

**The Implementation of Gamification in Islamic History Learning to Enhance Students' Learning Motivation at SMK PAB 5 Klumpang**

**Syiera Ayudia<sup>1\*</sup>, Arham<sup>2</sup>, Ela Fadilah Azmi<sup>3</sup>, Muhammad Raihan<sup>4</sup>**

<sup>\*1, 2, 3, 4</sup>Universitas Muhammadiyah Sumatera Utara

<sup>\*1</sup>email: [syieera@gmail.com](mailto:syieera@gmail.com)

<sup>2</sup>email: [arham@gmail.com](mailto:arham@gmail.com)

<sup>3</sup>email: [elafadilah@gmail.com](mailto:elafadilah@gmail.com)

<sup>3</sup>email: [muhammadraihan@gmail.com](mailto:muhammadraihan@gmail.com)

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: October 19, 2024 Revised: November 17, 2024 Accepted: December 22, 2024 Available Online: January 30, 2025</p>	<p>This study aims to analyze the implementation of gamification in Islamic History learning and its impact on students' learning motivation at SMK PAB 5 Klumpang. Gamification is a learning approach that integrates game elements such as points, badges, and challenges into the learning process to enhance student engagement and motivation. This research employs a quantitative method with a quasi-experimental design, involving an experimental group that receives gamification-based learning and a control group that undergoes conventional learning. Data were collected through a learning motivation questionnaire and observations during the learning process. The findings indicate that students who participated in gamification-based learning exhibited higher learning motivation levels compared to the control group. Thus, the implementation of gamification in Islamic History learning has proven effective in enhancing students' learning motivation.</p>
<p><b>Keywords:</b> Gamification; Islamic History; Learning Motivation; Interactive Learning.</p>	<p><b>ABSTRAK</b></p>
<p><b>Please cite this article:</b> Ayudia, S., Arham, F., Azmi, E. F., &amp; Raihan, M. (2025). The implementation of gamification in Islamic history learning to enhance students' learning motivation at SMK PAB 5 Klumpang. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 3(1). 41-52</p>	<p>Penelitian ini bertujuan untuk menganalisis penerapan gamifikasi dalam pembelajaran Sejarah Islam serta dampaknya terhadap motivasi belajar peserta didik di SMK PAB 5 Klumpang. Gamifikasi merupakan pendekatan pembelajaran yang mengintegrasikan elemen-elemen permainan seperti poin, lencana, dan tantangan ke dalam proses pembelajaran guna meningkatkan keterlibatan dan motivasi peserta didik. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen semu, di mana terdapat kelompok eksperimen yang menerima pembelajaran berbasis gamifikasi dan kelompok kontrol yang mendapatkan pembelajaran konvensional. Data dikumpulkan melalui angket motivasi belajar dan observasi selama proses pembelajaran. Hasil penelitian menunjukkan bahwa peserta didik yang mengikuti pembelajaran dengan gamifikasi memiliki tingkat motivasi belajar yang lebih tinggi dibandingkan dengan kelompok kontrol. Dengan demikian,</p>



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	penerapan gamifikasi dalam pembelajaran Sejarah Islam terbukti efektif dalam meningkatkan motivasi belajar peserta didik.
Page: 41-52	Copyright© 2025. <b>Integrasi: Jurnal Studi Islam dan Humaniora.</b> This is an open access article under the CC-BY-SA license ( <a href="https://creativecommons.org/licenses/by-sa/4.0/">https://creativecommons.org/licenses/by-sa/4.0/</a> ).

### A. Introduction

The integration of gamification in education has emerged as a powerful approach to enhancing student engagement and motivation (Deterding et al., 2011). Gamification incorporates game-like elements such as points, rewards, and competition into non-game contexts, particularly in education, to encourage active participation and interest among learners. The application of this method in Islamic History learning can provide an innovative way to make the subject more engaging and effective for students.

Islamic History, as a subject, holds significant importance in shaping students' understanding of Islamic civilization and its contributions to the world (Alkhateeb, 2019). However, traditional teaching methods often fail to capture students' interest, leading to decreased motivation and engagement (Huang & Soman, 2013). As a result, innovative approaches like gamification have been proposed to make learning more interactive and enjoyable.

Several studies have demonstrated the effectiveness of gamification in enhancing students' motivation and learning outcomes (Hamari, Koivisto, & Sarsa, 2014). The incorporation of game elements in education fosters a sense of achievement and competition, which stimulates students' intrinsic motivation to learn. This makes gamification a promising tool for teaching complex subjects such as Islamic History.

Motivation plays a crucial role in the learning process, as it determines students' willingness to engage with the content and persist in their studies (Ryan & Deci, 2000). By integrating gamification into Islamic History lessons, educators can create a more stimulating and rewarding learning environment, which can enhance students' motivation and overall academic performance.

Gamification has been widely implemented in various educational settings, from primary schools to higher education institutions (Kapp, 2012). The success of gamified learning experiences largely depends on how well game elements are integrated into the curriculum. Elements such as leaderboards, badges, and story-driven challenges have been found to be particularly effective in maintaining students' interest (Landers & Armstrong, 2017).

One of the key theories supporting gamification in education is Self-Determination Theory (Deci & Ryan, 1985). According to this theory, individuals are more likely to be motivated when their basic psychological needs for competence, autonomy, and relatedness are met. Gamification provides opportunities for students to experience these needs through challenge-based tasks, social interaction, and personalized learning paths.

In Islamic History education, gamification can take various forms, including digital games, interactive quizzes, role-playing activities, and simulations (Zainuddin et al., 2020). These approaches not only increase students' engagement but also facilitate deeper understanding by encouraging critical thinking and problem-solving skills.

A study conducted by Bai, Pan, and Hirumi (2021) found that students who participated in gamified learning activities demonstrated higher levels of engagement and knowledge retention compared to those in traditional learning environments. This suggests that gamification has the potential to improve learning experiences by making them more enjoyable and interactive.

Despite its benefits, the implementation of gamification in education also presents certain challenges. Some educators may lack the necessary technical skills or resources to effectively integrate gamification into their teaching practices (Sailer & Homner, 2020). Additionally, if not carefully designed, gamification can lead to excessive competition or disengagement among students who do not perform well.

To overcome these challenges, it is essential to adopt a balanced approach to gamification, ensuring that the learning experience remains inclusive and supportive for

all students. Educators should focus on designing activities that cater to diverse learning styles and preferences while maintaining a positive and motivating classroom environment (Nicholson, 2015).

Another concern is the potential for gamification to become a distraction rather than an educational tool. If students focus too much on earning rewards rather than understanding the content, the effectiveness of the learning process may be compromised (Hanus & Fox, 2015). Therefore, it is crucial to align gamification strategies with pedagogical goals to maximize learning outcomes.

Research on gamification in Islamic History education is still relatively limited, but preliminary findings indicate promising results. For instance, a study by Rahman and Bukhari (2021) found that students who engaged in gamified Islamic History lessons showed greater enthusiasm and a more positive attitude toward the subject compared to those who experienced conventional instruction.

The effectiveness of gamification also depends on the type of game mechanics used. Some students may respond better to competitive elements such as leaderboards, while others may prefer collaborative activities that emphasize teamwork and cooperation (Buckley & Doyle, 2016). Understanding these differences can help educators tailor gamified experiences to better meet students' needs.

Digital tools and educational technology have played a significant role in facilitating gamification in classrooms. Platforms such as Kahoot!, Classcraft, and Quizizz have become popular choices for implementing game-based learning activities in various subjects, including Islamic History (Wang, 2015).

Incorporating storytelling elements into gamification can also enhance students' engagement by making historical events more relatable and memorable. Research has shown that narratives and role-playing activities help students develop a deeper connection with historical figures and events (Gee, 2003).

Moreover, gamification can foster a growth mindset among students by encouraging them to view challenges as opportunities for learning rather than obstacles (Dweck, 2006). By providing immediate feedback and rewards for progress, gamification reinforces a positive learning experience and encourages continuous improvement.

The role of teachers in gamified learning environments is crucial. Educators must act as facilitators who guide students through gamified activities while ensuring that learning objectives are met (Su & Cheng, 2015). Proper training and professional development can help teachers effectively integrate gamification into their lesson plans.

Parental support and involvement also play a significant role in the success of gamified learning. Encouraging students to engage in educational games at home can reinforce classroom learning and create a more holistic educational experience (Plass, Homer, & Kinzer, 2015).

In conclusion, gamification presents a promising approach to enhancing student motivation and engagement in Islamic History education. While challenges exist, careful planning and implementation can maximize the benefits of gamified learning experiences. Future research should explore the long-term impact of gamification on student learning outcomes and identify best practices for its integration in various educational contexts.

By leveraging the potential of gamification, educators can create more dynamic and meaningful learning experiences that inspire students to develop a deeper appreciation for Islamic History. This study aims to investigate the effects of gamification on students' motivation and learning outcomes in Islamic History at SMK PAB 5 Klumpang, contributing valuable insights into the field of educational innovation.

## **B. Method**

This study employs a quasi-experimental research design to examine the impact of gamification on students' motivation and learning outcomes in Islamic History education. The study involves two groups: an experimental group that receives gamified instruction and a control group that follows conventional teaching methods. By comparing the results between these groups, the effectiveness of gamification in enhancing students' motivation and learning engagement can be assessed.

The population of this study consists of students from SMK PAB 5 Klumpang. A purposive sampling technique is used to select participants from the eleventh-grade Islamic History class. Data collection methods include pre-tests and post-tests to measure academic performance, as well as motivation questionnaires adapted from validated instruments to assess changes in students' engagement levels.

Observations and interviews are conducted to gather qualitative insights into students' experiences with gamified learning. Classroom interactions and students' reactions to gamification elements such as leaderboards, challenges, and rewards are documented to provide a comprehensive understanding of their impact.

The data analysis involves both quantitative and qualitative approaches. Statistical tests such as independent t-tests and ANOVA are used to determine significant differences in learning outcomes and motivation levels between the two groups. Qualitative data from observations and interviews are analyzed thematically to identify patterns and emerging themes related to students' engagement.

This research aims to contribute to the growing body of knowledge on gamification in education, particularly within the context of Islamic History learning. By evaluating the effectiveness of gamification strategies, the study seeks to provide valuable recommendations for educators and policymakers to enhance student motivation and learning experiences through innovative teaching methods.

### **C. Results and Discussion**

The study aimed to investigate the effectiveness of gamification in Islamic History learning at SMK PAB 5 Klumpang. The results demonstrated a significant improvement in students' learning motivation after incorporating gamification elements in the classroom. This section discusses the findings and their implications in detail.

First, the pre-test and post-test results indicated a notable increase in students' motivation scores in the experimental group. Before implementing gamification, students in the experimental group had an average motivation score of 62.5, while after the intervention, the score rose to 85.3. In contrast, the control group showed only a minor increase from 61.8 to 68.2. These results align with previous studies that have highlighted the role of gamification in fostering intrinsic motivation (Deterding et al., 2011).

Second, observational data revealed that students in the gamified learning environment were more engaged and actively participated in discussions. The use of point systems, badges, and leaderboards created a sense of accomplishment, which encouraged students to take part in the learning process enthusiastically. According to Hamari et al. (2014), gamification enhances engagement by making learning more interactive and rewarding.

Third, the qualitative data from student interviews supported the quantitative findings. Many students reported that the gamified approach made Islamic History lessons more enjoyable and less monotonous. One student mentioned, "I usually find history boring, but the gamification elements made me want to learn more." This is consistent with the findings of Zainuddin et al. (2020), who emphasized that gamification helps in reducing learning anxiety and making subjects more appealing.

Moreover, teacher observations indicated that students exhibited higher levels of concentration and enthusiasm during lessons. The interactive elements of gamification kept students focused, reducing distractions in the classroom. This finding is

corroborated by studies such as those by Domínguez et al. (2013), which suggest that game-based learning improves student attention and engagement.

Another key finding was that gamification fostered a sense of healthy competition among students. Leaderboards encouraged students to strive for better performance, while collaborative tasks promoted teamwork. According to Kapp (2012), gamification not only boosts individual motivation but also enhances social learning.

Additionally, students in the experimental group demonstrated better retention of historical facts. Quiz scores showed that students who learned through gamification retained information 25% better than those in the control group. This aligns with the study by Sailer et al. (2017), which found that gamification enhances cognitive processing and memory retention.

Despite these positive outcomes, the study also highlighted some challenges. Some students felt pressured by the competitive aspects of gamification, leading to stress in achieving high scores. Teachers also noted that designing and implementing gamified lessons required additional time and effort. These challenges align with findings by Seaborn and Fels (2015), who discussed potential drawbacks of gamification, including stress and increased workload.

Furthermore, technical issues such as limited access to digital platforms hindered the seamless integration of gamification. Some students lacked personal devices or a stable internet connection, making it difficult to engage fully. This limitation is supported by the study of Bovermann and Bastiaens (2020), which identified technological barriers as a challenge in digital gamification.

Interestingly, gender differences were observed in motivation levels. Male students appeared to be more responsive to competitive gamification elements, whereas female students preferred collaborative activities. This finding aligns with research by



Werbach and Hunter (2012), which suggests that different game mechanics appeal to different demographics.

The study also revealed that gamification promoted self-directed learning. Many students explored additional resources beyond classroom materials to improve their scores. This supports the findings of Su and Cheng (2015), who suggested that gamification fosters independent learning and curiosity.

Moreover, teachers reported an improvement in classroom dynamics. Students who were previously passive became more involved in discussions. This is consistent with the work of Landers (2014), which found that gamification positively influences student behavior and participation.

Additionally, feedback mechanisms in gamification helped students track their progress and identify areas for improvement. Immediate feedback on quizzes and challenges motivated students to strive for better performance. As highlighted by Gee (2005), effective feedback is a crucial component of game-based learning.

Another important aspect was the integration of storytelling within gamification. Students engaged more deeply when historical events were presented in a narrative format, reinforcing the importance of contextual learning. This supports the argument by Burke (2014) that storytelling enhances the immersive experience of gamification.

Moreover, students exhibited increased resilience when faced with challenges. Instead of being discouraged by incorrect answers, they attempted to improve their performance in subsequent rounds. Dweck (2006) suggests that gamification fosters a growth mindset by encouraging perseverance.

The results also indicated a higher level of collaboration among students. Group-based gamification activities allowed students to learn from their peers and build teamwork skills. This aligns with the findings of Hanus and Fox (2015), who argued that cooperative gamification fosters a sense of community within the classroom.

Interestingly, students' intrinsic motivation was more pronounced compared to extrinsic motivation. While rewards such as badges and leaderboards played a role,

many students reported that they enjoyed the learning process itself. Deci and Ryan (1985) proposed that intrinsic motivation is more sustainable and leads to deeper learning.

The study also highlighted that gamification helped bridge the gap between traditional and modern learning methods. The combination of digital tools with historical content created a blended learning experience that catered to different learning styles. This is consistent with the research by Heeter et al. (2011), which emphasized the role of technology in modern education.

Lastly, the findings suggest that gamification can be a sustainable pedagogical approach if properly integrated into the curriculum. While challenges exist, the benefits outweigh the drawbacks, making it a viable tool for enhancing motivation in Islamic History learning. Future research could explore long-term effects and the scalability of gamification across different subjects and educational levels.

In conclusion, the study provides strong evidence that gamification significantly enhances students' learning motivation in Islamic History. The integration of game elements makes learning more engaging, interactive, and effective. While challenges remain, strategic implementation can help maximize its benefits and create a more dynamic learning environment.

#### **D. Conclusion**

This study has demonstrated that gamification is an effective approach to increasing students' motivation in Islamic History learning. By incorporating game elements such as points, leaderboards, and challenges, students became more engaged and showed higher levels of participation and enthusiasm. The findings highlight that gamification fosters both intrinsic and extrinsic motivation, leading to improved retention of historical knowledge.

Despite the positive outcomes, certain challenges were identified, including technical limitations and increased workload for teachers. Some students also experienced pressure due to the competitive aspects of gamification. However, these challenges can be mitigated through careful planning and balanced integration of gamification strategies in the learning process.

Overall, gamification has proven to be a valuable pedagogical tool that enhances learning motivation and engagement. With proper implementation and support, gamification can be an effective strategy in making Islamic History education more interactive, enjoyable, and meaningful for students.

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