



The Effectiveness of Using the Blooket Gaming Platform in Learning Competitions on Students' Motivation in Islamic Religious Education

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Abstract

Learning motivation is an important factor in the success of the learning process, particularly in Islamic Religious Education (IRE), as students' motivation is often low due to monotonous teaching methods and the limited use of interactive learning media. This condition can negatively affect students' engagement in the learning process and their learning outcomes. This study aims to determine the effectiveness of the Blooket platform as a game-based learning medium in increasing students' learning motivation in Islamic Religious Education learning at SMK Keluarga Widuri Jakarta. This study employed a quantitative approach using a One Group Pretest–Posttest Design. The subjects were 20 tenth-grade Culinary students at SMK Keluarga Widuri Jakarta selected through purposive sampling. Data were collected through questionnaires and observations. The research instrument was tested using validity and reliability tests, while data analysis was conducted using normality tests and a Paired Sample t-Test with the assistance of SPSS. The results showed a significance value of 0.000 (<0.05), indicating a significant difference in students' learning motivation before and after the implementation of Blooket. These findings indicate that the Blooket platform was effective in increasing students' learning motivation and creating a more interactive and engaging learning atmosphere.

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INTRODUCTION

Education is a vital aspect of life as it plays a key role in developing high-calibre human resources who possess strong character and are capable of adapting to the changing times (Dani et al., 2026). The success of learning is influenced by various factors, such as teaching methods, learning materials, the learning environment, and student motivation. Engaging and enjoyable learning makes students more active and helps them grasp the subject matter more easily (Sulistyanto & Asyhar, 2024). Conversely, monotonous learning can lead to boredom, resulting in reduced student participation. This situation calls for innovation in teaching and learning activities so that learning objectives can be optimally achieved (Hamdi, 2026).

Advances in information and communication technology have had a significant impact on the world of education, particularly in the use of digital learning resources (Aziz & Khoiriyah, 2024). Technology enables teachers to deliver content in a more engaging and interactive way through visual and audio elements, as well as educational games (Amdah et al., 2025). Various digital platforms such as Quizizz, Kahoot, Google Classroom and Blooket

are now widely used in the classroom. The use of digital resources helps to create a more engaging learning environment, encouraging pupils to be more active and motivated in their learning (Pagisi et al., 2025).

Motivation to learn plays a vital role in determining students' success during the learning process. High levels of motivation make students more enthusiastic, active and eager to understand the subject matter (Dani et al., 2026). Conversely, low levels of motivation lead to students being less focused and tending to be passive in class. Teachers play a crucial role in fostering motivation to learn through engaging teaching strategies and learning materials (Sulistyanto & Asyhar, 2024). The use of interactive media can create an enjoyable learning atmosphere, making it easier for students to understand the material and remain active throughout the lesson (Hamdi, 2026).

Islam regards learning as an obligation that holds a noble status in the sight of Allah SWT. The Qur'an, in Surah Al-Mujadalah, verse 11, explains that Allah will elevate the status of those who believe and possess knowledge (Yafi et al., 2023). The Prophet Muhammad (peace be upon him) also said, "Seeking knowledge is obligatory for every Muslim" (HR. Ibn Majah). In Islam, learning is encouraged to be conducted in a positive and enjoyable manner so that it is easily understood by the students. This principle indicates that Islamic Religious Education should be able to create an engaging atmosphere so that students are highly motivated to learn (Nurdiyanto et al., 2023).

Problems that often arise in Islamic Religious Education lessons include low student motivation during the learning process. Some students find Islamic Religious Education monotonous because it relies heavily on lectures and rote learning. This situation leads to students becoming easily bored and less active in class (Efrilia & Imron, 2026). The lack of variety in teaching materials also results in a less interactive learning environment, meaning that students' understanding of the subject matter is less than optimal (Danti et al., 2026).

Preliminary observations at SMK Keluarga Widuri in Jakarta indicate that students' motivation to learn in Islamic Education lessons still needs to be improved. Some students appear to lack focus and enthusiasm during lessons, particularly when conventional teaching methods are used. The lack of variety in teaching materials makes the classroom atmosphere feel monotonous, causing students to become bored quickly. These circumstances highlight the need for more engaging and interactive teaching methods to encourage students to participate more actively in their learning (Khanah & Alam, 2025).

Efforts to increase student motivation can be achieved through the use of creative and innovative learning resources, one of which is educational game-based media (Pratiwi et al., 2025). Game-based learning creates an enjoyable and interactive learning environment, encouraging students to participate more actively in lessons. The game elements in such resources can also boost students' enthusiasm for learning and reduce boredom during the learning process (Rahma et al., 2025).

Blooket is an educational gaming platform that can be used as an interactive learning tool in the classroom. The platform offers a range of games and quizzes that make the learning experience more engaging and competitive (Barasa & Dewi, 2025). Blooket's visual interface, along with its points and ranking system, helps to boost pupils' motivation and

engagement in the learning process. Learning through play on Blooket also helps pupils understand the material in a more enjoyable way (Susanti et al., 2025).

Research conducted by (Ilham & Noprijon, 2026), shows that Blooket is effective in boosting students' motivation, engagement and learning outcomes in Islamic Education through an interactive and enjoyable learning environment. Research by (Hasto & Pratiwi, 2026), shows that the use of Blooket with rewards does not have a significant effect on students' motivation or academic performance. Research by (Putri et al., 2025), shows that the use of the Blooket app-based learning tool in Islamic Education lessons has a positive impact on pupils' learning outcomes. Following the implementation of Blooket, there was an improvement in pupils' academic performance and a reduction in the number of pupils achieving low grades.

Previous research indicates that there remains a gap in research regarding the use of Blooket in Islamic Religious Education at vocational secondary school level. Most previous studies have only discussed educational games in general or their application to subjects other than Islamic Religious Education. This situation is a key reason for conducting this study to determine the effectiveness of using Blooket on students' learning motivation, thereby providing a reference for the development of innovative learning materials.

This study aims to determine the effectiveness of using the Blooket gaming platform as a learning competition medium on students' motivation to learn in Islamic Education at SMK Keluarga Widuri in Jakarta. The issues examined in this study include the use of Blooket in PAI lessons, students' levels of motivation to learn, and the effectiveness of Blooket in enhancing students' motivation to learn. It is hoped that the results of this study will serve as a useful reference for teachers and schools in developing more creative, interactive, and enjoyable learning media, thereby enhancing students' engagement and motivation to learn.

RESEARCH METHOD

This study employs a quantitative approach using a quasi-experimental design to determine the effectiveness of the Blooket gaming platform as a learning competition medium on students' learning motivation. The quantitative approach was chosen because this study aims to objectively measure changes in students' learning motivation through numerical data analysed statistically. The research design used was a One-Group Pre-test–Post-test Design with a retrospective pre-test approach, namely a research design involving a single group of subjects who were given treatment in the form of learning using the Blooket game platform, followed by the measurement of students' learning motivation before and after the treatment in a single instrument completion session. This approach was used to obtain an overview of changes in students' learning motivation following the implementation of Blooket in Islamic Religious Education lessons.

The research was conducted at SMK Keluarga Widuri in Jakarta, with the research subjects comprising 20 students from the Year 10 Culinary Arts class. The sampling technique used purposive sampling, based on the consideration that this class possessed characteristics aligned with the research objectives and had already covered Islamic Religious Education material relevant to the use of game-based learning media. The variables in this study comprised the independent variable (X), namely the use of the Blooket game platform

as a medium for learning competitions, and the dependent variable (Y), namely students' learning motivation in the subject of Islamic Religious Education. Data collection was carried out through a learning motivation questionnaire and observation. The questionnaire was designed using a five-point Likert scale to measure students' learning motivation before and after the intervention, whilst observation was conducted to monitor students' engagement and responses during the learning process using the Blooket game platform.

The research instrument took the form of a learning motivation questionnaire designed on the basis of learning motivation indicators, including interest in learning, engagement, perseverance, enthusiasm, and positive competitive motivation. The validity of the instrument was tested using Pearson's product-moment correlation by comparing the calculated r value with the table r value; the instrument was deemed valid if the calculated r value was greater than the table r value. Reliability testing was conducted using SPSS by examining the Cronbach's Alpha value, whereby the instrument was deemed reliable if the Cronbach's Alpha value was > 0.60 . Data analysis began with a normality test using the One-Sample Kolmogorov-Smirnov test to determine whether the data were normally distributed, with a significance level of > 0.05 . Subsequently, an effectiveness test was conducted to determine the level of effectiveness of the Blooket game platform in enhancing students' learning motivation, along with a t-test (paired sample t-test) to assess differences in students' learning motivation before and after the intervention. The results of these analyses were used to determine the effectiveness of the Blooket game platform in enhancing students' learning motivation in the subject of Islamic Religious Education.

RESULTS AND DISCUSSION

In this study, sampling was carried out using a purposive sampling technique, selecting Year 10 Culinary Arts students from SMK Keluarga Widuri Jakarta as the research subjects. The research sample consisted of 20 students who formed the research group for the implementation of the Blooket game platform in Islamic Religious Education lessons. Prior to data collection, the research instruments were first tested for validity and reliability to ensure the suitability and consistency of the instruments used to measure students' learning motivation.

Research Instrument Testing

1. Validity Test

The validity test was conducted to determine the feasibility of the research instrument in measuring the variables studied. This test aimed to ensure that each statement item in the questionnaire was able to accurately measure students' learning motivation based on the research indicators. The validity test in this study used the Pearson Product Moment correlation with the assistance of SPSS. The instrument item was considered valid if the calculated r -value (r -count) was greater than the r -table value. With 20 respondents and a significance level of 5% (0.05), the r -table value used in this study was 0.444.

The results of the validity test showed that all questionnaire items had a calculated r -value higher than the r -table value of 0.444. Therefore, all statement items in the

questionnaire were declared valid and suitable for use as research instruments to measure students' learning motivation in this study.

Table 1. Variable X (Blooket Platform) Validity Test

Item-Total Statistics	Calculated r Value	Table r Value	Desc.
X1	0.556	0.444	Valid
X2	0.603	0.444	Valid
X3	0.665	0.444	Valid
X4	0.648	0.444	Valid
X5	0.538	0.444	Valid
X6	0.671	0.444	Valid
X7	0.769	0.444	Valid
X8	0.699	0.444	Valid
X9	0.717	0.444	Valid
X10	0.732	0.444	Valid
X11	0.691	0.444	Valid
X12	0.669	0.444	Valid
X13	0.609	0.444	Valid
X14	0.635	0.444	Valid
X15	0.827	0.444	Valid
X16	0.744	0.444	Valid
X17	0.688	0.444	Valid
X18	0.721	0.444	Valid
X19	0.653	0.444	Valid
X20	0.790	0.444	Valid

Table 2. Variable Y (Learning Motivation) Validity Test

Item-Total Statistics	Calculated r Value	Table r Value	Desc.
Y1	0.578	0.444	Valid
Y2	0.612	0.444	Valid
Y3	0.645	0.444	Valid
Y4	0.687	0.444	Valid
Y5	0.559	0.444	Valid
Y6	0.701	0.444	Valid
Y7	0.733	0.444	Valid
Y8	0.695	0.444	Valid
Y9	0.721	0.444	Valid
Y10	0.748	0.444	Valid
Y11	0.682	0.444	Valid
Y12	0.664	0.444	Valid
Y13	0.618	0.444	Valid
Y14	0.637	0.444	Valid
Y15	0.809	0.444	Valid
Y16	0.752	0.444	Valid
Y17	0.699	0.444	Valid
Y18	0.715	0.444	Valid

Item-Total Statistics	Calculated r Value	Table r Value	Desc.
Y19	0.671	0.444	Valid
Y20	0.786	0.444	Valid

The results of the validity test showed that all questionnaire items had a calculated r-value higher than the r-table value of 0.444. Therefore, all statement items in the questionnaire were declared valid and appropriate to be used as research instruments for measuring students' learning motivation in this study.

2. Reliability Test

The reliability test was conducted to determine the consistency and stability of the research instrument used in data collection. This test aimed to ensure that the questionnaire produced consistent results when used repeatedly under similar conditions. The reliability test in this study was carried out using Cronbach's Alpha with the assistance of SPSS. The instrument was considered reliable if the Cronbach's Alpha value was greater than 0.60.

Table 3. Variable X Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.912	20

Table 4. Variable Y Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0.912	20

The results of the reliability test showed that the Cronbach's Alpha value for Variable X was 0.912 and for Variable Y was 0.914. Since both values were greater than 0.60, all questionnaire items were declared reliable and suitable to be used as research instruments in measuring the effectiveness of the Blooket platform and students' learning motivation.

Results for Variables Test

The following table presents the results of the indicator scores for Variable X regarding the use of the Blooket platform in learning activities.

Table 5. Results of Variable X Indicator Test

No	Indicator	Score Obtained	Maximum Score	Percentage	Category
1	Ease of Access	78	100	78%	High
2	Ease of Use	76	100	76%	High
3	Clarity of Material	50	100	50%	Moderate
4	Learning Media Attractiveness	80	100	80%	High
Total		284	400	71%	High

The results of the variable X test showed that the use of the Blooket platform obtained a total percentage score of 71% and was categorized as high. The highest percentage was found in the learning media attractiveness indicator with a score of 80%, indicating that students considered Blooket interesting and engaging during the learning process. Meanwhile, the clarity of material indicator obtained the lowest percentage score of 50% and was categorized as moderate. Overall, these findings indicate that the use of Blooket as a learning media received positive responses from students and was able to support interactive learning activities.

The following table presents the results of the indicator scores for Variable Y regarding students' learning motivation.

Table 6. Results of Variable Y Indicator Test

No	Learning Motivation Indicator	Score Obtained	Maximum Score	Percentage	Category
1	Learning Interest	308	400	77.00%	High
2	Learning Activeness	281	400	70.25%	High
3	Enthusiasm and Spirit	280	400	70.00%	High
4	Competitive Motivation	322	400	80.50%	High
Total		1191	1600	74.44%	High

The results of the Variable Y indicator test showed that students' learning motivation obtained a total percentage score of 74.44% and was categorized as high. The highest score was found in the competitive motivation indicator with a percentage of 80.50%, indicating that students were highly motivated when learning activities involved competition. Meanwhile, the enthusiasm and spirit indicator obtained the lowest percentage score of 70.00%, although it still fell within the high category. Overall, these findings indicate that the use of the Blooket platform was able to encourage students' learning motivation during the learning process.

Classical Assumption Test

The normality test in this study was conducted using the Shapiro-Wilk test because the number of research samples was 20 students ($n < 50$). The decision-making criteria were based on the significance value, where the data were considered normally distributed if the significance value was greater than 0.05, while a significance value less than 0.05 indicated that the data were not normally distributed.

Table 7. Normality Test Results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	0.128	20	0.200	0.968	20	0.740
Posttest	0.153	20	0.200	0.894	20	0.039

The results of the Shapiro-Wilk normality test showed that the significance value of the pretest data was 0.740, which was greater than 0.05, indicating that the pretest data were normally distributed. Meanwhile, the significance value of the posttest data was 0.039, which

was less than 0.05, indicating that the posttest data were not fully normally distributed. However, the analysis was continued using the Paired Sample t-Test because the data were obtained from paired measurements of the same respondents before and after treatment, and the deviation from normality was not considered extreme. Therefore, the Paired Sample t-Test was used to examine differences in students' learning motivation before and after the implementation of the Blooket platform.

Results of a Study on the Effectiveness of the Blooket Game in Motivating Student Learning

The effectiveness test in this study was conducted using the Paired Sample t-Test to determine whether there was a significant difference in students' learning motivation before and after the implementation of the Blooket platform in learning activities.

Table 8. Paired Sample t-Test Results

Variable	Mean	N	Std. Deviation	Sig. (2-tailed)	Description
Pretest	68.40	20	6.214		
Posttest	82.75	20	5.487	0.000	Significant

The results of the paired sample t-test showed that the significance value (Sig. 2-tailed) was 0.000, which was less than 0.05. This indicates that there was a significant difference between students' learning motivation before and after the use of the Blooket platform in learning activities. The posttest mean score was higher than the pretest mean score, showing that the implementation of Blooket was effective in increasing students' learning motivation in Islamic Education learning.

The results of the hypothesis test showed that the significance value (Sig. 2-tailed) obtained from the Paired Sample t-Test was 0.000, which was lower than 0.05. These results indicate that there was a significant difference in students' learning motivation before and after the implementation of the Blooket platform in Islamic Education learning. The increase in the posttest mean score compared to the pretest mean score also proves that the use of Blooket was effective in increasing students' learning motivation. The findings of this study indicate that interactive and game-based learning media can create a more engaging and enjoyable learning atmosphere for students.

The findings of this study are in line with previous research showing that game-based learning media positively affect students' motivation and engagement during the learning process. Research related to digital learning platforms explains that interactive learning activities are able to increase students' enthusiasm, activeness, and competitive spirit in the classroom. Learning activities integrated with games make students more interested in participating in lessons because the learning process becomes more enjoyable and less monotonous. The use of educational games also provides students with direct feedback and encourages active participation during classroom activities.

The implementation of the Blooket platform in this study showed positive responses from students during the learning process. Students appeared more enthusiastic and active when participating in learning activities using Blooket. Features such as points, rankings, and interactive quizzes encouraged students to compete positively and stay focused on the lesson

material. These findings are supported by the results of the variable indicator test, where the competitive motivation indicator obtained the highest percentage score. This condition indicates that competition-based learning activities through Blooket were able to increase students' interest and motivation in learning Islamic Education.

The effectiveness of the Blooket platform can also be seen from the indicator results of Variable X and Variable Y, which were categorized as high. The attractiveness of the learning media became one of the strongest aspects influencing students' motivation during learning activities. Interactive learning media help teachers create a more student-centered learning environment where students are actively involved in classroom activities. This finding shows that the integration of technology in learning activities can support the improvement of learning quality and students' motivation, especially in Islamic Education subjects that are often considered monotonous by students.

The results of this study are consistent with the learning motivation theory proposed by (Uno, 2023), which states that motivation plays an important role in encouraging students to actively participate in the learning process. Learning motivation can grow through interesting and enjoyable learning activities that create students' enthusiasm and curiosity. The use of the Blooket platform as a game-based learning medium was able to create an interactive, competitive, and enjoyable learning atmosphere, thereby increasing students' motivation in Islamic Education learning. These findings also support the theory that innovative and technology-based learning media can improve students' engagement, activeness, and enthusiasm during classroom learning activities.

The findings of this study are also in line with Islamic teachings regarding the importance of learning and seeking knowledge. Allah SWT says in Surah Al-Mujadalah verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Meaning: “Allah will raise those who have believed among you and those who were given knowledge by degrees.” (QS. Al-Mujadalah: 11) (Irfansyah & Ilahiyah, 2025).

This verse emphasizes that knowledge has an important position in Islam and that people who seek knowledge will be honored by Allah SWT. In addition, the Prophet Muhammad SAW said:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning: “Seeking knowledge is an obligation upon every Muslim” (HR. Ibnu Majah).

The meaning of the verse and hadith shows that Islam highly encourages learning activities carried out in a positive, meaningful, and enjoyable way. The implementation of interactive learning through the Blooket platform reflects Islamic educational values by creating an engaging and enjoyable learning atmosphere that encourages students to become more enthusiastic and motivated in seeking knowledge.

Previous studies have shown that the use of game-based learning media has a positive impact on students' motivation and engagement in the learning process. Research by (Andani, 2025), explained that digital quiz platforms such as Kahoot were able to increase

students' learning motivation, participation, and classroom interaction. Research conducted by (Khairunnisa et al., 2025), also revealed that game-based learning activities created a more enjoyable learning atmosphere and improved students' focus during classroom instruction. In addition, research by (Barasa & Dewi, 2025), showed that interactive learning media positively affected students' enthusiasm and learning activeness. However, most previous studies only focused on general subjects and did not specifically discuss the implementation of Blooket in Islamic Education learning at the vocational high school level.

This study has similarities with previous research in showing that game-based learning media can increase students' learning motivation. However, this study differs from previous studies because it specifically focuses on the effectiveness of the Blooket platform as a learning competition medium in Islamic Education subjects at SMK Keluarga Widuri Jakarta. In addition, this study uses a One Group Pretest–Posttest Design to measure changes in students' learning motivation before and after the implementation of Blooket. The findings of this study strengthen previous research by proving that interactive and competitive digital learning media are effective in increasing students' motivation and participation in classroom learning activities.

Overall, this study concludes that the implementation of the Blooket platform as a game-based learning medium was effective in increasing students' learning motivation in Islamic Education learning at SMK Keluarga Widuri Jakarta. The use of interactive and competitive learning activities through Blooket succeeded in creating a more active, enjoyable, and engaging learning atmosphere for students. The findings of this study indicate that innovative digital learning media can become an effective solution to overcome low learning motivation and improve the quality of classroom learning. Therefore, teachers are expected to utilize technology-based learning media more creatively in order to support more meaningful and motivating learning experiences for students.

CONCLUSION

This study shows that the use of the Blooket platform as a game-based learning medium has a positive and significant effect on students' learning motivation in Islamic Education learning at SMK Keluarga Widuri Jakarta. The findings confirm that interactive and competitive learning activities through Blooket are able to create a more active, enjoyable, and engaging learning atmosphere for students. The implementation of Blooket not only increases students' enthusiasm and participation during learning activities, but also supports the improvement of learning quality through innovative digital learning media. Therefore, teachers and educational institutions are encouraged to optimize the use of technology-based learning media as an effective strategy to improve students' learning motivation and classroom engagement.

However, this study has several limitations. The research involved only 20 students from one class at a single school and employed a One Group Pretest–Posttest Design without a control group, which may limit the generalizability of the findings. Therefore, future research is recommended to involve larger and more diverse samples from different educational settings and to use experimental designs with control groups. Further studies

may also examine the effectiveness of Blooket on other learning outcomes, such as academic achievement, critical thinking skills, and learning engagement.

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