



The Effect of the Blooket Platform on Fourth-Grade Students' Learning Motivation in Islamic Religious Education and Character Education at UPTD SDN 4 Maroangin

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ABSTRACT

This study aimed to examine the effect of the Blooket platform on the learning motivation of fourth-grade students in Islamic Religious Education and Character Education at UPTD SDN 4 Maroangin. The novelty of this study lies in the implementation of the Blooket platform as a game-based learning medium to enhance students' learning motivation in Islamic Religious Education at the elementary school level. This study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The sample consisted of 38 students selected through purposive sampling. Data were collected from April 27, 2026, to May 8, 2026, using a learning motivation questionnaire. The results indicated that the use of the Blooket platform had a significant effect on students' learning motivation, with a significance value of 0.023 ($p < 0.05$). These findings suggest that Blooket can serve as an effective digital learning medium for enhancing students' motivation and engagement throughout the learning process.

INTRODUCTION

The rapid development of digital technology has brought significant changes to the field of education, including the teaching and learning process in elementary schools. The use of digital learning media can create more interactive, engaging, and student-centered learning experiences, thereby increasing students' participation in classroom activities. Integrating technology into instruction is also one of the efforts to address the demands of 21st-century education, which emphasizes technological literacy, creativity, communication, and collaboration. Therefore, teachers are expected to utilize innovative learning media to ensure that the learning process not only focuses on content delivery but also enhances students' learning motivation (Abdillah & Astutik, 2024; Tobing et al., 2025).

Learning motivation is one of the key factors determining students' success in achieving learning objectives. Students with high learning motivation tend to participate more actively, demonstrate greater persistence, and show stronger enthusiasm throughout the learning process. In contrast, low learning motivation may result in reduced attention, participation, and academic achievement (Lukman, 2025). In the context of Islamic Religious Education and Character Education, learning motivation plays a crucial role because it supports not only cognitive achievement but also the development of students' spiritual values and moral character.

Based on classroom observations and interviews conducted at UPTD SDN 4 Maroangin, the teaching of Islamic Religious Education and Character Education is still predominantly based on lecture methods, with textbooks serving as the primary instructional media. The use of digital learning media remains limited, causing classroom instruction to become monotonous and less capable of attracting students' attention. As a result, students demonstrate low learning motivation, as reflected in their limited participation in asking and answering questions, engaging in discussions, and completing assignments independently. These findings indicate the need for innovative learning media capable of creating a more engaging and interactive learning environment.

One digital learning medium that can be implemented is Blooket, a game-based learning platform that enables teachers to deliver instructional materials and assessments through various interactive game modes. Features such as leaderboards, point systems, rewards, virtual characters (Blooks), and diverse gameplay modes create a competitive yet enjoyable learning atmosphere, thereby potentially enhancing students' learning motivation. The integration of gamification elements provides a learning experience that differs from conventional classroom assessment methods (Nabila & Nurhamida, 2024).

Several previous studies have reported that the use of Blooket can improve students' motivation and engagement in learning. Amanda and Susanti (2025) concluded that Blooket enhances student engagement through game-based learning activities. Fajar and Surawan (2025) found that Blooket contributes to improving learning motivation through competition, rewards, and immediate feedback. Furthermore, Firli et al. (2025) reported that the

implementation of Blooket increased students' classroom participation, communication, and enthusiasm during the learning process.

Nevertheless, most previous studies have focused

on the application of Blooket in general academic subjects and primarily examined learning outcomes or student engagement. Studies specifically investigating the effect of Blooket on learning motivation in Islamic Religious Education and Character Education at the elementary school level remain limited. In addition, this study implemented the Student Teams Achievement Division (STAD) cooperative learning model in both the experimental and control groups. Consequently, any differences in the findings are more likely to reflect the effect of the learning media rather than differences in instructional models. This aspect represents the novelty of the present study and contributes to the development of technology-enhanced learning in Islamic Religious Education.

Based on these considerations, this study is important because it provides empirical evidence regarding the effectiveness of the Blooket platform in enhancing elementary school students' learning motivation. The findings are expected to serve as a reference for teachers in selecting digital learning media that align with students' characteristics and support the implementation of more innovative, interactive, and meaningful learning in Islamic Religious Education and Character Education.

Although previous studies have demonstrated the effectiveness of the Blooket platform in enhancing students' engagement, motivation, and academic achievement, most of these studies were conducted in general subjects such as mathematics, science, and language learning. Research investigating the effect of Blooket on students' learning motivation in Islamic Religious Education and Character Education at the elementary school level remains limited. Furthermore, previous studies generally focused on the implementation of Blooket without controlling the instructional model used during the learning process. Therefore, this study addresses this research gap by examining the effect of the Blooket platform on students' learning motivation while implementing the Student Teams Achievement Division (STAD) cooperative learning model in both the experimental and control classes. This approach enables the observed differences to be attributed primarily to the instructional media rather than variations in teaching methods. Accordingly, this study aims to analyze the effect of the Blooket platform on the learning motivation of fourth-grade students in Islamic Religious Education and Character Education at UPTD SDN 4 Maroangin.

LITERATURE REVIEW

Digital Learning Media

Digital learning media are technology-based tools that facilitate the delivery of learning materials through interactive, innovative, and engaging activities. The integration of digital media in education supports active learning, enhances student participation, and creates meaningful learning experiences. Effective digital media can also increase students' motivation by presenting

learning content in a more attractive and interactive manner than conventional approaches (Putra et al., 2023). Furthermore, the use of digital media enables teachers to create learning environments that are more flexible, collaborative, and aligned with the demands of twenty-first century education (Rusdi et al., 2025).

Blooket

Blooket is a game-based learning platform that enables teachers to create interactive quizzes and learning activities through various game modes. The platform incorporates gamification elements, such as points, leaderboards, rewards, avatars (blooks), and real-time feedback, to create an enjoyable and competitive learning atmosphere. These features encourage students to participate actively in learning while improving their motivation and engagement. In addition to functioning as an assessment tool, Blooket provides teachers with opportunities to deliver learning materials in a more interactive and student-centered manner (Nabila & Nurhamida, 2024; Fajar & Surawan, 2025).

Learning Motivation

Learning motivation refers to the internal and external drive that encourages students to participate actively in learning activities to achieve educational goals. Students with high learning motivation tend to demonstrate greater persistence, enthusiasm, responsibility, and confidence during the learning process. Conversely, low motivation often results in passive learning behaviors and reduced academic achievement. In this study, learning motivation is measured using Uno's indicators, including the desire to succeed, learning needs, future aspirations, appreciation in learning, interesting learning activities, and a conducive learning environment (Uno, 2021).

Islamic Religious Education and Character Education

Islamic Religious Education and Character Education aims to develop students' faith, piety, noble character, and understanding of Islamic values in daily life. Learning in this subject is expected not only to improve students' cognitive achievement but also to foster positive attitudes and behaviors. Therefore, the implementation of innovative learning media is essential to create engaging learning experiences that strengthen students' motivation and participation during the instructional process (Maisaroh & Yanto, 2024).

This framework can be explained with the following scheme:

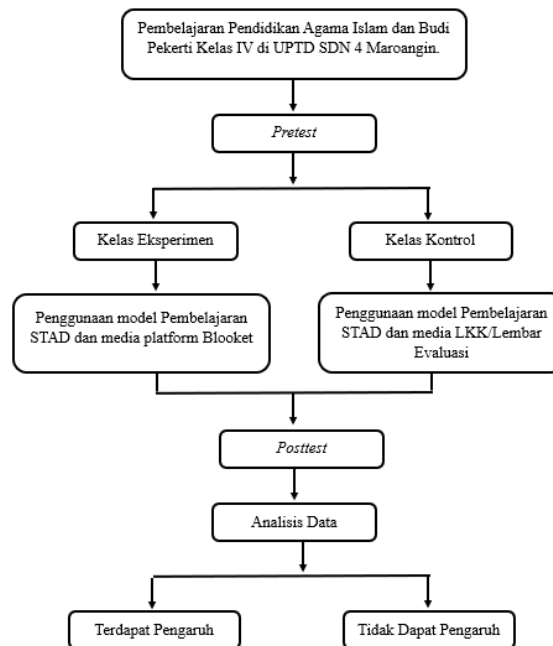


Figure 1. Islamic Religious Education and Character Education

METHODOLOGY

This study employed a quantitative approach using a quasi-experimental method with a Nonequivalent Control Group Design to analyze the effect of using the Blooket platform on students' learning motivation in Islamic Religious Education and Character Education. The study was conducted at UPTD SDN 4 Maroangin from April 30 to May 8, 2026. The study population consisted of all students at the school, while the sample comprised 38 students selected through purposive sampling, including 19 students from Class IV A as the experimental group and 19 students from Class IV B as the control group. Both groups received instruction using the Student Teams Achievement Division (STAD) cooperative learning model. The difference between the two groups was the instructional media employed: the experimental group used the Blooket platform, whereas the control group used Group Worksheets (Lembar Kerja Kelompok/LKK) and conventional assessment.

The research data were collected through classroom observations, a learning motivation questionnaire, and documentation. Classroom observations were conducted to obtain information regarding the implementation of the learning process. The learning motivation questionnaire was administered before (pretest) and after (posttest) the intervention to measure students' learning motivation, while documentation was used as supporting evidence throughout the study. The questionnaire was validated prior to its administration.

The data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were used to describe students' learning motivation based on the mean score, highest score, lowest score, standard deviation, and motivation categories. Inferential statistical analysis included the normality test, homogeneity test, and an independent-samples t-test, performed using IBM SPSS Statistics version 27. Hypothesis testing was conducted at a significance level of 0.05. The use of the Blooket platform was considered to have a significant effect on students' learning motivation when the significance value (Sig.) was less than 0.05.

RESEARCH RESULT

A descriptive statistical analysis was conducted to describe the students' learning motivation before and after the implementation of learning activities in both the experimental and control classes. The analysis was based on the results of the pretest and posttest learning motivation questionnaires administered to all research participants. The descriptive statistics are presented in Table 1.

Table 1. Descriptive Statistics of Students' Learning Motivation

Class	Pretest (Mean)	Posttest (Mean)	Improvement
Experimental (Blooket)	40, 84	87, 58	46, 74
Control (LKK & evaluation sheet)	41, 16	79, 11	37, 95

Table 1 presents the descriptive statistics of students' learning motivation in both the experimental and control classes before and after the learning intervention. Before the treatment, the two classes had relatively similar average pretest scores. The experimental class obtained a mean score of 40.84, while the control class achieved a mean score of 41.16. These findings indicate that the initial level of learning motivation between the two groups was comparable prior to the implementation of different learning media.

After the learning intervention, both classes demonstrated an increase in students' learning motivation. However, the magnitude of improvement differed between the two groups. The experimental class, which participated in learning activities using the Blooket platform, achieved a posttest mean score of 87.58, whereas the control class, which learned through Student Worksheets (LKK) and conventional evaluation, obtained a posttest mean score of 79.11. These results indicate that students in the experimental class experienced a greater improvement in learning motivation than those in the control class.

The comparison of the improvement scores further strengthens these findings. The experimental class showed an improvement of 46.74 points, while the control class improved by 37.95 points. Although learning motivation increased in both groups, the greater improvement observed in the experimental class suggests that students who learned using the Blooket platform demonstrated a higher level of motivation during the learning process. Overall, the descriptive analysis indicates that the implementation of Blooket was associated with a higher increase in students' learning motivation than the use of conventional learning media.

Prior to hypothesis testing, assumption tests were performed to determine whether the data met the requirements for parametric statistical analysis. The data were analyzed using normality and homogeneity tests. The results showed that the data were normally distributed and that the variances of the two groups were homogeneous. Therefore, the data fulfilled the assumptions required for conducting an independent samples t-test. The results of the hypothesis testing are presented in Table 2.

Table 2. Results of the Independent Samples t-Test.

Variable	Sig. (2-tailed)	Significance Level	Decision
Learning Motivation	0, 023	0, 05	H ₀ rejected and H ₁ accepted

Table 2 presents the results of the independent samples t-test conducted to examine the effect of the Blooket platform on students' learning motivation. The analysis produced a significance value (Sig.) of 0.023, which is lower than the predetermined significance level of 0.05 ($0.023 < 0.05$). This finding indicates that there was a statistically significant difference in students' learning motivation between the experimental class and the control class after the learning intervention.

Based on the hypothesis testing criteria, the null hypothesis (H₀) was rejected, while the alternative hypothesis (H₁) was accepted. Therefore, it can be concluded that the use of the Blooket platform had a significant positive effect on the learning motivation of fourth-grade students in Islamic Religious Education and Character Education at UPTD SDN 4 Maroangin. The statistical findings confirm that students who learned using the Blooket platform achieved higher learning motivation than those who participated in conventional learning activities using Student Worksheets (LKK).

DISCUSSION

The findings of this study demonstrate that the use of the Blooket platform has a significant positive effect on students' learning motivation in Islamic Religious Education and Character Education. This finding is supported by the higher increase in the posttest mean score of the experimental class compared to the control class, as well as the hypothesis testing result, which produced a significance value of 0.023 (< 0.05). These results indicate that integrating the Blooket platform into the learning process creates a more engaging learning environment that encourages students to participate actively throughout classroom activities. The use of game-based learning enables students to learn in an enjoyable atmosphere while maintaining their focus on achieving the intended learning objectives.

The significant improvement in students' learning motivation can be explained by the gamification elements integrated into the Blooket platform. Features such as points, leaderboards, rewards, avatars (blooks), countdown timers, and immediate feedback provide students with opportunities to participate actively while experiencing healthy competition with their classmates. These elements stimulate students to complete learning tasks enthusiastically because every activity is followed by direct appreciation and visible progress. Such learning experiences differ from conventional classroom activities, where evaluation is generally conducted through written exercises with limited interaction and feedback.

The findings are consistent with the theory of learning motivation proposed by (Uno, 2021), which states that learning motivation is reflected in several indicators, including the desire to succeed, the need and encouragement to learn, future aspirations, appreciation in learning, interesting learning activities, and a conducive learning environment. The implementation of Blooket supports these indicators by presenting learning activities that are enjoyable, interactive, and challenging. The leaderboard and scoring system encourage students' desire to achieve better performance, while the reward features provide appreciation that motivates students to participate more actively. In addition, the variety of game modes offered by Blooket prevents students from experiencing boredom and creates an engaging classroom atmosphere that sustains their interest throughout the learning process.

Another factor contributing to the improvement in students' learning motivation is the integration of the Student Teams Achievement Division (STAD) cooperative learning model in both the experimental and control classes. The use of the same instructional model in both groups ensured that the primary difference between the two classes was the learning media employed. Consequently, the higher motivation observed in the experimental class can be

attributed mainly to the implementation of the Blooket platform rather than differences in teaching strategies. This research design strengthens the validity of the findings by minimizing the influence of external instructional factors.

The findings of this study also support previous research on the effectiveness of Blooket in educational settings. (Nabila & Nurhamida, 2024) reported that Blooket creates an enjoyable learning environment that increases students' enthusiasm and participation during classroom instruction. Similarly (Fajar & Surawan, 2025) concluded that the gamification features embedded in Blooket positively influence students' learning motivation by encouraging healthy competition and providing immediate feedback. Furthermore, (Amanda & Susanti, 2025) found that Blooket promotes active student engagement through interactive game-based activities. The consistency between the present findings and previous studies reinforces the evidence that Blooket is an effective digital learning platform for improving students' motivation across different educational contexts.

Despite these similarities, the present study offers a distinct contribution to the existing literature. Most previous studies have focused primarily on the impact of Blooket on students' academic achievement or have been conducted in general subjects such as mathematics, science, or language learning. In contrast, this study specifically examined the influence of Blooket on students' learning motivation in Islamic Religious Education and Character Education at the elementary school level. In addition, both the experimental and control classes were taught using the Student Teams Achievement Division (STAD) cooperative learning model, allowing the observed differences to be attributed primarily to the learning media rather than variations in instructional methods. This approach provides stronger empirical evidence regarding the effectiveness of Blooket in enhancing learning motivation.

The practical implications of this study are noteworthy. Teachers, particularly those teaching Islamic Religious Education and Character Education, are encouraged to integrate digital game-based learning media such as Blooket into their instructional practices to create more interactive, engaging, and student-centered learning experiences. Schools should also support the implementation of digital learning by providing adequate technological facilities and professional development opportunities that enable teachers to utilize innovative educational technologies effectively. Through the integration of appropriate digital media, learning activities can become more meaningful, motivating, and responsive to the educational needs of today's students.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study demonstrate that the use of the Blooket platform has a significant positive effect on students' learning motivation in Islamic Religious Education and Character Education. Students in the experimental class showed a higher improvement in learning motivation than those in the control class, indicating that game-based learning supported by Blooket creates a more engaging, interactive, and motivating learning environment. Therefore, the Blooket platform can be considered an effective digital learning medium for enhancing students' motivation at the elementary school level.

Based on these findings, teachers are encouraged to integrate Blooket into classroom instruction as an alternative learning medium to increase students' motivation and active participation. Schools should also support the implementation of digital learning by providing adequate technological facilities and training for teachers. Furthermore, future researchers are recommended to investigate the effectiveness of Blooket in different subjects, educational levels, or learning variables, such as learning outcomes, critical thinking skills, or collaborative learning, using broader samples and longer research periods to obtain more comprehensive findings.

ADVANCED RESEARCH

This study was limited to examining the effect of the Blooket platform on students' learning motivation in Islamic Religious Education and Character Education among fourth-grade elementary school students at a single school with a relatively small sample size. Therefore, the findings cannot be generalized to broader educational contexts.

Future research is recommended to involve larger and more diverse samples from different schools and educational levels to improve the generalizability of the findings. In addition, further studies may investigate the effectiveness of Blooket on other learning variables, such as academic achievement, critical thinking skills, problem-solving abilities, learning engagement, and collaborative skills. Researchers are also encouraged to compare Blooket with other game-based learning platforms or digital learning media to provide more comprehensive evidence regarding its effectiveness in supporting innovative learning practices.

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