

Bamboozle's Effectiveness in Increasing Learning Motivation in Islamic Studies

Elis Tuti Winaningsih¹⁾, Fajar Syarif*²⁾, Pahrurroji³⁾

^{1, 2, 3)} Pascasarjana - Institut Ilmu Al-Qur'an (IIQ) Jakarta, Indonesia

✉ fajarsyarif@iiq.ac.id *

Article Information

Received:
August 26, 2022
Revised:
October 25, 2022
Accepted:
November 29, 2022

How to cite

Abstract

In the course of education in Indonesia, 2020 was a year full of challenges due to the emergence of the COVID-19 pandemic. Almost all schools in the world are closing classrooms and moving to virtual (online) classrooms. This is a big challenge for teachers, so teachers must find ways to make learning run effectively and efficiently, one way is by gamification. This study aims to explore and analyze the effectiveness of gamification in learning through the Bamboozle platform in increasing Islamic Studies learning motivation conducted on fifth grade students at SD Islam Sinar Cendekia, South Tangerang. This research uses qualitative research (field research) and uses descriptive analysis method with sociological and psychological approaches. Sources of research obtained from the results of interviews with related parties, documentation collection, observation, and triangulation. Data analysis used the theory of Milles and Huberman. The results of the interviews showed that 20 student informants stated that learning activities made the spirit increase because it was fun, not boring, biased to reflect on the material, fun, and happy. This is reinforced by the results of interviews with parents and teachers as well as observations, so it can be concluded that Bamboozle is one of the extrinsic factors that can increase students' learning motivation.

Keywords: Bamboozle; Gamifikasi; Learning Motivation; Islamic Studies

Elis Tuti Winaningsih, dkk., Bamboozle's Effectiveness in Increasing Learning Motivation in Islamic Studies, *Tarbiyah: Jurnal Ilmiah Pendidikan*, Volume 6, Nomor 2, Edisi Juli-Desember 2022; 123—140;

<https://doi.org/DOI10.32332/tarbiyah.v6i2.5385>



This is an open access article under the CC BY SA

INTRODUCTION

All education providers, both at the policy, management, and implementing levels (teachers) refer to the functions and objectives of National Education as stated in Article 3 of Law Number 20 of 2003 concerning the National Education System. The article gives a signal that education in Indonesia is directed at efforts to develop a complete human being, not only intelligent in terms of intellectual skills, but also includes skills without neglecting the personality aspect. To achieve the functions and objectives of education, the government regulates the curriculum as a tool in learning that is arranged in such a way and contains educational ideas, which are carefully designed and prepared as best as possible in accordance with changes and advances

in the development of times and technology so that it becomes an appropriate concept. and can be used in the educational process.

In the course of education in Indonesia, 2020 was a year full of challenges due to the emergence of the COVID-19 pandemic. Almost all schools around the world are moving classrooms to virtual (online) classrooms. However, the pandemic can accelerate education 4.0 with a distance learning system by utilizing information technology to move towards a 5.0 generation smart society. This coincided with the launch of the independent learning policy. One of the policies is to abolish the National Standard School Examination which is replaced with an examination (assessment) held only by schools and replace the National Examination with a new system, namely the Minimum Competency Assessment (AKM) and character surveys in the hope that students will no longer experience mental stress.¹ This causes a change in the basis of assessment from the use of cognitive and summative evaluation bases to assessments based on application, analysis, and formative.²

Of course, this is a big challenge for teachers because blended learning or fully online systems are not commonly used. Whereas learning activities are one of the most important parts when implementing the curriculum. A learning can be declared effective or efficient can be known from the learning activities. Therefore, teachers who are in control of the learning process must find ways so that learning activities can run well and can achieve the expected learning objectives. However, the good news is, before the pandemic, the Minister of Education and Culture of Indonesia tried to make a new breakthrough, namely Merdeka Learning which was launched with the aim of achieving quality education for all Indonesian people.

To answer these challenges, teachers must have good pedagogic competence, personality competence, social competence, and professional competence and be able to adapt, because teacher responsibilities experience dynamics from time to time. Therefore, teachers must work hard to prepare students to be able to withstand the challenges of the future, so inevitably, teachers must consider different actions for each student. In addition, teachers must also continue to develop learning innovations that are relevant to the current situation. The learning process can use constructivist learning strategies that have the potential to increase activity and creativity, such as active learning models combined with internet-based learning.

This encourages researchers to conduct this research, especially in the subject of Islamic Studies which has undergone changes according to the demands of the times. For example, in a learning strategy that was originally teacher centered, it turned into student centered. Active learning used can make it easier for students to understand and absorb material with active intellectual and emotional involvement.

¹ Siti Baro'ah, "Kebijakan Merdeka Belajar Sebagai Strategi Peningkatan Mutu Pendidikan," *Jurnal Tawadhu* vol. 4, no. 1 (May 18, 2020): 1067.

² Dina Mardiana and Umiarso Umiarso, "Merdeka Belajar di Tengah Pandemi COVID-19: Studi di Sekolah Menengah Pertama di Indonesia," *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, vol. 13, no. 2 (December 25, 2020): 82.

One phenomenon that allows students to play an active role in the learning process is gamification-based learning because it can show creative and innovative learning activities such as the use of Word Wall, Quizizz, Mentimeter, Baamboozle, Trigger Powerpoint that attracts students' attention. This phenomenon is actually not new because games are commonly used in learning, especially in early learning activities. However, the researcher observes that gamification-based learning as an effort to generate student learning motivation is a new thing in the education system in Indonesia.

The use of Baamboozle attracts students' attention and provokes a competitive spirit since it was used during the initial procedure, namely when the teacher divided students into 2 groups, then students one by one chose the question number as stated in the screen sharing on the LCD projector or Zoom Clouds Meeting screen. Therefore, it is undeniable that gamification is one of the ways teachers do to increase students' learning motivation. This effort needs to be done because motivation has an important role in the teaching and learning process for both teachers and students, this is as confirmed in the word of Allah Swt:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

"O believers! If it is said to you, "Give spaciousness in the assemblies," then make room for it, Allah will surely provide spaciousness for you. And when it is said, "Stand up", then stand up, Allah will raise (degrees) those who believe among you and those who are given knowledge by several degrees. And Allah is All-Aware of what you do." (QS. Al Mujadilah [58]: 11).³

In addition to the verse above, student learning motivation is also explained in the following hadith:

حَدَّثَنَا أَبُو بَكْرِ بْنُ أَبِي شَيْبَةَ، وَابْنُ نُمَيْرٍ قَالَا حَدَّثَنَا عَبْدُ اللَّهِ بْنُ إِدْرِيسَ، عَنْ رِبْعَةَ بْنِ عُثْمَانَ، عَنْ مُحَمَّدِ بْنِ يَحْيَى بْنِ حَبَّانَ، عَنِ الْأَعْرَجِ، عَنْ أَبِي هُرَيْرَةَ، قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ "الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ وَفِي كُلِّ خَيْرٍ اِحْرَصْ عَلَى مَا يَنْفَعُكَ وَاسْتَعِنَ بِاللَّهِ وَلَا تَعْجِزْ وَإِنْ أَصَابَكَ شَيْءٌ فَلَا تَقُلْ لَوْ أَنِّي فَعَلْتُ كَذَا وَكَذَا . وَلَكِنْ قُلْ قَدَرُ اللَّهِ وَمَا شَاءَ فَعَلَ فَإِنَّ لَوْ تَفْتَحُ عَمَلَ الشَّيْطَانِ ("رَوَاهُ مُسْلِمٌ"⁴)

³ Andi Subarkah et al., *Al-Qur'an Dan Terjemah New Cordova, Terj. Lajnah Pentashihan Mushaf Al-Qur'an Kementerian Agama Republik Indonesia* (Bandung: Syamil Quran, 2021).

⁴ Abu Hasan al-Qusyairi al-Naisaburi Muslim bin Hajjaj, *Sahih Muslim*, vol. Cet. 2 (Riyadh: Dar El Hadharah, 2015).

"Abu Bakr Ibn Abi Shaybah and Ibn Namir told us, they said: Abdullah Ibn Idris told us from Rabiah Ibn Uthman from Muhammad Ibn Yahya Ibn Hibban, from Al-A'raj from Abu Hurairah, he said: "The Messenger of Allah. said: "A strong believer is better and more beloved to Allah than a weak believer, even though each of them is good. Be enthusiastic about something that benefits you. Ask Allah for help and don't be weak. If something happens to you, then don't say: "If I had done it, it would have been like this and this." But say: "Everything has become Allah's destiny. What Allah wills must be done, even if you have to subdue the devil's actions." (H.R. Muslim)⁵

If students understand the verses and hadith above, then it is strengthened by the teacher's teaching strategies that can lead to active learning, ideally they have high motivation to learn. However, the reality is that during the pandemic, students experience learning demotivation (student learning motivation is reduced). This can be seen in the presence of students when studying online, collecting assignments, difficult to ask on camera, even for some students who do not want to answer when called by the teacher. With this condition, Islamic Studies teachers are required to look for new innovations in teaching and learning activities so that students' learning motivation is better considering the current condition of learning activities is not ideal due to the Covid-19 pandemic.

Researchers obtained initial observation data that at SD Islam Sinar Cendekia there were demotivation problems in learning activities. If this problem is left unchecked, it is feared that it will have an impact on student achievement, both academic and non-academic and will affect the quality of schools. The low learning motivation of students is influenced by several factors, both internal and external factors.

Sabrina, et al explained that the causes of low student motivation are 3 things, namely the ability of students, environmental conditions of students/students, and the teacher's efforts in teaching students.⁶ Meanwhile, Sari said that the factors causing low learning motivation are learning discipline, learning attitude, level of activity, satisfaction with learning, and relationships between students.⁷ In fact, according to Sunarti Rahman, motivation is the main factor in learning, that is, it functions to generate, underlie, and move the act of learning.⁸

The researcher chose fifth grade students because there were many demotivating problems in the classroom that required social studies teachers in the

⁵ Adib Bisri Musthofa, *Tarjamah Sahih Muslim*, Bab perintah untuk menjadi kuat meninggalkan kelemahan, selalu memohon pertolongan kepada Allah dan menyerahkan takdir kepada Allah, vol. 4, Kitab Takdir No. 34 (Kuala Lumpur: Victory Agencie, 1994).

⁶ Ridha Sabrina and M Yamin, "Faktor-Faktor Penyebab Rendahnya Motivasi Belajar Siswa Dalam Proses Pembelajaran Matematika di Kelas V SD Negeri Garot Geuceu Aceh Besar", vol. 2 (2017): 117.

⁷ Rike Kurnia Sari et al., "Analisis Faktor Rendahnya Motivasi Belajar Siswa Dalam Proses Pembelajaran IPA Di SD Negeri 80/I Rengas Condong Kecamatan Muara Bulian," *Al Jahiz: Journal of Biology Education Research*, vol. 1, no. 2 (March 4, 2021): 71–76, <https://doi.org/10.32332/al-jahiz.v1i2.3146>.

⁸ Sunarti Rahman, "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar," 2021, 299.

classroom to try to find various learning methods, one of which was the practice of gamification (insert games) using Baamboozle media. Based on the explanation above, the researcher is interested in conducting research on "Baamboozle Improving Islamic Studies Learning".

The formulation of the problem in this study are: (1) How is the implementation of Islamic Studies learning using Baamboozle media in fifth grade students on Islamic Studies subjects at SD Islam Sinar Cendekia Serpong, South Tangerang? (2) Can Baamboozle increase the learning motivation of fifth graders on Islamic Studies subjects at SD Islam Sinar Cendekia Serpong, South Tangerang?

The purpose of this study was to analyze the implementation of Islamic Studies learning with the use of Baamboozle media in fifth grade students on Islamic Studies subjects and analyze the relationship between Baamboozle and increasing Islamic Studies learning motivation for fifth grade students at SD Islam Sinar Cendekia Serpong, South Tangerang.

Previous research has also raised the issue of using Baamboozle in learning activities,⁹ Baamboozle is used to improve teaching skills of SD/MI teachers,¹⁰ application of baamboozle media for learning German in high school,¹¹ and the influence of Baamboozle on the Learning Outcomes and Interests of Middle School Students.¹² Previous studies are very helpful for researchers and become a source of information about the Baamboozle platform. However, this study still has not seen the effectiveness of Baamboozle on increasing PAI learning motivation at the elementary school level. With the novelty, this work will not duplicate or plagiarize and can become a scientific work that can be accounted for.

Researchers used qualitative research in the form of field research on fifth grade students at Sinar Cendekia Islamic Elementary School. The method used in this research is descriptive analysis with descriptive method with a social approach and a psychological approach. Primary data were obtained from interviews with the principal, 3 deputy principals, 1 PAI teacher, 4 homeroom teachers, 20 students and 20 parents. They were selected using a purposive technique. In addition, data obtained from observation and documentation. While the secondary data in this study were obtained from all written data, both books, school documents, brochures, lesson plans, administrative data, brochures, journals, and all written materials

⁹ Iin Andriyani, Meilani Feradona, and Vianka Putri Rizaldi, "Pemanfaatan Penggunaan Ice - Breaking Pada Website Baamboozle Dalam Kegiatan Pembelajaran," *Prosiding Didaktis: Seminar Nasional Pendidikan Dasar*, vol. 6, no. 1, (December 15, 2021): 318–27.

¹⁰ "Peningkatan Keterampilan Mengajar Guru SD/MI Melalui Pelatihan Media Pembelajaran Edugames Berbasis Teknologi: Quizizz Dan Baamboozle | Sa'diyah | Publikasi Pendidikan," accessed October 23, 2022, <https://ojs.unm.ac.id/pubpend/article/view/22951/pdf>.

¹¹ Mentari Buwana Mulyasari, "Penerapan Media Baamboozle Untuk Pembelajaran Bahasa Jerman Siswa Kelas Xi Ibb SMA Negeri 1 Tumpang / Mentari Buwana Mulyasari" (diploma, Universitas Negeri Malang, 2021), <http://repository.um.ac.id/258586/>.

¹² Sartika Dewi Mariani et al., "Pengaruh Pembelajaran Hybrid Learning Menggunakan Media Baamboozle Terhadap Hasil Belajar dan Minat Belajar Siswa SMP", vol. 2, (2022): 206–2016.

relevant to the topic of this research. Data collection techniques carried out in this study used passive participatory observation and direct observation. The researcher came to the fifth grade of SD Islam Sinar Cendekia according to the PAI teacher's teaching schedule, both online and offline (hybrid), but only observed and was not involved in teaching and learning activities and previously all informants related to research which is being done. Researchers also tend to make unstructured observations even though researchers still use general observation guidelines as signs in observation activities. The researcher uses a semi-structured interview technique by still referring to the interview questions, but still allows questions that are not contained in the instruments that have been made. To strengthen the results, the researcher triangulated the triangulation method using different informants and using data triangulation, namely using discussion and then using observation and documentation to analyze the data using Miles and Huberman's theory, in the form of data collection, data reduction, data presentation, and drawing conclusions.

HASIL PENELITIAN DAN PEMBAHASAN

The Implementation of Islamic Studies learning with the use of Baamboozle

Islamic Studies is an effort to educate Islam or Islamic teachings and values so that they become the views and attitudes of a person's life or in other words efforts are made to foster and nurture students so that they are able to understand the teachings of Islam as a whole and then make Islam a way of life. The scope of Islamic Religious Education includes harmony, harmony, and balance in the relationship between humans and Allah Swt., human relationships with fellow humans, human relationships with themselves, and human relationships with other creatures including the environment. While the scope of the subject matter includes five main elements, namely the Koran, aqidah, sharia, morals, and dates.

The subject matter that became the object of research when the researcher made observations there were 2 materials, namely "Prophet and Rasul Ulul Azmi" and "Ramadan Fasting", so from the explanation above the researcher can conclude that the object of Islamic Religious Education material studied is the element of date and sharia.

The problems that emerged in 2020 were a challenge for Islamic Studies teachers because classrooms moved to virtual (online) rooms due to the covid-19 pandemic. The impact of online learning is felt both for teachers, students, and parents. This happens almost evenly in the world of education, as the results of the Covid-19 Task Force survey, 20% of children miss their school friends, 15% of children feel insecure, 10% of children are worried about the economy that befell their family, 35% of children are worried about being left behind. in lessons, and 47% of children

are bored at home. Moreover, elementary school children are still happy to play, move, work in groups, and like to do things directly.¹³

All of these things also affect student learning, both felt by parents and teachers. The difference in enthusiasm before the pandemic and after the pandemic was also felt by Ustazah Tria in a Islamic Studies lesson at Sinar Cendekia Islamic Elementary School who said that online learning had an impact on decreasing student enthusiasm for learning. This opinion is supported by information from parents as well as interview results that since there was a pandemic and students had to study online (distance learning), parents saw the occurrence of demotivation (decreased enthusiasm for learning) in students, many missed lessons because when students used gadgets they ended up playing games, look relaxed, pay less attention to tasks, etc.

The conditions described above have actually become a common problem for students in Indonesia. According to Tata Sudrajat, Deputy Chief of the Impact and Policy Program for Save the Children, the causes of demotivation are the result of boredom, too many tasks, less fun learning methods, no interaction, and fighting over facilities. It is undeniable that the condition of students' enthusiasm for learning has decreased since the covid-19 pandemic, students look bored, there is learning loss, so teachers are required to do active learning.

The condition of student demotivation and distance learning policies as well as the existence of an independent learning policy that provides opportunities for teachers in an effort to overcome the problem of student learning demotivation by exploring various ways, strategies, and media that can be used. This requires teachers to make changes to the learning process, especially for students belonging to Generation Z or Net Generation. Innovation is needed in order to adapt to their conditions because they prefer the involvement of technology and all digital in everything and in every activity. They also hope that learning materials will be packaged digitally, learning environments and facilities will be integrated with technology, and exams will be conducted online.¹⁴

One of the innovations to answer the needs of Generation Z in interesting and interactive learning for students is game based learning, namely the use of game elements in learning. Gamification can be used to motivate students and provide a different atmosphere in online classes. Game based learning is generally in the form of generally available applications, free for basic usage modes. However, application and service performance can be improved by selecting and using premium services. Commonly used applications include Educandy, Kahoot, Quizizz, Word Wall,

¹³ Fatimah Nur Rahma, Fransisca Wulandari, and Difa Ul Husna, "Pengaruh Pembelajaran Daring di Masa Pandemi Covid-19 bagi Psikologis Siswa Sekolah Dasar," *EDUKATIF: Jurnal Ilmu Pendidikan*, vol. 3, no. 5 (July 11, 2021): 2470–77, <https://doi.org/10.31004/edukatif.v3i5.864>.

¹⁴ Nandang Septian and Andriyanto Wibisono, "Review Faktor Pembentuk Perilaku Belajar Siswa Generasi Z Dalam Ruang Kelas," *Research and Development Journal of Education*, vol. 7, no. 2 (October 1, 2021): 316, <https://doi.org/10.30998/rdje.v7i2.9434>.

Baamboozle, Khan Academy, Eclipse Crossword, i-Spring, Edpuzzle, and several similar applications.

From the explanation above, the researcher concludes that gamification can also be interpreted as a learning model using a game method that utilizes learning through learning and playing patterns using devices such as computers and smartphones. This method simultaneously stimulates students' intellectual intelligence, emotional intelligence, and psychomotor skills.

Game based learning has the aim of providing lessons that are carried out with gamification to overcome boredom and boredom in online learning by making teaching and learning activities have systematic or game-like characteristics. One example of the application of gamification that is the focus of this research is the use of the Bamboozle platform which aims to overcome the problem of activeness and motivation to learn.

When referring to constructivism learning theory, this is very relevant to the independent learning policy aimed at students and teachers, because with the literacy of students and teachers towards technological developments, it is possible to form an independent spirit character so that students and teachers can explore knowledge from various sources and creating independent and creative learning freedom so that the needs of students and the demands of 21st century education are met.

Bamboozle is a web-based or website-based digital learning platform, which requires an internet connection and a smartphone or electronic device (Laptop/PC). Bamboozle is a type of edugames game available on the web <https://www.baamboozle.com>. Each teacher is free to adjust the appearance of the game to attract students' attention. In practice, the game is similar to quiz, but takes place online and does not require students to create an account. The teacher as the controller has carried out a series of procedures such as registering using an email address. Students who will participate in the game, only need an internet connection and do not need to create an account or code to play. Based on this explanation, Bamboozle is one of the edugames that can be used in teaching and learning activities. Bamboozle only allows students to answer questions directly from the Zoom screen or the screen displayed in class via an LCD projector. The teacher directs the game. After the students answered all the questions, the activity continued with a discussion session. Teachers can ask questions about the material presented.

In the observations that the researchers did, Bamboozle was used at the end of the lesson after all the material was explained. All students started the activity by paying attention to the screen distributed by the teacher and did not do any activity and their attention focused on the teacher. Then the students were divided into 2 teams, namely team 1 for boys and team 2 for girls.

To start this game, the teacher displays the Bamboozle platform by sharing a screen. As seen in the following image:

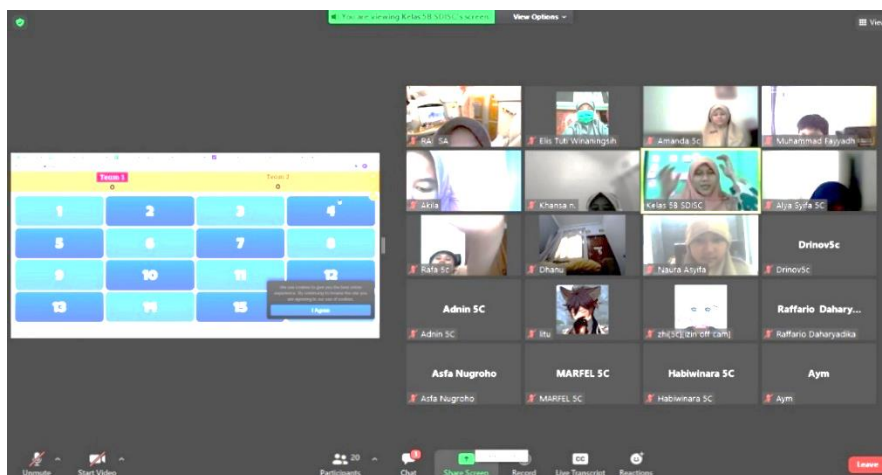


Image 1. Baamboozle View

After seeing the display on the screen that shows a row of numbers 1-16 as shown in figure 1, then call one child from the first team to choose one number. Students choose a number, then the teacher presses the number and a question comes out, then students are asked to answer the question. If students can answer the questions, their team will get points. And so on until all the numbers have been selected. This game is quite interesting, almost all the students who interviewed stated that this game was fun because of the competition between teams.

The students cheered happily to see Baamboozle's display appear on the screen. During the game, the students seemed very excited, especially when one of their team members got "Win 20 points" or "Swap Points" and looked lethargic when one of the members got "Lose Points" or "No Points". The game was won by team 2 with a total of 80 points beating team 1 who only got 45 points.

As far as researchers observe, teachers can find many choices of platforms and digital game-based learning sites. However, Baamboozle has its own uniqueness and advantages, such as: *First*, No two games are the same. The questions are not given in the same order and are pulled from a collection of questions created by the game's creators; *Second*, The teacher can adapt the game to the students' needs. For example, you can set the time, give students the opportunity to ask questions they don't know, or change the team name according to the teacher's wishes; *Third*, There is no need to prepare because there are thousands of games made by other teachers available, it's just that the teacher looks for, selects, and determines the games that match the material to be taught; *Fourth*, The game is flexible, can be done online or face to face, can use one device with a projector, smartboard, or online learning; *Fifth*, Students do not need an account or code to play; and *Sixth*, Teachers can easily make their own games in a short time.

The use of the Baamboozle platform aims to increase student learning motivation because the function of motivation in the learning process as stated by Wina Sanjaya in Neni Fitriana is to encourage students to be active (for example, students' enthusiasm in completing assignments on time and wanting to get good

grades) and as a driver of effort and achievement. performance. So that with motivation, students will be encouraged to participate in all series of learning activities by mobilizing all their abilities to the maximum. Furthermore, Winarsih said that there are three functions of motivation, namely: (1) As a mover or motor that releases energy, it encourages humans to act. Motivation in this case is the driving force behind every activity carried out; (2) Determine the direction of action in the direction you want to achieve. Therefore, motivation can provide direction and actions taken in accordance with the formulation of goals; (3) Choice of action, namely deciding what actions need to be taken to achieve a goal, allowing for motivation to provide the encouragement, direction needed to achieve the goals that have been formulated previously, and providing action.

From the explanation above, it can be seen that the function of motivation as a driver of effort in achieving achievement, because someone doing business must encourage his desires, and determine the direction of his actions towards the goals to be achieved. Thus, students can select actions to determine what must be done that functions for the goals to be achieved. Students who have the motivation to learn will be seen in all the activities they do while in the school environment and outside the school environment, especially when the teacher gives assignments that must be done outside school hours. Children who have motivation will try to do their best and submit assignments on time.

Baamboozle Increases Student Learning Motivation

Since the pandemic emerged, students have to study from home, almost all students experience learning demotivation. This is the opinion of 20 parents who saw that many students were left behind due to misuse of gadgets. Students who should study but instead play games, students also look relaxed, pay less attention to assignments, etc. The description of the apprehensive conditions experienced by students as a result of online learning was revealed from the results of the interview.¹⁵ The researcher concluded that 20 informants agreed that the pandemic had negative impacts such as children being lazy to study, dependent on gadgets, less socializing and interacting with friends, bad mood due to bad signals, not focusing, forgetting schedules, and having difficulty absorbing material. Although 2 informants saw the positive side, namely students were more creative in finding effective ways of learning, more independent, and willing to learn in computer/gadget/tasks related to video applications. This was agreed by Ustazah Tria as follows:

Before the pandemic, children were enthusiastic about learning because there was physical contact and enjoyed meeting their friends, but during the pandemic they experienced a decline in enthusiasm because they were bored

¹⁵ Interview with student's parents, April 19, 2022.

studying at home. 80% of them miss online learning more but 20% of them have found comfort at home because they are used to getting up late.¹⁶

Online learning also raises other problems as stated by one teacher, "Before the pandemic was more enthusiastic because learning took place at school. During the pandemic there are many learning losses due to the difficulty of controlling student learning at home."¹⁷

Welcoming the Independent Learning policy and efforts to overcome learning demotivation problems, gamebased learning is one of the interesting learning innovation models. Some applications based on game-based learning include Educandy, Kahoot, Quizizz, Word Wall, Baamboozle, Khan Academy and several similar applications.¹⁸

The gamebased learning was created with the aim of helping teaching and learning activities to be more fun with gamification as well as efforts to overcome boredom and boredom in learning. One example of the application of gamification which is the focus of this research is the use of Bamboozle to overcome the problem of activeness and learning motivation. After the PAI teacher uses Baamboozle, the student responses related to the use of the Baamboozle platform as a learning medium are illustrated in the following interview:

Table 1. Students' Feelings while Learning with Baamboozle¹⁹

No.	Informants	Response
1.	Informant 1	It's fun, you get points right away. Makes me more excited because it's boring
2.	Informant 2	Can reflect on the material. Get excited because there are games
3.	Informant 3	It's fun, you know more. Make it even more exciting
4.	Informant 4	Can beat other teams. Make it even more exciting
5.	Informant 5	It's just fun, like refreshing, not learning all the time. More eager to learn
6.	Informant 6	It's just fun, like refreshing, not learning all the time. More eager to learn
7.	Informant 7	Exciting. More enthusiastic but if the time runs out, I prefer to stop because I'm tired.
8.	Informant 8	It's fun, if you keep studying, you're tired. More excited

¹⁶ Interview with Islamic Religious Education Teacher (PAI), Ustazah Tria, February 13, 2022.

¹⁷ Interview with the homeroom teacher (Wali Kelas), February 14, 2022.

¹⁸ Ratna Nisrina, "Game Pembelajaran: Media Pembunuh Kebosanan Siswa," April 28, 2022, <https://yoursay.suara.com/kolom/2021/08/18/201420/game-pembelajaran-media-pembunuh-kebosanan-siswa>.

¹⁹ Interview with student, April 4, 2022.

9.	Informant 9	It's fun and happy. More excited
10.	Informant 10	It's fun but sometimes there are difficult questions, the more enthusiastic
11.	Informant 11	Happy, happy, excited
12.	Informant 12	It's really fun, if there's a game, it's definitely fun, so it's a booster
13.	Informant 13	It's fun, so I want to keep learning
14.	Informant 14	It's fun, adding jokes is definitely more fun
15.	Informant 15	Fun, cheer up
16.	Informant 16	Happy because playing the game is fun
17.	Informant 17	Happy even though winning or losing is not a problem
18.	Informant 18	Happy because the answer is always correct
19.	Informant 19	I'm happy because it's easy to understand lessons, no stress
20.	Informant 20	Happy because sometimes you get points from the opposing team

Based on table 1 above, of the 20 informants interviewed by the researcher, there were 15 informants who stated that learning activities made the spirit increase because it was fun, not boring, biased towards reflecting on the material, fun, and happy because they could beat other teams. Meanwhile, 5 people stated that they enjoyed learning and winning or losing was not a problem but did not mention the increased enthusiasm. From the results of the interview, the researchers concluded that all informants enjoyed learning by using Baamboozle because it was fun, not boring, felt challenged, and happy when they got points.

The results of the interview were proven by the researcher during observations, then reinforced by the statement of the Islamic Studies teacher and the homeroom teacher's statement which revealed that students looked more active, more enthusiastic, more enthusiastic in answering questions. This proves that gamification using Baamboozle media can attract attention and increase students' enthusiasm for learning. This opinion is also strengthened by the results of interviews with parents as follows:

Table 2. Parents' Perspectives on the Use of the Baamboozle Platform Platform²⁰

No.	Informants	Response
1.	Informant 21	Not
2.	Informant 22	The Baamboozle method helps students better understand the lesson

²⁰ Interview with student's parents, April 19, 2022. .

3.	Informant 23	Yes, there is, the children become more active and enthusiastic every time Ms. Tria's lessons, because it's not just a text book, it's interspersed with pictures and games without the children realizing the content of the subject matter as well.
4.	Informant 24	Baamboozle is a game that is quite interesting and memorable for your children, children are more enthusiastic with this method
5.	Informant 25	More spirited
6.	Informant 26	My child is more enthusiastic about using baamboozle
7.	Informant 27	Students are more enthusiastic, more motivated. Effective and not monotonous in teaching so that students do not get bored.
8.	Informant 28	When not using media, or in other words just zooming, they tend to get bored quickly, their competitive spirit is not motivated.
9.	Informant 29	According to my observations, my child is always eager to learn. If there are educational games, of course he will be more enthusiastic, yes, because his curiosity and courage to try is high.
10.	Informant 30	there's a difference
11.	Informant 31	with the game more enthusiasm because there is competition there also the 2-way communication is more active
12.	Informant 32	Yes. Baamboozle game can make children more enthusiastic in answering questions
13.	Informant 33	Yes, my son said he liked it, he said it was challenging and easier to understand
14.	Informant 34	Yes, there is. Students are more excited when there is a game
15.	Informant 35	inserted during the presentation
16.	Informant 36	Students become more enthusiastic because there are variations in learning methods so students do not feel bored quickly
17.	Informant 37	Do not know
18.	Informant 38	Not
19.	Informant 39	Of course it's more fun if there are games
20.	Informant 40	When using children are more enthusiastic

The statement of parents as stated in table 2 above shows that of the 20 informants, there are 16 informants who stated that there was a difference in the

enthusiasm of students when the teacher used Baamboozle media. According to informants, this platform makes learning more exciting and more enthusiastic, students feel challenged, and the material is easy to understand. While 2 informants stated that there was no difference in enthusiasm between before and after using Baamboozle, 1 informant stated that he did not know, and 1 informant stated that learning games were more interesting, but unfortunately the son of the informant was less interested.

Regardless of the parents' opinion, the researcher sees the Baamboozle platform as one of the extrinsic factors that can increase students' learning motivation. Some indicators of motivated students and enthusiasm for learning are as follows: understand the material, take lessons seriously, enjoy and stay focused in learning, enthusiasm for doing assignments, waiting for these subjects, paying attention, not being lazy when the teacher teaches, willing to follow the class, and active in the process of learning activities, study attentively, actively answer questions, be happier, not angry, keep time (enthusiastic to participate in learning), actively listen to presentations, collect assignments on time, interact a lot during learning hours.²¹

This is in line with the concept of active learning expressed by Dewey, namely learning by doing. Dewey believed that learning is an active process, connecting existing experiences with newly discovered ones. Dewey is also known as a pioneer of child or student-centered learning. Active learning or learning by doing means that students must be actively involved in the learning process. It stems from curiosity about what students don't know and encourages active participation in the learning process.²²

Researchers can conclude that Islamic Studies teachers in fifth grade students of SD Islam Sinar Cendekia use a student-centered learning approach, with visualization learning strategies by displaying videos, presentation files according to the design in the Lesson Plan (RPP). In addition to visualization learning strategies, teachers also use question-based instruction strategies and use technology in the classroom. The learning method used to implement the plans that have been prepared is the lecture method plus questions and answers, assignments,²³ and discussion.

This is in accordance with the active learning theory, students have more opportunities and are active in participating in the entire learning process both in the form of interaction between students, as well as students and educators in the learning process. All students were involved both mentally, especially when all of

²¹ Interview with student's parents, April 19, 2022.

²² Yugga Tri Surahman and Endang Fauziati, "Maksimalisasi Kualitas Belajar Peserta Didik Menggunakan Metode Learning By Doing Pragmatisme By John Dewey," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* vol. 3, no. 2 (July 21, 2021): 141, <https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1209>.

²³ "Metode Gabungan Pada Metode Ceramah Dalam Proses Pembelajaran Tematik," November 4, 2022, <https://www.asikbelajar.com/metode-ceramah-plus/>.

them had the opportunity to choose the number of questions in the Baamboozle game and then answered the question. Then the students were also physically active when at the end of the lesson they had to stick a small piece of paper into the cardboard provided. So that all students in fifth grade in Islamic Studies learning take part and actively participate in the learning process.

According to the researcher, Islamic Studies learning using the Baamboozle platform fulfills two dimensions in active learning, namely independent learning when students choose and answer questions in Baamboozle individually and work actively (active working) when they do closing activities and during question and answer interactions.

Islamic Studies learning also fulfills 3 aspects of student activity as the theory conveyed by Munir in Endah.²⁴ In this case, students are physically active through sensing when they see slides of material displayed by the teacher, hear and see when the teacher shows videos related to the material, and actively move when sticking small paper into cardboard containing the conclusions of the material. In addition, students are also active in thinking through questions and answers during the process of explaining or reviewing learning materials, and being socially active because in the Bamboozle game they train teamwork and support each other among the team, even though they take turns answering questions.

Referring to the indicators of learning effectiveness according to Slavin which consists of four QAIT (Quality, Appropriateness, Incentive, Time) models, namely Quality of Learning (Quality of Education), Level of Learning Conformity (Quality of Education), Incentive (Incentive) and Time (Hour) is explained as follows: *The first*, quality of learning (educational quality), namely the degree of presentation of information or the ability to make it easier for students to learn the material. Therefore, it can be said that the effectiveness of learning can be measured from the ability of a teacher in directing students to understand the material, thereby minimizing student errors.

The second, the level of learning suitability, namely how well the teacher knows the readiness of students in terms of skills and knowledge, which is a necessary requirement in relation to the material provided. Therefore, it can be said that the effectiveness of learning is measured by the teacher's ability to provide contextual questions in the LKS, and these questions must be in the real world. *The third*, motivational efforts, namely the ability of teachers to motivate students to learn the material or assignments voluntarily. The more motivated the teacher, the more active students learn. This motivating effort affects learning outcomes and student responses to the learning process. Thus, the effectiveness of learning can be seen in the teacher's ability to motivate students to actively study together, both in group

²⁴ Endah Syamsiyati Nur Jannah, "Penerapan Metode Pembelajaran 'Active Learning-Small Group Discussion' di Perguruan Tinggi Sebagai Upaya Peningkatan Proses Pembelajaran," *FONDATIA*, vol. 3, no. 2 (September 30, 2019): 26, <https://doi.org/10.36088/fondatia.v3i2.219>.

discussions and class discussions, learning outcomes, and student responses to learning. *The fourth*, time available for students to study the material. Teaching and learning activities (KBM) are effective when students learn subjects according to the specified time. Thus, the effectiveness of learning can be seen from the teacher's ability to manage time so that the teaching and learning process can be carried out in accordance with the specified time.

Ustazah Tria as a Islamic Studies teacher in fifth Grade applies gamification with the aim of making students pay more attention to learning and concentrate more and motivate, and attract students' interest in the teaching and learning process. The reason for Ustazah Tria is illustrated in the following statement:

One of the methods I created. I wanted to find Who wants to be a millionaire, so initially I used a power point trigger but it took all day to prepare. So I tried to find something else until I finally found Baamboozle. Using this media because it is effective in its manufacture, the time is faster. Children are also happy because they are competitive.²⁵

From the statement above, it can be concluded that Ustazah Tria uses the Baamboozle platform because after trying other platforms, Baamboozle is more efficient because it does not take a long time to prepare, so it saves time, is easy to use and can provoke the spirit of competition between students.

CONCLUSION

Results Based on data analysis and activities, this study reveals that SD Islam Sinar Cendekia has gamified using the Baamboozle platform in PAI lessons, especially in fifth Grade. Although in observation, Baamboozle is used not in learning but when reviewing subject matter. The results of enthusiastic observations by the opinions of students, teachers, and parents show that Baamboozle can increase students' enthusiasm in participating in learning, the class looks active and interactive, as well as other indicators that show students follow each lesson and learning.

REFERENCES

- Ali, Nuraliah. "Measuring Religious Moderation Among Muslim Students at Public Colleges in Kalimantan Facing Disruption Era." *INFERENSI: Jurnal Penelitian Sosial Keagamaan*, vol. 14, no. 1 (June 2, 2020): 1–24. <https://doi.org/10.18326/infsl3.v14i1.1-24>.
- Andriyani, Iin, Meilani Feradona, and Vianka Putri Rizaldi. "Pemanfaatan Penggunaan Ice - Breaking Pada Website Baamboozle Dalam Kegiatan Pembelajaran." *Prosiding Didaktis: Seminar Nasional Pendidikan Dasar*, vol. 6, no. 1, (December 15, 2021): 318–27.

²⁵ Interview with Islamic Religious Education Teacher (PAI), Ustazah Tria, February 13, 2022

- Ayubi, Ibnu Imam Al, Erwanudin Erwanusin, and Martin Bernard. "Pengaruh Pembelajaran Berbasis Masalah Terhadap Kemampuan Pemecahan Masalah Matematis Siswa SMA." *JPMI: Jurnal Pembelajaran Matematika Inovatif*, vol. 1, no. 3 (May 23, 2018): 355–60. <https://doi.org/10.22460/jpmi.v1i3.355-360>.
- Baro'ah, Siti. "Kebijakan Merdeka Belajar Sebagai Strategi Peningkatan Mutu Pendidikan." *Jurnal Tawadhu*, vol. 4, no. 1 (May 18, 2020): 1067.
- Mardiana, Dina, and Umiarso Umiarso. "Merdeka Belajar di Tengah Pandemi COVID-19: Studi di Sekolah Menengah Pertama di Indonesia." *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, vol. 13, no. 2 (December 25, 2020): 82.
- Mariani, Sartika Dewi, Dian Ayu Larasati, Dr Sukma Perdana Prasetya, and Agung Stiawan. "Pengaruh Pembelajaran Hybrid Learning Menggunakan Media Baamboozle Terhadap Hasil Belajar Dan Minat Belajar Siswa SMP", vol. 2 (2022): 206–2016.
- Muhibbin, Ahmad, and Bambang Sumardjoko. "Model Pembelajaran Pendidikan Kewarganegaraan Berbasis Isu-Isu Kontroversial Di Media Massa Untuk Meningkatkan Sikap Demokrasi Mahasiswa Dan Implikasinya Bagi Masyarakat Madani." *Jurnal Pendidikan Ilmu Sosial*, vol. 26, no. 1 (August 9, 2016): 1–10. <https://doi.org/10.2317/JPIS.V26I1.2035>.
- Mulyasari, Mentari Buwana. "Penerapan Media Baamboozle Untuk Pembelajaran Bahasa Jerman Siswa Kelas Xi Ibb SMA Negeri 1 Tumpang / Mentari Buwana Mulyasari." Diploma, Universitas Negeri Malang, 2021. <http://repository.um.ac.id/258586/>.
- Muslim bin Hajjaj, Abu Hasan al-Qusyairi al-Naisaburi. *Sahih Muslim*. Vol. Cet. 2. Riyadh: Dar El Hadharah, 2015.
- Musthofa, Adib Bisri. *Tarjamah Sahih Muslim*. Bab perintah untuk menjadi kuat meninggalkan kelemahan, Selalu memohon pertolongan kepada Allah dan menyerahkan takdir kepada Allah. Vol. 4. Kitab Takdir No. 34. Kuala Lumpur: Victory Agencie, 1994.
- Nisrina, Ratna. "Game Pembelajaran: Media Pembunuh Kebosanan Siswa," April 28, 2022. <https://yoursay.suara.com/kolom/2021/08/18/201420/game-pembelajaran-media-pembunuh-kebosanan-siswa>.
- "Peningkatan Keterampilan Mengajar Guru SD/MI Melalui Pelatihan Media Pembelajaran Edugames Berbasis Teknologi: Quizizz Dan Baamboozle | Sa'diyah | Publikasi Pendidikan." Accessed October 23, 2022. <https://ojs.unm.ac.id/pubpend/article/view/22951/pdf>.
- Purwanto, Yedi, Qowaid Qowaid, Lisa'diyah Ma'rifatani, and Ridwan Fauzi. "Internalisasi Nilai Moderasi Melalui Pendidikan Agama Islam Di Perguruan Tinggi Umum." *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, vol. 17, no. 2 (2019): 110–24. <https://doi.org/10.32729/edukasi.v17i2.605>.
- Rahma, Fatimah Nur, Fransisca Wulandari, and Difa Ul-Husna. "Pengaruh Pembelajaran Daring di Masa Pandemi Covid-19 bagi Psikologis Siswa Sekolah Dasar." *EDUKATIF: Jurnal Ilmu Pendidikan*, vol. 3, no. 5 (July 11, 2021): 2470–77. <https://doi.org/10.31004/edukatif.v3i5.864>.

- Rahman, Sunarti. "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar," 2021, 299.
- Ramdani, Emi, and Marzuki Marzuki. "Pengaruh Penerapan Model Pembelajaran Terhadap Sikap Religius Siswa Pada Mata Pelajaran Pendidikan Pancasila Dan Kewarganegaraan." *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan* vol. 4, no. 1 (June 30, 2019): 37–47. <https://doi.org/10.17977/UM019V4I1P37-47>.
- Sabrina, Ridha, and M Yamin. "Faktor-Faktor Penyebab Rendahnya Motivasi Belajar Siswa Dalam Proses Pembelajaran Matematika di Kelas V SD Negeri Garot Geuceu Aceh Besar" 2 (2017): 117.
- Sari, Rike Kurnia, Faizal Chan, Dwi Kurnia Hayati, Akhmad Syaferi, and Halimah Sa'diah. "Analisis Faktor Rendahnya Motivasi Belajar Siswa Dalam Proses Pembelajaran IPA Di SD Negeri 80/I Rengas Condong Kecamatan Muara Bulian." *Al Jahiz: Journal of Biology Education Research*, vol. 1, no. 2 (March 4, 2021): 71–76. <https://doi.org/10.32332/al-jahiz.v1i2.3146>.
- Septian, Nandang, and Andriyanto Wibisono. "Review Faktor Pembentuk Perilaku Belajar Siswa Generasi Z Dalam Ruang Kelas." *Research and Development Journal of Education*, vol. 7, no. 2 (October 1, 2021): 316. <https://doi.org/10.30998/rdje.v7i2.9434>.
- Subarkah, Andi, Heri Tohari, Muhammad Kafiyanto, and Hedi Fajar Rahadian. *Al-Qur'an Dan Terjemah New Cordova, Terj. Lajnah Pentashihan Mushaf Al-Qur'an Kementerian Agama Republik Indonesia*. Bandung: Syamil Quran, 2021.
- Supriadi, Supriadi, Wildan Wildan, and Dwi Laksmiwati. "Implementasi Model Pembelajaran Berbasis Masalah Dan Pengaruhnya Terhadap Perkembangan Karakter Mahasiswa." *Jurnal Penelitian Pendidikan IPA*, vol. 6, no. 1, (January 31, 2020): 63–68. <https://doi.org/10.29303/JPPIPA.V6I1.323>.
- Interview dengan Orang Tua Siswa, April 19, 2022.
- Interview dengan Ustazah Tria, Guru PAI, February 13, 2022.
- Interview dengan Wali Kelas, February 14, 2022.