

Implementation Of The Use Of Gamification Learning Media In Increasing Motivation For Learning Al-Qur'an Hadis At MA Ma'arif Sukorejo

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Abstract: The purpose of this study was to analyze how effective gamification is in attracting students' interest and motivation to learn the Qur'an Hadith. The approach taken in this study was qualitative, using observation techniques, interviews, and questionnaires to students in a high school. The findings of this study indicate that the use of gamification-based learning media has succeeded in increasing student participation in the learning process, strengthening their memory of the material, and creating a more lively and enjoyable learning atmosphere. In addition, the reward system in gamification also triggers students to be more active and involved in learning. Thus, it can be concluded that gamification is an effective approach to increasing motivation to learn the Qur'an Hadith. Therefore, educators are advised to use this method as an alternative in learning so that student learning outcomes can improve and their involvement in understanding and practicing the teachings of the Qur'an Hadith is better.

Keywords: Gamification; Learning Media; Motivation Learning; Quran Hadith

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Abstrak: Tujuan dari penelitian ini adalah untuk menganalisis seberapa efektif gamifikasi dalam menarik minat dan motivasi siswa untuk mempelajari Al-qur'an Hadis. Pendekatan yang di ambil dalam penelitian ini adalah kualitatif, menggunakan teknik observasi, wawancara, dan kuesioner kepada siswa di sebuah sekolah menengah. Temuan dari penelitian ini menunjukkan bahwa penggunaan media pembelajaran berbasis gamifikasi berhasil meningkatkan partisipasi siswa dalam proses belajar, memperkuat ingatan mereka terhadap materi, serta menciptakan suasana belajar lebih hidup dan menyenangkan. Selain itu, adanya system hadiah dalam gamifikasi juga memicu siswa untuk lebih aktif dan terlibat dalam pembelajaran. Dengan demikian, dapat disimpulkan bahwa gamifikasi adalah pendekatan yang efektif untuk meningkatkan

motivasi belajar Al-qur'an Hadis. Oleh karena itu, para pendidik disarankan untuk menggunakan metode ini sebagai alternative dalam pembelajaran agar hasil belajar siswa dapat meningkat dan keterlibatan mereka dalam memahami serta mengamalkan ajaran Al-qur'an Hadis semakin baik.

Kata Kunci: Gamifikasi; Media Pembelajaran; Motivasi Belajar; Al-qur'an Hadis

A. Introduction

Islamic religious education is very influential in forming a generation that has good morals and a proper understanding of Islamic principles. In this case, the study of the Al-Qur'an Hadith as the main source of Islamic teachings is an important part of religious education. In the subject of the Al-Qur'an Hadith has a central role in the formation of character and morals of the younger generation. In this context, it is important to find methods to increase student motivation in learning. However, in practice, obstacles are often encountered in increasing student motivation in learning the Al-Qur'an Hadith. This is caused by various factors, such as lack of student interest, lack of interesting learning methods, and lack of innovative teaching materials.

In today's digital era, education faces major challenges in attracting and engaging students. Learning methods are often considered monotonous and less interesting for today's young generation who are used to interacting digitally. This can lead to low student motivation in the learning process, which has a negative impact on their understanding and academic success.

In learning, especially the subject of Al-Qur'an Hadith, an innovative approach is needed to increase students' interest and motivation. Student motivation in the learning process is very important to achieve optimal learning outcomes. Many students feel less motivated to participate in learning. They tend to be passive, not paying attention to the material being taught.

Therefore, it is important to develop learning methods that are not only informative, but also interesting and able to actively involve students in the learning process. The difficulties faced in learning the Al-Qur'an Hadith are regarding the lack of student participation and motivation in learning. Many students feel less interested and

involved in the learning process. the importance of teacher expertise in using technology-based learning, so that teachers can provide more interesting and interactive learning. An innovative approach is needed that can increase student participation and motivation, in facing these challenges, the use of learning materials through gamification is an interesting solution.

Gamification is the application of game elements to non-game media. By using features such as points, levels, or prizes. (Rosaline, Julianto, et al. 2023). Gamification aims to create a more interesting and interactive experience for users, thereby encouraging students to actively participate in the educational process in various ways.(Meilina 2023). Gamification can increase students' interest in lessons in a fun and competitive way. By using applications such as Wordwall and Gimkit, these two gamification-based applications can help teachers to create various types of educational games such as quizzes, puzzles and other interactive activities via digital devices, and also provide an in-depth learning experience through competitive and team-based game formats. These two applications can be interesting and relevant learning media for students in the digital era.

The application of Gamification in learning the Qur'an and Hadith at MA Ma'arif Sukorejo can contribute significantly to improving student learning outcomes. Gamification not only increases motivation but also helps in the development of social and collaboration skills among students. Thus, the effective application of gamification can have a positive impact, both in the educational context and making it an increasingly popular strategy in this digital era (Deterding et al. 2011).

The results of research conducted at MA Ma'arif Sukorejo as an educational institution that prioritizes religious values must adapt to developments in educational technology. It is hoped that the application of gamification learning materials can provide a more enjoyable and interesting learning experience for students, thus increasing their motivation in learning PAI, especially Al-Qur'an Hadith subjects.

In the process of learning the Al-Qur'an Hadith at MA Ma'arif Sukorejo, there are several problems that hinder student motivation and participation. Many students are less interested in the subject, this is caused by monotonous teaching methods and lack

of variation in delivering materials, teachers often talk more, while students tend to be passive and do not actively participate in the learning process. This results in a lack of student motivation to learn.

This study aims to explore the effectiveness of gamification in learning the Qur'an and Hadith at MA Ma'arif Sukorejo. The main focus of this study is to determine the extent to which the use of gamification media can increase student motivation in studying the Qur'an and Hadith. It is expected to provide an important contribution to the development of teaching the Qur'an and Hadith at MA Ma'arif Sukorejo. It is hoped that the gamification method can be applied more widely in other educational institutions. Exploration of the use of gamification learning media in learning the Qur'an and Hadith is expected to be a reference for educators to continue to innovate and improve the quality of learning. In this way the younger generation can be more involved and understand Islamic teachings more interestingly. Through this study, it is hoped that MA Ma'arif Sukorejo can be an example for other educational institutions in implementing gamification in learning. This aims to create a more dynamic and interesting learning environment so that students can participate more actively in learning the Qur'an and Hadith.

B. Methods

This study uses a qualitative method with a descriptive approach. Descriptive is a method used to explain an object being studied by using data or examples that have been taken Priadana, MS, & Sunarsi, D. (2021). The purpose of this design is to describe how gamification learning media is used to increase student motivation when studying the Al-Qur'an Hadith. This design provides an opportunity for researchers to collect in-depth information about students' experiences, views, and responses to Gamification media, so that they can provide a better understanding of the learning process that occurs.

The research location is a place used to conduct research and obtain the necessary information. This was carried out at MA Ma'arif Sukorejo on Jl. Kamajaya Teks No. 96, Sukorejo District.

The population in this study included Al-Qur'an Hadith subject educators, Madrasah principals, and students. Data were obtained by asking questions to students from class X2 totaling 25 students. Additional information was obtained through observation and documentation.

Data were measured using various techniques, including observation, interviews, and questionnaires. Observations were conducted to observe how students interact with gamification media and their participation in learning activities. Interviews were conducted with students and teachers to gain more in-depth information about their experiences, while questionnaires were used to evaluate the level of learning motivation before and after gamification media was implemented. The collected data were analyzed using a qualitative analysis model developed by Miles and Huberman, which includes data reduction, data presentation, and drawing conclusions about the effectiveness of using gamification media in increasing student learning motivation.

C. Results and Discussion

1. Use of Gamification Learning Media in Increasing Motivation for Class X Al-Qur'an Hadith Learning at MA Ma'arif Sukorejo

Learning media is a means of learning that includes everything used in conveying information while learning to achieve educational goals. Various types of media fall into this category, such as books, videos, audio, digital applications, and teaching aids. By using the right learning media, the material taught can be clearer, and students become more motivated and communication between teachers and students becomes easier. In today's educational era, technology is used to create a more interesting and interactive learning experience. (Rahayu, Marmoah, and Budiharto, nd).

In the perspective of the Qur'an, learning media can be understood as a tool used to spread Islamic teachings and values to society. The Qur'an itself functions as the main source that provides guidance for life and knowledge. Allah SWT says in the Qur'an, "We have sent down the Qur'an to you so that you may explain to mankind what has been revealed to them, and so that they may think" (QS. AnNahl: 44). This verse shows how important it is to provide the right knowledge and understanding to society,

where learning media functions as a bridge to achieve this goal. (Ruhyana and Hakim 2024).

The use of learning media has a very big impact, because it can increase student motivation and participation to get maximum learning results. Correspondence will not go well if you are not careful in using media. Media such as animation, animated video, interactive audio, and others can be effective choices. (Wiwid Fachrudin Yusuf 2022) Motivation is one of the important factors that determine the success of the learning process. Good motivation can improve student learning outcomes because it can foster a sense of enthusiasm in learning. (Yogi Fernando, Popi Andriani, and Hidayani Syam 2024)

Motivation in learning is the active involvement of students in the learning process which includes physical, mental, and emotional activities to achieve learning goals. This includes activities such as asking, answering questions, discussing questions, doing homework and interacting with learning materials. (Kompetensi et al., 2024) In today's digital age, the challenge of increasing students' learning motivation, especially in Al-Qur'an Hadith lessons, is becoming increasingly complex. Traditional learning methods often fail to attract the attention of students who are more familiar with the digital world. At MA Ma'arif Sukorejo, the main problems faced are low student learning motivation, lack of interactive learning media, and suboptimal mastery of the material. Gamification emerges as a potential solution to overcome these problems.

The implementation of learning media with gamification at MA Ma'arif Sukorejo has been proven to have a very good effect in increasing students' enthusiasm for studying Al-Qur'an Hadith. The findings from this research show that the application of gamification is effective in creating a more interesting and interactive learning environment when compared to traditional methods. Gamification is a program that uses game-based work patterns, aesthetics, and game thinking to engage others, motivate action, promote learning, and solve problems. (Fatharani, Ariani, and Utomo 2022)

Gamification learning media is one of the interactive online-based learning media that is effective in being applied to students, especially used to provide a fun learning atmosphere and increase student enthusiasm in learning. Gamification learning media uses game elements in an educational context to increase student motivation and engagement. In this study, the use of gamification technology in learning the Al-Qur'an Hadith at MA Ma'arif Sukorejo focused on using the Wordwall and Gimkit platforms. This platform is an example of gamification-based learning media. Gamification has been proven to be an efficient method for increasing student motivation and engagement. This is in accordance with learning theory which shows the importance of the active role of students in the learning process. (Philosophy et al. 2024)

Steps for using gamification learning media and planning learning content include:

- 1) Teachers need to set learning objectives to be achieved through gamification media. Choose material from the Qur'an and Hadith that is important and relevant for students. After that, prepare the game elements to be used, such as quizzes, challenges and prizes that are appropriate to the material being taught.
- 2) Platform selection for gamification at this stage, educators must determine the platform or gamification application to be used. There are various applications that support gamification, such as Kahoot!, Quizizz, and wordwall, which have gamification features. Choose the one that best suits the needs and technology available at school.
- 3) Design interactive games and content After determining the platform, the next step is to design game components. For example, developing interactive quizzes, game rankings, and giving badges to students who successfully complete challenges. It is important to ensure that the content created is directly connected to the Al-Qur'an Hadith material so that students can learn in a more enjoyable way.
- 4) Implementation of learning using gamification-based learning media during learning sessions. It is important to explain how this media

works and the rules of the game clearly so that students do not feel confused. During the learning process, encourage students to participate. For example, divide students into groups to compete in a prepared quiz.



- 5) Monitoring and feedback during the learning process, teachers need to observe how students interact. Observe the level of student participation and response to gamification elements. After each session, provide useful feedback, such as announcing quiz results or talking about the material that has been learned. This feedback will encourage students to keep learning.
- 6) Assessment and reflection after using gamification media, assess student learning outcomes. Review student grades, attendance, and participation data to see if gamification has succeeded in encouraging their motivation and understanding of the lesson. In addition, invite students to reflect on the learning experiences they have had so that they can provide feedback for improvement in the next session.

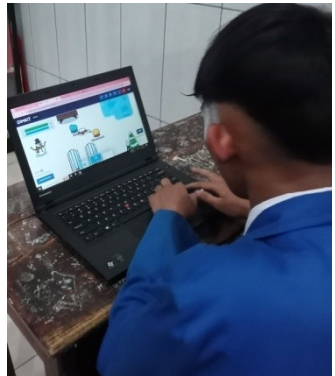
With the steps above, it is expected that the use of gamification learning media can be an effective tool in increasing students' motivation and understanding in learning the Al-Qur'an Hadith. The results of the study showed that the use of gamification-based learning media in MA Ma'arif Sukorejo focused on using the wordwall and gimkit platforms significantly increased students' motivation and participation in learning the Al-Qur'an Hadith. The interesting features and game aspects on both platforms are effective in attracting students' attention and making them more enthusiastic in the learning process.

Wordwall is a platform that provides teachers with the opportunity to create interactive quizzes, word games, and various other learning activities that adopt gamification elements. Meanwhile, gimkit is a platform that focuses on games, where students can receive points or virtual money as a form of appreciation according to the answers they provide. Both were created to increase student participation by using elements of competition, challenges, and reward systems.

The following is a table of implementation stages and their explanations. (Restu, Sutini, and Dewi 2023)

Table of Steps for Implementing Gamification Technology-Based Learning

Platform	Implementation Steps	Description
Wordwall	<ol style="list-style-type: none"> 1. The teacher opens the lesson 2. Teachers create quiz questions on the word-wall platform using interesting features. 3. Teacher shares quiz link 4. Students are directed to open the wordwall platform on the search web and open the link that has been shared by the teacher. 5. Students answer questions competitively. 6. When finished, students can see the completion time, results, correct and incorrect answers. 7. A ranking will appear, and points are awarded based on the speed and accuracy of the answers. 8. Review and discussion of results 9. Reflection and closing of the lesson 	 <p>Teachers can view detailed reports on student performance through quiz results, showing the percentage of accurate answers, Scores and time spent. Students will receive final results showing the number of correct and incorrect answers, and an overall score. This allows them to assess their understanding of the material, identify areas that need improvement, and understand their overall performance in the learning process.</p>
Gimkit	<ol style="list-style-type: none"> 1. The teacher opens the lesson 2. The teacher explains the material by utilizing various features in Gimkit. 3. Then the teacher forms 4-5 groups. 4. The teacher gives each group a quiz code. 5. Students work in groups to answer questions col- 	

	<p>laboratively.</p> <ol style="list-style-type: none"> The teacher monitors the development of points and performance of each group. The teacher conducts reflection, evaluation and discussion after the quiz is finished. The teacher closed the lesson. 	<p>After giving an explanation related to the Al-Qur'an Hadith lesson, students are directed to form groups consisting of 3 to 4 people. In their groups they discuss together answering questions, while the teacher monitors the development of points and the performance of each group.</p>  <p>One of the features used is snowbrawl, where if one team answers a question correctly, the team will get points to attack the other team with snowballs. Students can immediately see their ranking after answering the question, including the number of correct answers. so that students can more easily evaluate their progress and develop strategies to get a higher score or achieve the desired goal in the game.</p>
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The table indicates that each platform has different implementation steps to support the learning and assessment process. The results of this study indicate that the use of gamification-based learning media in MA Ma'arif Sukorejo significantly increases student participation in learning the Al-Qur'an Hadith. By using gamification-based applications such as Wordwall and Gimkit, students become more active in the

learning process. They show great enthusiasm when taking quizzes and challenges. This can be seen from the increase in student attendance, participation and motivation in class discussions.

From the observations made, students become more involved in teaching and learning activities, especially during gamification sessions. The competition that arises during learning makes students more enthusiastic to understand the material and motivated to repeat the material and understand the concept better. Research shows that students who utilize gamification media experience significant learning progress compared to traditional methods that have been used previously.

2. Evaluation of the use of Gamification learning media at MA Ma'arif Sukorejo

The implementation of gamification has succeeded in making the learning atmosphere more interesting and enjoyable. Students now feel that learning activities are no longer boring, but have become an interactive and exciting experience. (Solviana 2020). The existence of a reward system also encourages students to be more involved and active in the learning process. This creates a positive atmosphere and motivates students to continue learning. Students who were initially passive in learning are now more courageous to ask questions and discuss. Observations show that the classroom atmosphere becomes more interactive, where students help each other in completing the challenges given. Social interaction in the classroom can be improved through the use of gamification elements.

The use of gamification-based learning media at MA Ma'arif Sukorejo shows an increase in students' academic results. There is an increase in conceptual understanding and critical thinking skills among students. (Hakeu, Pakaya, and Tangkudung 2023)

This shows that gamification not only increases learning interest, but also has a positive impact on student learning outcomes. Students tend to be more focused and more enthusiastic when they participate in challenging and competitive learning. The implementation of gamification at MA Ma'arif Sukorejo supports the growth of students' social skills. By integrating game elements that include cooperation and

competition, students are able to improve their communication and collaboration skills which are very important for their progress.

Although the evaluation results show good effects, it should be noted that the success of using gamification in MA Ma'arif Sukorejo also depends on the readiness and skills of teachers to integrate this technology into the learning process. Thus, training and professional development for teachers in using gamification-based learning media are important factors that must be considered so that the benefits of implementing gamification in schools can be maximized.

3. Challenges in using Gamification Learning Media in learning Al-Qur'an Hadith at MA Ma'arif Sukorejo

Despite many positive impacts, gamification implementation also faces several challenges.

1) Limited Access to Technology

Students may have difficulty in obtaining the necessary devices to use the gamification platform. Not all students have the Smartphone or Laptop needed to participate in gamification-based learning activities.

2) Unstable Internet Connection

The use of online platforms such as Wordwall and Gimkit is highly dependent on a good internet connection. In MA Ma'arif Sukorejo, if the internet connection is unstable, it can cause disruptions during learning sessions.

3) Student adaptation to new technologies

Not all students are familiar with new technologies. Some students may have difficulty understanding how to use gamification applications.

4) Comprehensive assessment

Assessing student learning outcomes in a gamified context can be challenging. It is important to design an assessment system that does not rely solely on game scores, but also includes students' conceptual understanding.

5) Content Limitations

Wordwall and Gimkit have limitations in the types of content that can be created. Teachers need to be creative in designing quizzes and activities to keep them interesting and relevant to the Al-Qur'an Hadith material being taught.

6) Support from the School

The success of gamification implementation also requires support from the school, including the provision of adequate facilities and resources. Without this support, gamification implementation can be hampered.

To overcome these challenges requires good collaboration between teachers, students, and schools to create an effective and enjoyable learning environment.

D. Conclusion

This study proves that the use of gamification-based learning media can clearly increase students' enthusiasm for learning the Al-Qur'an Hadith. By integrating game elements such as points, challenges, and awards, gamification offers a more interesting and interactive learning experience. The results of this study indicate that students who follow the gamification learning method are more active and have high motivation in understanding the material taught.

In addition to providing a boost to learning motivation, gamification also helps students develop social skills and teamwork abilities. In a challenging and competitive learning environment, students learn how to collaborate and communicate more effectively. This shows that gamification does not only focus on academic aspects, but also on character development and social skills that are very important for student growth.

Although the results of the study showed good effects, there were several problems that emerged in the implementation of gamification in MA Ma'arif Sukorejo. Problems such as lack of access to technology, unstable internet connections, and students' ability to adapt to new technologies are challenges that must be overcome. Therefore, it is very important for schools to provide support and conduct training for

teachers on how to use gamification learning technology so that the benefits of this method can be obtained optimally.

Overall, this study suggests that educators explore and apply gamification methods in teaching the Qur'an and Hadith. With sufficient support and a creative approach, it is expected that students' learning achievements can increase, and their participation in understanding Islamic teachings will be better. The application of gamification can be a strategic step to create an interesting and dynamic learning atmosphere for the next generation.

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