

The Application Of Gamification-Based Learning Media To Student Interest In Learning PAI In Purwosari III Elementary School

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Abstract	
<p>This study aims to determine the application of gamification-based learning media in increasing student interest in learning Islamic Religious Education (PAI) at SDN Purwosari III. The approach used is a qualitative case study involving interviews with teachers and students. The results showed that the implementation of gamification, which includes elements such as point system, badges, levels, and leaderboards, was able to increase students' enthusiasm and participation during the teaching and learning process. Students felt more interested and active in participating in PAI lessons, and showed increased motivation to understand the material. The obstacles faced include the lack of maximum utilization of learning media by teachers and the need for increased competence in managing multimedia-based media. This research confirms that gamification can be an effective strategy in increasing students' interest in learning in elementary schools, especially in the context of religious learning.</p>	<p>Keywords: Gamification; Learning Media; Learning Interest; Islamic Religious Education; Interactive Learning.</p>

Abstrak	
<p>Penelitian ini bertujuan untuk mengetahui penerapan media pembelajaran berbasis gamifikasi dalam meningkatkan minat belajar siswa dalam pembelajaran Pendidikan Agama Islam (PAI) di SDN Purwosari III. Pendekatan yang digunakan adalah kualitatif studi kasus yang melibatkan wawancara dengan guru dan siswa. Hasil penelitian menunjukkan bahwa penerapan gamifikasi, yang meliputi elemen seperti sistem poin, badge, level, dan papan peringkat, mampu meningkatkan antusiasme dan partisipasi siswa selama proses belajar mengajar. Siswa merasa lebih tertarik dan aktif mengikuti pelajaran PAI, serta menunjukkan motivasi yang meningkat untuk memahami materi. Kendala yang dihadapi meliputi kurangnya pemanfaatan maksimal media pembelajaran oleh guru dan perlunya peningkatan kompetensi dalam mengelola media berbasis multimedia. Penelitian ini menegaskan bahwa gamifikasi dapat menjadi strategi efektif dalam meningkatkan minat belajar siswa di</p>	<p>Kata Kunci: Gamifikasi; Media Pembelajaran; Minat Belajar; Pendidikan Agama Islam; Pembelajaran Interaktif.</p>



1. Introduction

In the ever-evolving digital era, the challenges in education are increasingly complex, especially in fostering student interest in normative subjects such as PAI. How the younger generation thinks and learns has been changed by technological advances. As a result, conventional learning methods often do not attract students' attention. To achieve this, learning strategies that are innovative, engaging, and relevant to their world are needed. One strategy that can be used is gamification-based learning media. In the learning process, gamification, which is the application of game elements in a non-game context, has been proven to increase student motivation and engagement. It has also demonstrated the ability to increase student curiosity and engagement. With this approach, religious values in PAI can be packaged interactively, thus encouraging students to be more enthusiastic and active in understanding the teaching material. Therefore, this research focuses on the application of gamification-based learning media to students' interest in learning PAI at SDN Purwosari III.

Learning media must meet the needs and characteristics of students and in accordance with the learning objectives that have been set. This is very important so that the media can help the teaching and learning process. Learning media should be easy to access and use by students and not interfere with the learning process. It should allow students to interact with materials, teachers and peers, create a dynamic and collaborative learning atmosphere, and provide added value and benefits to students' understanding so that they can relate new information to prior knowledge. (Miftah & Nur Rokhman, 2022)

In addition to the media issues often faced in primary schools, many primary schools do not have sufficient access to technology such as computers, internet and projectors, which hinders the digital learning process. In addition, many teachers in primary schools are not given sufficient training on the use of modern learning media, making it difficult for them to integrate technology into their curriculum. Some teachers use learning media that do not suit the needs of students.

Media is considered not only as a tool to convey messages, but also used to encourage students to follow the lesson. Therefore, media becomes an important benchmark in the learning process because it can have a positive impact on students. In this study, the data collection methods used were surveys and interviews. Surveys were conducted to all schools in SDN Purwosari III, and interviews were conducted with Islamic Religious Education teachers at the school.

In the current use of media, there are some problems. This is because older teachers and educators usually lack experience in the use of more advanced technology. In addition, many students are not interested in what teachers teach

because the material or content they provide is usually monotonous and unvaried. As a result, the choice of media to use greatly affects learning outcomes. Gamification, a medium derived from today's technological advancements, can be used to teach.(Oktaviana et al., 2022)

Gamification systems apply game component systems to the activity process system or the game itself. It can be applied into the game itself, such as the application of digital technology in the game, or into other activity process systems. Using engaging learning media is one way to encourage learning that attracts children. One solution that can be used is gamification using digital technology. Research results show that gamification games can improve children's language and cognitive skills and encourage them to participate and cooperate in learning. The effectiveness of gamification depends on expertise. In this situation, educators have the freedom to implement gamification systems, either through direct learning or through media. Teachers' ability to create engaging lessons for students can be enhanced through gamification.(Mukarromah & Agustina, 2021)

According to Tiwa's (2020) research, gamification is used to teach students in elementary school. This research found that using gamified media can be one of the effective learning methods, especially for elementary school education. Further research, which is similar to the research conducted by Ageng (2022) that discusses gamified learning methods in learning in elementary schools, found that play is a very important activity to build knowledge, physical skills, positive attitudes, and emotional balance in children. This is because play is strongly associated with students in elementary school, who are at the childhood stage. Even the gamification approach, for example, integrating game elements into learning, is an innovation that enriches the unique and beneficial characteristics of play. It can help students' learning significantly. The findings of the previous study also support the previous research. This is evidenced by the fact that gamification, i.e. the use of media in the learning process, has the ability to increase students' desire to continue learning in primary school. Furthermore, we can see that the results of the research of Lestari et al. (2022) which discusses the decline in the drive to learn Mathematics, namely a decrease of 50.59%, which is the majority of students, indicate that there is a decrease in the drive to learn mathematics one of them. This research is in line with Nathaniel's research (2023) which examines the application of gamification in the learning process of Mathematics in an effort to However, most of them show interest in things related to games, mainly due to the fact that it can increase enthusiasm and desire to learn. Gamified learning can increase students' interest and motivation to learn. Students who are less interested in conventional learning approaches are also more likely to be interested in learning through gamified media. They may even be willing to try material they previously disliked if they use this method. This is what makes researchers conduct research on how to use gamification learning media to increase learning motivation. (Valentinna et al., 2024)

Many students at SDN Purwosari III are not interested in certain subjects, including PAI, because the lecture learning method is considered monotonous and unmotivating. As a result, PAI teachers at SDN Purwosari III chose a

gamification approach to increase students' interest in learning. Gamification gives students the opportunity to actively participate through game features such as challenges, points, rewards, and healthy competition. It is expected that students are more motivated to learn and improve their focus with this method.

PAI teachers often see students having problems with low interest in learning PAI, which can have a negative impact on their learning outcomes. Many students believe that PAI is not as important as other subjects, so they are not motivated to study hard. To solve this problem, we believe that innovation in teaching methods is needed to make PAI learning more interesting and relevant to students. This will make them more interested and more engaged.

UPT Satuan Education Sdn Purwosari III is an educational institution that prioritizes religious education. This institution not only teaches students knowledge, but also teaches them to behave and have attitudes that are in accordance with religious principles. This school produces a superior generation that has extraordinary faith and piety. Learners must have the basic knowledge, abilities and skills needed to continue their education to a higher level. Learning is a process undertaken by a person to acquire useful knowledge, skills and principles. Whether indoors or outdoors, teachers and students usually work together and are fully involved in the learning process. Learning media must be available to teachers and educators for learning to be successful and effective.

As mentioned above, the researcher wants to conduct a study with the title "The Application of Gamification-Based Learning Media to Student Learning Interest at Purwosari III Elementary School." To conduct this research, researchers will interview PAI teachers who apply gamification-based learning media.

Based on the above background, the following problems that can be identified are:

- a. Learning media has not been fully used in the learning process in class V.
- b. The learning method usually uses lectures, which makes the learning process uninteresting.
- c. Students tend to get bored during lessons because teachers use a monotonous learning approach.
- d. Teachers do not know how to use multimedia-based learning media as a means of delivering material.
- e. Learning media should attract students' interest and make it easier for students to understand the subject matter.

Based on the problems examined above, the objectives of the study are:

- a. To describe the application of Gamification-Based Learning Media to Student Learning Interest at SDN Purwosari III.
- b. To describe the impact of Gamification-based learning on the teaching and learning process.
- c. To describe the supporting and inhibiting factors in the Application of Gamification-Based Learning Media to Student Learning Interest at SDN Purwosari III.

In addition to the problems that exist above, there are several benefits that can be obtained in this study, here are some of the benefits obtained in nature research:

a. Theoretical benefits

- 1) Increase Students' Motivation to Learn: Gamification, which incorporates game elements into the learning process, has the potential to increase students' desire to learn. When learning becomes fun and engaging, students are more interested in participating more in learning activities.
- 2) Increasing Student Engagement: Gamification keeps students more engaged in lessons. Tasks such as quizzes, challenges, and rewards encourage students to actively participate, which makes them more connected to the material they are learning.
- 3) Improves Concentration and Focus: Gamification helps students stay focused and concentrated during learning. In addition, competition and reward tasks can reduce boredom, helping students absorb information better.
- 4) Improved Learning Outcomes: Studies show that gamification can improve student learning outcomes. Students who take part in gamification-based learning tend to have better grades and understanding of the material.(Ramadhika, 2019)

b. Practical benefits

- 1) The author can gain more knowledge about the application of gamification-based learning media in PAI learning through this research.
- 2) This research can be used as a foundation to encourage educators to more actively use gamification-based learning media in PAI learning, especially in rural schools.

According to the Big Indonesian Dictionary (KBBI), application is "the act of applying". However, there are some experts who argue that application is an act of applying a theory, method, or other thing to achieve a certain goal and for the benefit of a group or group that has been planned and arranged beforehand.(Ridwan et al., 2024)

Learning media is a tool or intermediary used to convey information or messages and encourage students in certain conditions to carry out learning activities to achieve learning objectives. Learning media is intended to help foster student interest in learning activities in addition to functioning as an intermediary tool. Learning media is part of a learning resource that has instructional elements to encourage students to learn. so that learning objectives and effectiveness are achieved.

Gamification is the application of game design elements and game principles in a non-game context. Game design elements are commonly used to increase user participation, improve organizational performance, and other purposes..(Diahratri, 2022)

Student learning interest is an aspect of personality that describes a strong desire, tendency, or desire for something. Student learning interest is the desire or willingness of students accompanied by deliberate attention and activeness which results in a sense of pleasure in changes in behavior related to knowledge, attitudes, and skills.(Mariani, 2019)

Islamic Religious Education is an effort to educate us to understand and practice the teachings of Islam and make it a way of life.

To provide an overview of the influence and effectiveness of gamification in education, this study will review some previous research relevant to this topic. This research covers various aspects, such as how gamification is implemented, the results achieved, and the problems encountered when implementing it.

Another thesis by Rofiqoh Nur Istighfar (2019) on the application of gamification to implement learning motivation for children with emotional and behavioral barriers at SLB E HANDAYANI includes research on gamification in education, how it affects the desire to learn, and the problems faced by children with behavioral and emotional problems. Through the application of gamification, this thesis aims to increase the desire of children with emotional and behavioral barriers to learn. It is hoped that this research will find solutions and approaches to improve the learning process at SLB E Handayani. Another goal of this thesis is to help develop more engaging and inclusive educational methods for children with special needs..(ISTIGHFAR, 2019)

The difference between previous research and this research lies in several main aspects. First, the focus of the problem in the previous study was to increase learning motivation in children with emotional and behavioral challenges, while this study focused on increasing students' interest in learning Islamic Religious Education (PAI). Second, the challenges faced are also different; the previous study sought to overcome emotional and behavioral barriers that affect the learning process, while this study focuses more on attracting students' interest to be more enthusiastic in religious learning. Third, the expected outcomes of the two studies are also different. The previous study aimed to help children with special needs to be more motivated and active in learning, while this study aimed to help elementary school students increase their interest in PAI lessons.

Article written by Safroni, S., & Hidayah, U. (2024). Gamification-based Islamic religious education learning strategy to increase student learning motivation. In this research, there are several points that show that this research focuses on the application of gamification in learning Islamic Religious Education and how it can increase student interest and motivation to learn. This research draws on gamification concepts that have been applied in educational contexts before, where elements such as point systems, contests, challenges and rewards are used to increase student motivation and participation.(Safroni, Sherli, Ulil Hidayah, Sekolah Tinggi, Agama Islam, and Muhammadiyah Probolinggo. "Safroni, S., & Hidayah, U. (2024). Strategi Pembelajaran Pendidikan Agama Islam Berbasis Gamifikasi Untuk Meningkatkan Motivasi Belajar Siswa. AL-MUADDIB Jurna et al., 2024)

The difference between previous research and this study can be seen from several aspects. First, the main focus of the previous study was to increase students' motivation and interest in learning simultaneously, while this study is more specific on increasing students' interest in learning Islamic Religious Education (PAI). Second, the context of the previous research refers to the application of gamification in a variety of more general educational contexts, while

this research focuses on learning at SDN Purwosari III. Third, the subject of previous research is not specific to one level of education, but more generally to students, while this research specifically targets elementary school students at SDN Purwosari III. Fourth, the scope of the results of previous studies highlighted the impact of gamification on student participation and motivation at large, while this study emphasizes the impact of gamification on student interest in learning PAI.

The article by Hakeu et al (2023) Utilization of Gamification-based Learning Media in the Learning Process at Al-Azhfar Integrated MIS. what can be taken from this journal includes research on the use of gamification-based learning media, which is proven to increase student engagement and the effectiveness of the learning process. The research also shows that gamification can help students face challenges and conduct experiments, which are important components in the development of critical skills. Research conducted by Rahman Abdillah et al also emphasizes how important this method is in the creation of more efficient educational strategies.(Hakeu et al., 2023)

The differences between the previous research and this study can be explained through several main aspects. First, in terms of research subjects, the previous study involved students at Al-Azhfar Integrated MIS, while this study focuses on students at SDN Purwosari III. Secondly, the level of education studied in the previous study was Madrasah Ibtidaiyah Swasta (equivalent to elementary school), while this study was conducted at elementary school. Third, the focus of the problem in the previous study emphasized student involvement and the development of critical thinking skills, while this study focused on increasing students' interest in learning Islamic Religious Education (PAI). Fourth, the scope of the material discussed in the previous study includes the use of gamification for various subjects without specific field specifications, while this study is specialized in Islamic Education subjects. Fifth, the ultimate goal of the previous study was to develop students' critical thinking skills through challenges and experiments, while this study aims to increase students' motivation in learning religious values. Lastly, the results of the previous study show that gamification can be an efficient tool to enhance learning and train problem solving, while the results of this study highlight that gamification is effective in increasing students' interest in learning in the context of PAI learning.

2. Methods

To thoroughly understand how the use of gamification-based learning media impacts students' interest in learning Islamic religious education at SDN Purwosari III, this research uses a qualitative approach. This approach was chosen because it allows researchers to investigate the experiences, perceptions and perspectives of students and teachers on the use of gamification in the learning process.

This research is a case study, with SDN Purwosari III as the main subject. This case study was chosen because it provides an opportunity to conduct a thorough analysis of the specific context that exists in this school. The purpose of this case study is to gain an in-depth understanding of the dynamics and

interactions that occur when gamification is implemented in Islamic religious education classrooms and to identify the factors that influence the effectiveness of gamification in increasing students' interest in learning.

3. Result and Discussion

a. Research Results

This research was conducted at SDN Purwosari III, where there are 10 students in grade V. The purpose of this study is to explain in detail how the application of gamification-based learning media is carried out and how it has an impact on student interest in learning at SDN Purwosari III, especially students in grade V. To collect data, the data collection method was used by conducting interviews with PAI teachers and several students. To collect the data, the data collection method was used by conducting interviews with the PAI subject teacher and several students.

Here are some important results of the research:

1) Students' Response to Gamification Media

Before gamification was used, classroom learning tended to be monotonous and teacher-centered. The results showed that students were less enthusiastic in following the lesson, often sleepy, and did not actively answer questions. However, after gamification-based learning media was used, there was a significant change.

When the teacher introduced the points system, badges, levels, and leaderboards in the learning process, students were very enthusiastic. The students' response was very positive when the teacher said that students would get special badges if they successfully completed the learning challenges.

One student said:

"Ordinary learning is sometimes boring, but now it's like playing a game, it's exciting and I want to finish quickly so I can get the points."

2) Increased Student Activity and Engagement

Gamification increases student participation in learning. During the first three weeks of implementation, students were more likely to passively engage in group discussions, ask questions more frequently, and actively solve problems presented through educational games such as crossword puzzles, quick quizzes, and guess the picture.

The subject teacher stated:

"Usually the children just sit and wait for instructions. But now, they are competing to answer because they want to raise the level of their group. Even quiet children are starting to be active."

According to observations, students are more focused and not easily distracted by other things. Gamification uses elements of challenge and reward to make learning competitive but fun.

3) Increased Learning Interest

Not only behavioral, students' learning interest increases, but also emotional and cognitive aspects. Students become more curious

about the lesson, listen more seriously to the teacher's instructions, and show drive to complete the activity.

Some indicators of increased learning interest found in this study are:

- a) Students come to class early and prepare stationery without being asked.
- b) Students asked questions more often and requested additional challenges.
- c) Some students took notes as a strategy to win in educational games.

Another student said:

"I now like learning because I can play while learning. If we win, we are also proud because our group name gets many stars."

4) Barriers and Solutions

Limited digital tools (some students do not have access to them), technical issues when using the app, and limited learning time are some of the barriers in the implementation process. To overcome this problem, teachers can use physical-based games, such as educational board games, and organize students to work together in groups.

The documentation shows teachers' creativity in transforming learning media into interesting ones despite not having digital devices.

b. Discussion

The results show that gamification-based learning methods have the ability to significantly increase students' interest in learning because it is an approach that is interesting, challenging, and encourages students' active participation.

Gamification also shows that it helps students learn through hands-on experience and reflection. Well-designed games encourage students to think critically, work together, and understand the material.

However, gamification is not easy to implement. Teachers must design activities that are balanced between game elements and achieving learning objectives. Otherwise, gamification may lose its way and become mere entertainment.

Therefore, not only does it require teachers' expertise in gamification-based instructional design, but it also requires adequate facilities in schools. Simple media, creatively made by teachers, can be an excellent tool to increase students' interest.



Fig. 1

(a) first and second pictures

Source: Gamification Implementation Example (Year 2025)

4. Conclusion

Based on the research conducted, it can be concluded that the application of gamification-based learning media is effective in increasing students' interest in learning, especially in the context of learning Islamic Religious Education at SDN Purwosari III. The use of game elements such as points, badges, levels and leaderboards can stimulate enthusiasm, increase active participation and build a more interactive and fun learning atmosphere. However, the successful implementation of gamification also faces various challenges, including limited access to technology in schools, lack of teacher training in the use of digital media, and obstacles in integrating the media into the curriculum. Therefore, the implementation of gamification media is expected to be an innovation that can motivate students more effectively, while at the same time requiring adequate facilities and training support to optimize learning outcomes.

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