphasize the importance of improving teachers' capacity to use technology creatively and critically to create more varied learning experiences. However, many educators still rely on traditional methods, such as lectures and rote memorization, leading to a monotonous learning process. As a result, students tend to be passive, merely taking notes on delivered material without actively engaging in the learning process (Rachmayani, 2015).

With technological advancements, the use of artificial intelligence (AI) in education is becoming increasingly crucial for enhancing learning effectiveness (Mirianda et al., 2019). Teachers must be better prepared to integrate AI into their instructional strategies, enabling more interactive and adaptive learning experiences (Yulianti et al., 2024). AI allows educators to tailor materials to students' needs and facilitates faster and more accurate evaluation and feedback processes (Rochmawati et al., 2023). Additionally, technology-based learning methods continue to evolve,

with gamification emerging as a popular approach. Masnan et al. (2023) state that AI-powered educational games provide an engaging learning experience and significantly boost student participation.

Education in the 21st century demands innovation that aligns with students' habits and interests, particularly as they are accustomed to digital technology (Hanipah, 2023). Bhagat et al., (2019) Highlight how technological developments shape students' learning patterns and lifestyles. Therefore, integrating AI into education enhances student motivation and fosters a more interactive, technology-driven learning environment.

As technology advances, AI's role in education continues to expand, covering various subjects. According to Rifky, (2024), AI enhances learning interactions, makes content more engaging, and personalizes educational experiences for students. In subjects like mathematics and science, AI provides interactive simulations and exercises, making abstract concepts easier to grasp. Meanwhile, in humanities subjects, AI supports text analysis, offers automated feedback, and adapts teaching methods to students' individual needs (Rochmawati et al., 2023).

The Akidah Akhlak learning process at SMP Muhammadiyah Kasihan is still dominated by traditional methods such as lectures and memorization. This methodology does have advantages in conveying material systematically and in-depth, but unfortunately this method is less able to facilitate active student involvement. As a result, the learning atmosphere tends to be monotonous, and students become passive, only taking notes without really understanding the moral and spiritual values that should be instilled in the Akidah Akhlak subject. Based on the results of interviews and questionnaires, both teachers and students admit that this conventional method is not optimal in maintaining focus and increasing learning motivation. Although they have tried other applications such as Kahoot, the need for more varied and interactive learning media is still felt. Therefore, the author initiated the use of Blooket, a gamification-based learning platform that is considered more interesting, accessible, and effective in increasing student understanding and engagement. Unlike other applications, Blooket provides various competitive and fun educational game modes, thus encouraging students to actively learn while playing. The use of Blooket not only as a medium for delivering material but also as a real-time evaluation tool that is able to provide immediate feedback makes it the right choice to improve the quality of Akidah Akhlak learning in this digital era.

The importance of using the Blooket application at SMP Muhammadiyah Kasihan in supporting Akidah Akhlak's learning activities cannot be underestimated. This application presents a gamification-based learning approach that is interactive and fun, able to increase motivation and active involvement of students in understanding abstract and theoretical material. Based on the results of the research conducted, the use of Blooket is proven to increase student understanding, facilitate access to material, and make the learning process more dynamic and not monotonous. Compared to conventional lecture methods that tend to be boring, Blooket provides a more participatory learning experience, where students can evaluate themselves directly through game scores and real-time feedback from teachers. Thus, technology integration such as Blooket is an effective solution to build a fun learning atmosphere relevant to the needs of students in the digital era and supports the achievement of character education goals in the Akidah Akhlak subject.

In practice, teachers of Islamic Religious Education (PAI), particularly in Akidah Akhlak, still struggle to develop effective learning strategies tailored to students' needs. Most PAI teachers rely on the lecture method, which often leads to student boredom (Baroroh et al., 2012). According to Susanti et al., (2024) The use of repetitive and monotonous teaching approaches negatively impacts students' motivation to learn. Traditional methods such as lectures and memorization limit students' active participation, making the learning experience less engaging (Yuanita, 2020). Furthermore, the minimal use of interactive media contributes to students' disinterest in Akidah Akhlak, preventing them from developing a deeper understanding of the subject (Hikmah, 2020).

A key challenge in schools is the continued reliance on conventional teaching methods, such as lectures and rote memorization, which make lessons feel dull and uninspiring for students (Utama, 2023). Additionally, many teachers do not utilize technology or interactive media effectively to create a more dynamic and engaging learning environment. The lack of innovation and creativity in adopting modern, technology-based teaching approaches leads to low student motivation, particularly in moral education, which is often perceived as unappealing. As a result, students passively take notes rather than actively engage in discussions, limiting their understanding of ethical and moral values.

The limited digital literacy among teachers and the under-utilization of game-based educational platforms further aggravate this issue. Interactive media, such as educational applications, have the potential to enhance student interest and make learning more enjoyable (Zakir et al., 2022). Utama (2023) emphasizes that integrating digital learning tools with other teaching

strategies can effectively capture students' attention and improve learning outcomes. If these challenges are not addressed, students may lose motivation to study Akidah Akhlak, ultimately affecting their comprehension of moral and ethical principles in daily life.

Moreover, Astuti et al., (2020) Argues that students' lack of understanding of school-taught materials leaves them unprepared to handle moral dilemmas outside the classroom. Consequently, the primary goal of Akidah Akhlak—to cultivate strong character based on faith and ethical values—remains unfulfilled. Akma et al., (2018) Highlight that technological advancements have facilitated the widespread adoption of educational applications and websites in learning. Internet-based e-learning platforms offer innovative solutions to enhance teaching effectiveness. Reyna et al., (2018) State that many educators now leverage online resources to create engaging lessons for students, regardless of their academic level or social background. Additionally, educational games play a crucial role in learning. Simoes et al., (2019) and Prayogi et al., (2024) Identify five core characteristics of games—fun, meaningfulness, engagement, challenge, and social interaction—that foster an effective learning experience. Hartt et al., (2020) Emphasize that digital games captivate students' attention and motivate them to push beyond their limits in their learning journey.

To address these challenges, this study utilizes the Blooket application as an interactive learning tool to enhance student engagement in Akidah Akhlak. This platform enables teachers to present material through educational games, making the learning process more engaging and effective.

METHOD

This study employed a qualitative research method with a descriptive approach. Qualitative research is descriptive and emphasizes the analytical process of understanding a phenomenon in depth (Sugiyono, 2020). Sugiyono (2020) stated that, in general, descriptive research is defined as research that aims to describe symptoms systematically, accurately, and based on information. The article uses primary and secondary data sources. Primary data is obtained from interviews and observations, while secondary data is collected through documentation. The research was conducted during the first semester of the 2024/2025 academic year at SMP Muhammadiyah Kasihan, Yogyakarta. The participants included 25 seventh-grade students and Akidah Akhlak teachers for the same grade. Data was collected through interviews and questionnaires before and after implementing the Blooket application as a learning tool. Initial interviews and questionnaires

were designed to gather insights into students' learning experiences in Akidah Akhlak and the teaching methods used by educators. The interview questions were structured based on research objectives, with the first round focusing on the effectiveness of traditional teaching methods before introducing Blooket. The second round of interviews aimed to assess the impact of Blooket on learning effectiveness.

The questionnaire consisted of multiple-choice questions with "YES" or "NO" answers designed to measure students' interest, comprehension, and engagement. After integrating the Blooket application into the learning process, a follow-up questionnaire was distributed to the same respondents to evaluate its influence on student learning experiences and teachers' instructional strategies. The collected data was analyzed using a data reduction technique, where essential and relevant information was filtered to compare the findings before and after implementing Blooket. The summarized results were visually represented in tables or graphs to highlight differences in student responses. Ultimately, this study aimed to draw conclusions regarding the effect of Blooket on student engagement, increased interest in learning, and overall improvement in Akidah Akhlak education quality.

Tabel 1. Informant Data

No	Theme	Informant
1.	Implementation of Traditional Teaching Methods	Teacher WS
2.	Effectiveness of Teaching Approaches	Student VN
3.	Integration of Technology in Learning	Teacher WS
4.	Teaching Strategies in <i>Akidah Akhlak</i>	Teacher WS

The research was carried out in five stages to gather the necessary data and results: (1) defining the research problem and objectives, (2) selecting appropriate data collection techniques, (3) developing research instruments, (4) distributing the prepared instruments, and (5) analyzing the collected data. The instruments used in this study included interviews and questionnaires to obtain information from respondents. The questionnaire consisted of several questions designed to assess efforts to enhance student interest and participation in *Akidah Akhlak* lessons through interactive learning methods utilizing the Blooket application.



Figure 1. Stages of the Research Process

FINDINGS AND DISCUSSION

Findings

Nowadays, in the digital era, education faces the challenge of keeping students engaged and focused. Before incorporating Blooket, the *Akidah Akhlak* teacher for seventh grade in this study struggled to create an engaging learning environment, as traditional teaching methods were still being used. These conventional approaches were deemed less effective in maintaining students' attention.

Table 2. The Use of Learning Media at SMP Muhammadiyah Kasihan

No	Theme	Respondent	Results
1.	Conventional learning method	Teacher ws	Traditional lecture-based teaching and rote memorization remain prevalent, leading to student passivity and a lack of engagement.
2.	Use of learning apps	Teacher ws	Teachers have never used Kahoot; they need a more interesting alternative.
3.	Student engagement in learning	Teacher ws	Students are currently not actively participating in the learning process
4.	Students' interest in the current method	Student vn	The learning method is perceived as uninteresting and ineffective, resulting in student boredom
5.	Technology-based learning solutions	Teacher ws	The integration of technology has the potential to enhance student engagement and create a more stimulating learning environment

Source: Interview with WS (*Akidah Akhlak* teacher) and VN (Grade 7 student), October-November 2024.

Similarly, Kholik et al., (2024) Emphasizes that teachers are aware that the traditional teaching methods still widely used in classrooms are ineffective in sustaining student focus and promoting active participation in the learning process. These methods often involve monotonous, one-way communication with limited interaction, which prevents students from engaging in discussions or learning activities. Consequently, student involvement in understanding the material decreases, potentially impacting their grasp of concepts and overall academic performance.

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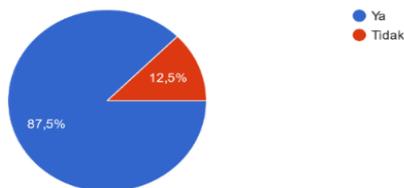


Figure 1. The Use of The Lecture Method in Teaching Akidah Akhlak

Based on the questionnaire results obtained from students, most respondents (87.5%) stated that teachers still use the lecture method in learning Akidah Akhlak, while 12.5% indicated that they did not. This finding shows that traditional learning methods, such as lectures, still dominate the teaching approach in the classroom. Although the lecture method has the advantage of conveying information systematically and in a structured manner, this approach tends to be one-way, providing less space for students to participate actively in the learning process. This can impact low student involvement and reduce effectiveness in understanding the material presented.

In the context of current developments in educational technology, integrating digital-based learning media is an innovative alternative to increase student motivation and involvement in the learning process (Said, 2023). According to researchers, interactive applications like Blooket can be a more interesting and effective solution for delivering Akidah Akhlak material. This application allows students to learn through interactive educational games; it increases the appeal of learning and strengthens conceptual understanding through a more enjoyable learning experience. In addition, the use of technology in education can also encourage the creation of a more dynamic learning environment where students can explore the material independently and collaborate with peers to understand the concepts taught (Alfaridzi et al., 2024).

On the other hand, changes in learning methods from conventional approaches to more innovative models are also in line with the principles of 21st-century learning, which emphasize the development of critical thinking skills, creativity, communication, and collaboration (Indarta et al., 2022). Bharata et al. (2015) stated that teachers play an important role in designing learning strategies that are not only oriented toward transferring knowledge but also provide opportunities for students to participate and actively build their understanding. Thus, the combination of lecture methods and educational technology can be a more balanced and effective approach to improving the quality of learning Akidah Akhlak. Therefore, strategic steps are needed in developing a curriculum and teaching methods that are more adaptive to technological developments so that

learning objectives can be achieved optimally and are relevant to the needs of students in this digital era.

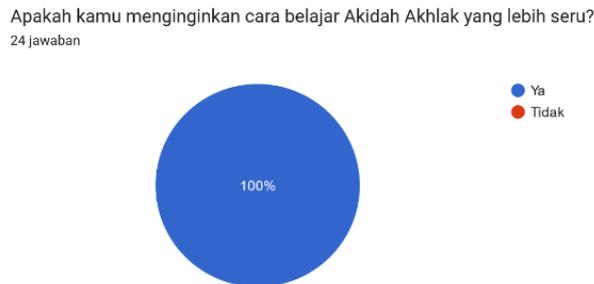


Figure 2. The Student's Desires for a More Exciting Way to Learn Akidah Akhlak

According to the recent student responses, all participants (100%) expressed a desire for a more engaging approach to learning Akidah Akhlak. This finding supports the notion that students find the current methods less interesting and are in need of a more innovative approach. It aligns with previous results, which revealed that teachers still rely on the lecture method, which is ineffective in maintaining student focus and participation. The low engagement levels highlight the necessity for changes in teaching strategies. In this regard, technology, such as the interactive Blooket application, emerges as an effective solution to foster a more engaging and dynamic learning environment. This innovative method not only meets the demands of students in the digital age but can also contribute to achieving the learning objectives of Akidah Akhlak more efficiently.

The analysis of the results after implementing Blooket in Akidah Akhlak lessons, based on a questionnaire distributed to grade 7 students via Google Form, revealed that 100% of students found Blooket very easy to use, and it helped them better understand the material. One key indicator of the success of this method is students' ability to grasp the material effectively.

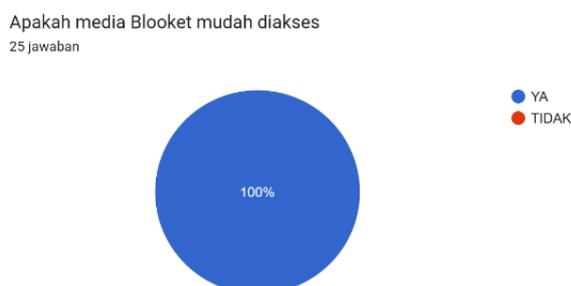


Figure 3. The Accessibility of Blooket Media

The results from the questionnaire revealed that all 25 respondents (100%) found the Blooket learning platform easy to access. None of the students reported any issues with accessing the platform, which indicates that Blooket offers a high level of accessibility. Its user-friendly interface and compatibility with various devices contribute to its ease of use. This factor plays a key role in enhancing the effectiveness of the learning process, as students can focus on understanding the material without being hindered by technical difficulties, thus improving their learning experience. Additionally, Blooket's flexibility in terms of time and location makes it a valuable tool for learning in the digital age, supporting interactive and enjoyable experiences for students. These findings suggest that Blooket should be widely adopted in digital learning environments.

Supporting this, prior research by Nurhamidah et al., (2024) affirmed that using Blooket is simple and intuitive. Besides being easy to access, Blooket plays a crucial role in improving the effectiveness of teaching and learning interactions between teachers and students. The platform allows students to learn anytime and anywhere, which aligns with the demands of the digital 5.0 era. As technology continues to evolve rapidly, it is essential for students to engage with and utilize up-to-date digital learning tools like Blooket. Through this application, teachers can create quizzes based on their lessons while students play and answer questions, allowing teachers to monitor their progress in real time. After completing the tasks, both teachers and students can review the scores, providing immediate feedback. This makes Blooket not only a dynamic learning medium but also an effective tool for evaluation.

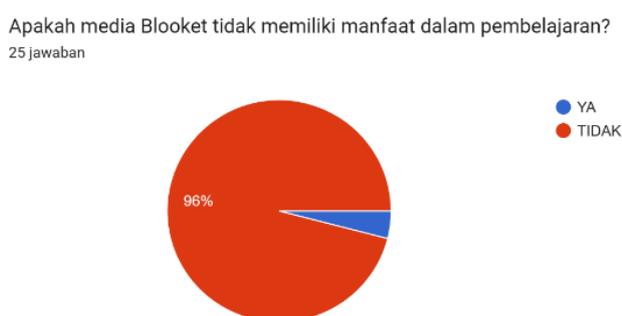


Figure 4. The Advantages of Using Blooket Media in Learning

According to the questionnaire results, 96% of students agreed that the Blooket media provided benefits in their learning, while only 4% disagreed. This indicates that the majority of students believe Blooket aids in their understanding of the subject matter more effectively. This finding is consistent with previous analyses, which highlight that Blooket is easy to access and enhances the learning experience. Additionally, the application offers an enjoyable learning

environment where students can assess their progress based on the scores they achieve in the game.

Technological support in learning, especially in the 5.0 era, plays a crucial role in enhancing the effectiveness of teaching and learning. Blooket enables teachers to deliver material in an innovative way while tracking student progress in real-time. It also allows students the flexibility to learn at any time and from any location, further supporting a dynamic learning process. The results of this study emphasize that Blooket is a highly relevant and valuable digital learning tool in modern education.

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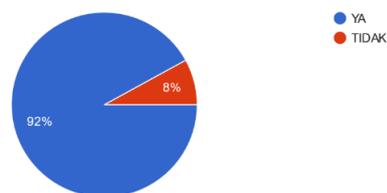


Figure 5. The Student's Interest in the Blooket Application or Media in Learning Akidah Akhlak

According to the questionnaire results, 92% of students found the Blooket application or media engaging in the Akidah Akhlak learning process, while 8% disagreed. This indicates that most students believe using Blooket in Akidah Akhlak lessons makes the learning experience more enjoyable and interactive. Technological tools, especially those based on gamification, are increasingly relevant for boosting student engagement and motivation. With Blooket, the Akidah Akhlak learning process is presented in a fun, challenging game format, making it more engaging. The various game modes encourage students to actively engage in understanding the often abstract concepts of akidah and akhlak, which might be less effective when taught through lectures alone.

Moreover, Blooket allows students to learn independently, assess their understanding through the scores earned in the game, and receive real-time feedback. This aligns with previous findings, where Blooket was proven to offer easy access and enhance learning effectiveness. Although the majority of students found the application interesting, 8% disagreed, which could be due to various factors such as different learning styles, a preference for traditional methods, or difficulties understanding the game mechanics in Blooket. Educators should, therefore, consider a more diverse and inclusive approach to ensure all students can benefit from technology-enhanced learning.

These results further support the idea that Blooket is a valuable digital learning tool for the Aqidah Akhlak subject. With the appropriate approach, this application not only serves as an evaluation tool but also as an innovative medium that encourages active student involvement and improves understanding of the values of aqidah and akhlak. This is consistent with previous research, where students' understanding improved after using Blooket, as shown by the 100% agreement on the fifth questionnaire question. According to Sappaile et al. (2023), students' understanding increased due to heightened learning motivation. As students become more engaged, their focus and concentration improve. Blooket, through gamification and visually appealing elements, helps students better retain information, making it easier to recall the material they've learned. Some Blooket game modes also encourage critical thinking and problem-solving, further enhancing their understanding. According to Sulus et al., (2024) and Nurhamidah et al., (2024) Blooket is an engaging learning tool. With its wide variety of entertaining game modes, it helps sustain enthusiasm for digital learning, and students find the combination of learning and playing games enjoyable, making the learning process less monotonous. The following blooket media display proves this:



Figure 6. The Main View of the Blooket Application is as an Interactive Learning Media

The image above shows the main interface of the Blooket platform, a game-based learning application designed to boost student engagement during lessons. The display features various character icons, including animals and other charming designs. Before beginning the game or answering the questions provided by the teacher, students have the option to select an icon they prefer, which will represent their profile.

This feature of choosing an icon serves as a visual element, enhancing the overall learning experience and making it more enjoyable and interactive. The inclusion of game elements in the learning process helps improve students' moods, motivating them to participate more actively. Furthermore, Blooket's gamification approach offers a more engaging and dynamic way to learn,

contrasting with the more monotonous traditional methods. This can lead to a better understanding of the material as students become more involved in the learning process in a fun and engaging environment.

By integrating Blooket into the learning experience, educators can offer an innovative alternative that increases student motivation and involvement. With its appealing visuals, healthy competition, and increased interactivity, Blooket presents an effective solution for creating a more exciting and impactful learning environment for students.

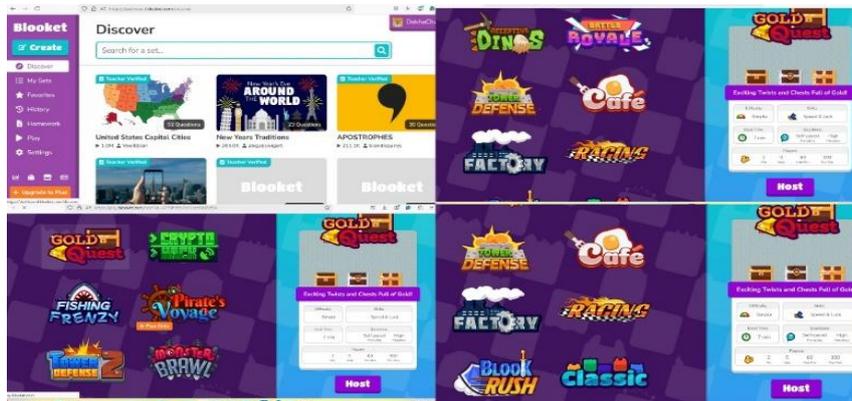


Figure 7. The Display of Various Game Modes in the Blooket Application

As seen in the display analysis above, several features have been incorporated to enhance the learning process. On the main page, teachers can utilize the search menu to find pre-existing questions or independently create practice questions through the "create" feature. Additionally, teachers can choose from various game modes, such as Gold Quest, Tower Defense, Cafe, Fishing Frenzy, Pirate's Voyage, and Battle Royale, each offering unique mechanisms tailored to students' learning needs and styles.

The benefits of this application are supported by research conducted by Astindari et al., (2024), who highlighted Blooket's advantage in learning evaluations due to its ability to provide interactive, non-test assessment techniques. Teachers can lead game sessions directly with students through the host mode feature, enabling real-time evaluations. This is further reinforced by findings from Nabila et al. (2024), which reported positive student responses to the use of Blooket, with high percentages in areas like accessibility (100%), benefits (96.3%), attractiveness (92.6%), and effectiveness (85.2%). This indicates that Blooket is well-suited for educational settings. Moreover, the competitive elements of the game, such as scoring systems and challenges, contribute to increasing students' motivation to learn. As such, Blooket serves not only as an evaluation tool but also as a learning medium that promotes a more engaging and enjoyable approach to understanding

concepts.

From an academic standpoint, Blooket's use could be further explored in the context of gamification's effectiveness in education. The platform can be connected to learning motivation theory, technology-based assessments, and the application of non-test evaluation techniques in digital learning environments. Therefore, additional research is necessary to evaluate the impact of Blooket on student outcomes and how it can be optimally integrated into educational systems at various levels.



Figure 8. The Increased Understanding After Using the Blooket Game Media

The survey results, as shown in the diagram, reveal that 96% of the 25 respondents reported an increase in their understanding after using the Blooket game media, while only 4% felt that their understanding did not improve. This suggests that Blooket plays a positive role in supporting gamification-based interactive learning. Student engagement is a key factor in enhancing conceptual understanding, and Blooket, as a game-based platform, offers various features that make learning more engaging and enjoyable. Game modes such as Gold Quest, Tower Defense, and Battle Royale create a dynamic and competitive learning environment. This aligns with learning motivation theory, where game elements like scores, challenges, and rewards can boost students' intrinsic motivation to actively engage with the material.

Additionally, Blooket provides advantages over traditional assessment methods by enabling real-time evaluations. Teachers can monitor student progress, observe their development, and offer immediate feedback through the host mode feature. This interactive, experiential approach allows students to practice and receive direct feedback during the learning process. However, despite the majority of students experiencing the benefits of Blooket, 4% felt their understanding did not improve. This could be due to individual learning preferences for traditional methods or challenges in understanding the game's mechanics. As such, educators must consider diverse teaching strategies to accommodate varying student learning preferences.

The Blooket application has proven effective in enhancing Arabic language learning outcomes for grade IX students at SMP Muhammadiyah 6 Jakarta (Fahmi et al., 2024). These results support the notion that gamification can boost student engagement and understanding. However, further research is necessary to examine factors such as Blooket usage duration, subject type, and student characteristics. With proper implementation, Blooket could be a groundbreaking solution for improving digital-based learning quality. This is further supported by Sulur et al. (2024), who emphasized that Blooket's ability to provide instant feedback allows students to identify their mistakes and learn from them, enhancing their overall learning experience.

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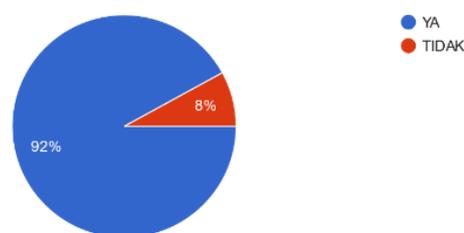


Figure 9. The Effectiveness of Blooket Media in Learning Akidah Akhlak

The survey results, shown in the diagram, indicate that 92% of the 25 respondents believe Blooket media is effective in Akidah Akhlak learning, while 8% disagreed. This finding reinforces earlier results suggesting that Blooket is not only engaging for students but also enhances the quality of learning. The effectiveness of Blooket in Akidah Akhlak education can be attributed to several factors, particularly its ability to increase student engagement through gamification. Engagement is a key factor in improving conceptual understanding, especially in theoretical subjects like Akidah Akhlak. With interactive game elements, students absorb the material passively and can apply the concepts learned in a more dynamic learning environment.

Additionally, features like diverse game modes in Blooket allow students to choose the learning approach that suits them best. Modes like Gold Quest, Tower Defense, and Battle Royale add a competitive edge that can boost learning motivation. This aligns with the Self-Determination Theory Alfaridzi et al., (2024), which suggests that game competition and achievement elements can enhance students' intrinsic motivation to learn. The effectiveness of Blooket is also evident in learning evaluation. Teachers can conduct real-time assessments, track student progress, and offer immediate feedback through the host mode. This supports Sulur et al., (2024) findings show that Blooket provides instant feedback, allowing students to learn from their mistakes and understand

the correct answers. This process, involving practice questions and reflective learning, helps solidify their understanding.

However, despite the majority of students acknowledging Blooket's effectiveness in Akidah Akhlak learning, 8% still disagree. This could be due to individual learning style differences, challenges in understanding the game mechanics, or a preference for traditional learning methods. Consequently, teachers should combine Blooket with other teaching strategies to accommodate diverse learning needs. Overall, the survey confirms that Blooket is an effective educational tool that enhances student engagement and understanding of Akidah Akhlak. Its strengths in providing technology-based evaluation, interactive learning, and immediate feedback make it an ideal tool for integration into digital learning systems. However, further research is needed to explore the long-term effects of using Blooket, including its impact on concept retention, knowledge retention, and student motivation at various educational levels.

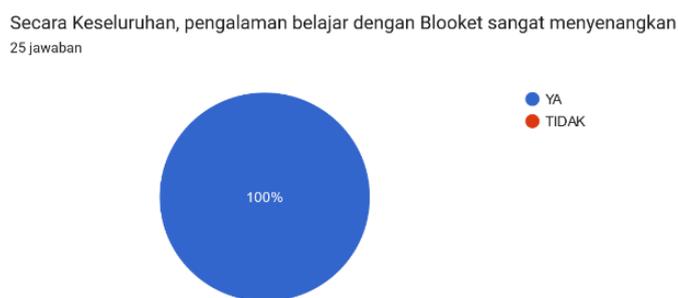


Figure 10. The Enjoyable Learning Experience with Blooket

The diagram above demonstrates that all participants found Blooket to be both a useful and enjoyable learning tool. This aligns with previous findings that highlight Blooket's effectiveness and its positive impact on students' learning experiences. The key factor contributing to this success is the gamification feature within Blooket, which makes the learning process more interactive and engaging. The competitive aspects of various game modes, such as Gold Quest, Tower Defense, and Battle Royale, further enhance students' motivation to learn. The survey also reveals that there are no significant challenges in using Blooket, with a 100% satisfaction rate, suggesting that Blooket is a highly favored learning medium. It can be effectively used in teaching, particularly in subjects like Akidah Akhlak.

This conclusion is supported by Andani (2025) research, which found that Blooket fosters an interactive, competitive, and enjoyable learning environment, leading to increased student engagement. Teachers using Blooket as a learning medium have encouraged students to become

more active by creating Blooket accounts, making quizzes, and distributing game codes. Andani (2025) also confirmed that Blooket games offer an engaging and fun alternative learning method for students. However, to ensure maximum effectiveness, educators should select game modes that are appropriate for the subject and the student's skill levels, provide a reliable internet connection, ensure all students have access to a compatible device, offer clear instructions before starting the game, and monitor and evaluate the game's impact on student learning.

Discussion

The research shows that the use of Blooket application in Akidah Akhlak learning at SMP Muhammadiyah Kasihan significantly impacts student engagement, motivation, and understanding. Before the implementation, the traditional lecture method was considered less effective. At the same time, after the use of Blooket, students felt that this media was easily accessible (100%), interesting (92%), and increased understanding of the material (96%).

Based on the Self-Determination Theory (SDT) proposed by Deci et al., (2000), elements in the game, such as competition, scores, and rewards contained in Blooket, can stimulate students' intrinsic motivation. SDT emphasizes the importance of fulfilling three basic psychological needs, namely autonomy, competence, and relatedness. In using Blooket, the need for autonomy is fulfilled as students have control over their learning process through the interactive features provided. Furthermore, competence is achieved through in-game challenges that can increase students' sense of achievement and confidence. Meanwhile, relatedness or social connection is also supported through interactions between students that are established in a fun, competitive atmosphere, thus strengthening a sense of community and engagement in learning.

Technology integration, such as Blooket, is in line with modern learning principles that demand digital innovation to increase students' active engagement. This also supports previous research findings by Nurhamidah et al., (2024) and Sulus et al., (2024) Which states that Blooket is effective in creating fun and meaningful learning. This research highlights the gap between conventional practices, such as the lecture method, and the need for modern technology-based learning. Teachers are expected to be more aware of the importance of adopting educational technology to create relevant learning experiences in the digital era. Thus, the use of Blooket not only as a learning media but also as an interactive and real-time technology-based evaluation tool contributes greatly to learning effectiveness.

CONCLUSION

The research at SMP Muhammadiyah Kasihan reveals that traditional Akidah Akhlak learning methods struggle to engage students, leading to decreased understanding and motivation. The implementation of the Blooket application, however, has shown a positive impact, with students reporting increased accessibility, understanding, and enjoyment due to its gamified features, which promote active participation and collaboration. While the app also enables teachers to innovate and monitor student progress, some students may still prefer traditional methods or lack access to devices, suggesting a need for blended learning approaches. Overall, the study underscores the importance of technology integration in education to enhance student engagement and outcomes, recommending further research into optimizing Blooket's use and studying the long-term effects of technology implementation.

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