

The Effectiveness of Using Blooket Gamification in Increasing Motivation and Understanding of Pancasila Education Learning Concepts at SMPN 3 Banawa

Febriana M. Pagisi*, Jamaludin, Hasdin

Universitas Tadulako, Indonesia

Email: febrianapagisi@gmail.com*, jamaluntad66@gmail.com,
hasdin80ppknuntad@gmail.com

ABSTRACT

This study aims to analyze the implementation and effectiveness of gamification-based learning media in improving motivation and understanding of Pancasila Education concepts at SMP Negeri 3 Banawa. The research method used a descriptive interpretive qualitative approach with 110 eighth-grade students as research subjects. Data collection techniques included concept comprehension tests, learning motivation questionnaires, participatory observation, and in-depth interviews. The results of the study showed a significant increase in concept comprehension, with an average post-test score of 74-78, up from 37-45. Student learning motivation increased substantially in all aspects: intrinsic motivation (85-93%), extrinsic motivation (83-88%), active involvement (85-93%), perseverance and effort (84-87%), and attitude towards the subject (83-91%). Blooket game-based learning proved to be effective in changing students' perceptions of Pancasila Education into a fun, interactive, and meaningful learning experience. The findings suggest that gamified learning not only improves academic performance but also fosters positive attitudes and active engagement toward civic and moral education. Overall, gamification represents a promising pedagogical innovation to revitalize character-based education in Indonesian schools, particularly in making Pancasila Education more relevant and appealing to the digital generation.

KEYWORDS

Blooket, Gamification, Learning Motivation, Concept Understanding, Citizenship



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International

INTRODUCTION

The era of globalization and the industrial revolution 4.0 has fundamentally changed the paradigm of education (Ali, Alifah, & Safira, n.d.; Kumar, 2025). Conventional learning that is teacher-centered and relies on lecture methods is starting to be abandoned because it is considered less effective in developing the abilities of 21st-century students (Amirova, 2025; Siregar, 2025). This requires educators to innovate in the learning process, especially in the use of digital technology that can increase student engagement and learning motivation (Verawati & Nisrina, 2025; Xayrullayevna, Furkat, Norimon, & Dilshod, 2025). Students are often trapped in verbalistic learning conditions, which in the sense of the form of communication is conveyed in two media, namely writing (verbal) and oral/idea (nonverbal) (Fauziyah, 2017). Problems in the learning process are still found. The problem that often occurs is that most students have difficulty understanding and mastering teaching materials, resulting in low student learning outcomes (Idrus et al., 2023).

Pancasila and Citizenship Education (PPKn), or now known as *Pancasila Education*, is a subject that has a strategic role in shaping students' character, national identity, and national insights (Lestari & Saleh, 2025; Rizwan, 2025). This subject aims to develop the potential of students to become citizens who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Bahrozi & Abd Aziz, 2025; Haprilwanti, Sapitri, Mulyani, Hasanah, &

Arifin, 2025). However, in its implementation, PPKn learning often faces various challenges that affect the effectiveness of achieving learning objectives (Tangahu, Ngiu, & Yunus, 2025). *Pancasila Education* in schools has the goal of forming Indonesian people who have attitudes, thoughts, and actions that are in harmony with the values of Pancasila. Curricularly, *Pancasila Education* in the 2022 Independent Learning Curriculum accommodates the content of *Pancasila Education* values as well as Civic Education (Nur et al., 2023).

Based on the results of initial observations made by researchers at SMPN 3 Banawa in July 2025, several problems were found in learning *Pancasila Education*. First, the learning method is still dominated by conventional approaches in the form of one-way lectures and questions and answers, so that students tend to be passive and less enthusiastic in participating in learning (Zulfiqar, Zardari, Baig, & Kazmi, 2025). Second, *Pancasila Education* materials that are conceptual and theoretical are often considered abstract and difficult to understand by students, especially concepts about the government system, the rights and obligations of citizens, and Pancasila democracy (Pratiwi, Darmawan, Fachrudi, Suganda, & Sundawa, 2025; Rahima, 2024). Third, students' motivation to learn about *Pancasila Education* subjects is still low; this can be seen from the lack of active participation of students in class discussions, low interest in asking questions or expressing opinions, and indifferent attitudes towards learning materials (Daniah, Masitha, & Fuaddudin, 2025; Pinar & Kaya, 2025). Fourth, student learning outcomes in *Pancasila Education* subjects have not been optimal, with an average daily test score of 68.5, which is still below the Minimum Completeness Criteria (KKM) set at 75.

This condition is in line with the findings of research by Sari and Wijaya (2023), which states that PPKn learning at the junior high school level still faces obstacles in terms of less varied learning methods, limited learning media, and lack of use of technology in the learning process. The same thing was also stated by Pratama (2022), who found that students' motivation to learn in *Pancasila Education* subjects tends to be low because of the perception of students who consider this subject boring and irrelevant to daily life.

To overcome these problems, innovations in PPKn learning are needed that can increase students' motivation and understanding of concepts (Anwar, Lukman, Jannah, Aziz, & Denok, 2025; Sasra, (MHI), & 2025, 2025). One approach that can be applied is the use of gamification technology in learning. Gamification is the use of game elements in a non-game context to increase user engagement, motivation, and participation (Reem, 2024; Tongpaeng et al., 2024).

Kapp (2012) defines gamification as the use of game mechanics, aesthetics, and thinking to engage people, motivate action, promote learning, and solve problems. In the context of education, gamification can increase students' intrinsic motivation through elements such as points, badges, leaderboards, quests, and storytelling that make learning more engaging and interactive.

One of the gamification platforms that can be integrated into learning is *Blooket*. *Blooket* is a web-based interactive learning platform that combines quizzes with a variety of interesting game modes. This platform was developed with the aim of making learning more engaging and fun through healthy competition between students. *Blooket* provides a variety of game modes such as Tower of Doom, Gold Quest, Battle Royale, Crypto Hack, and Racing that can be customized to learning needs.

The advantages of *Blooket* as a learning medium include: a user-friendly interface that is easy to use by teachers and students; various templates and game modes that can be adapted to

learning materials; a real-time feedback feature that allows students to know the results of the answers directly; a leaderboard system that creates healthy competition between students; can be accessed through various devices (smartphones, laptops, tablets); and is free to use with these features complete base.

However, research on the effectiveness of the use of *Blooket*, especially in learning *Pancasila Education*, is still limited, especially in Indonesia. Therefore, this study is important to be conducted to provide empirical evidence on the influence of the use of *Blooket* gamification technology-based learning media on students' motivation and understanding of the concept of citizenship.

SMPN 3 Banawa was chosen as the research location because this school already has adequate technological infrastructure to support digital learning, such as stable internet access, computer labs, and LCD projectors in each class. In addition, the majority of students at this school already have smartphones and are familiar with the use of technology, so that the implementation of gamification-based learning can be carried out optimally.

Several previous studies have examined the integration of gamification in education, yet most have focused on general subjects rather than civic or value-based education. Sari and Wijaya (2023) found that PPKn learning at the junior high school level remains dominated by traditional lecture-based methods, with limited use of digital media and low student engagement. Their study recommended the use of interactive technologies but did not empirically test any gamification platform. Similarly, Pratama (2022) revealed that students' motivation to learn *Pancasila Education* tends to be low because they perceive it as monotonous and disconnected from real-life contexts. However, that study did not propose a concrete pedagogical solution to address this motivational gap. Both studies highlight the lack of practical innovation in teaching civic values through technology-enhanced methods.

By integrating interactive game elements such as leaderboards, points, and instant feedback, this study aims to enhance students' motivation and conceptual understanding of Pancasila values. The expected outcome is to provide empirical evidence of gamification's pedagogical impact and offer practical insights for teachers seeking to create engaging, technology-driven civic education environments aligned with 21st-century learning goals.

This research is expected to contribute to the development of more innovative and effective *Pancasila Education* learning methods. In addition, the results of this research can also be a reference for teachers and education practitioners in integrating gamification technology in learning to improve the quality of education in Indonesia.

METHOD

This study used a qualitative approach with an interpretive descriptive method to understand in depth the experiences of students using the media. The research involved measuring changes before and after the implementation of *Blooket* learning media. The subjects were all grade VIII students at SMPN 3 Banawa, totaling 110 students.

Data collection techniques included (1) observation of classroom learning activities, (2) in-depth interviews with students and teachers, (3) documentation of lesson plans and student work, and (4) pre-test and post-test assessments of concept comprehension. Data sources consisted of primary data from observations and interviews, and secondary data from school archives and related literature.

Data were analyzed using Miles and Huberman's interactive model, which involves data reduction, data display, and conclusion drawing. A validity test was also conducted to evaluate the reliability and effectiveness of the *Blooket* media, following validation procedures described by Listiani et al. (2024). This design aimed to measure changes after using *Blooket* and interpret how gamification influenced students' motivation and understanding of *Pancasila Education* concepts.

RESULT AND DISCUSSION

The implementation of the research began with a series of activities that had been planned based on the selected research method. The initial stage includes interviews, preparation of research instruments, and instrument validation testing to ensure that all research tools are in accordance with the goals that have been set (Fadlansyah et al., 2025).

The results of the concept understanding pre-test conducted in four grade VIII showed the initial condition of students' understanding that still needed to be improved. In Class VIIIA with 26 students, the average pre-test score reached 44.62. The distribution of values shows quite wide variation, with the lowest score being 15 and the highest score being 90. The majority of students are still in the 30-45 grade range, although there are some students who have shown good understanding with scores above 75.

Class VIIIB with 30 students obtained an average pre-test score of 38.33, slightly lower than Class VIIIA. The lowest score is at 20 and the highest is 80. The distribution of grades is quite even, with student concentration in the range of 30-45. This condition illustrates that students' initial conceptual understanding still requires more effective learning interventions.

In Class VIIC with 28 students, the average pre-test score was 37.68. Grades range from 20 to 75, with most students earning a score between 25-40. Only a few students are able to achieve grades above 65, indicating a gap in understanding that needs to be addressed.

Meanwhile, Class VIID with 26 students recorded the lowest average pre-test score of 39.81. The range of grades ranges from 20 to 75, with the highest concentration of grades being in the range of 30-45. Overall, all four classes showed relatively low to moderate initial concept comprehension conditions, with average scores ranging from 37-45.

After the implementation of learning using the *Blooket* application, there was a significant improvement in students' understanding of concepts throughout the class. Class VIIIA showed a substantial increase with the average post-test reaching 78.08. The lowest score increased to 70 and the highest was 90. The distribution of grades shifted to a higher range, with the majority of students in the 70-85 range, signaling a better equitable distribution of understanding.

Class VIIIB also experienced rapid progress with an average post-test of 74.17. The lowest score rose dramatically to 70 and the highest to 90. Almost all students managed to achieve grades above 70, with most being in the 70-80 range. This improvement shows the effectiveness of the learning methods applied.

In Class VIIC with 28 students, the average post-test score reached 75.71. The lowest score is 70 and the highest is 85, indicating a narrower range than the pre-test. This more homogeneous distribution of values indicates that learning succeeds in improving student understanding evenly.

Class VIIID recorded an average post-test of 75.00. Grades range from 70 to 85, with the majority of students earning a score of 70-80. The increase from an average of 39.81 to 75.00 indicates excellent progress in mastering the concept of learning.

Overall, all four classes experienced a substantial improvement in concept understanding, with average post-test scores ranging from 74-78, illustrating the success of Blooket's game-based learning implementation.

The results of the Class VIII learning motivation pre-questionnaire show that the level of motivation is quite good but still needs improvement. In the aspect of intrinsic motivation, a percentage of 65.5% was obtained, which indicates that students' interest and enjoyment of learning are still at a moderate level. Students show a good enough curiosity about Pancasila Education materials, but they are not optimal.

Extrinsic motivation reached 67.3%, slightly higher than intrinsic motivation. This suggests that students tend to be motivated by external factors such as grades, praise, or environmental influences. The aspect of active involvement is at 71%, indicating that student participation in learning is quite good even though it can still be improved.

For perseverance and effort, the percentage reached 66.1%, illustrating that students have enough seriousness in learning but are not consistent. While the attitude towards the subject of Pancasila Education is at 64.6%, indicating that students' views on this subject still need to be improved to be more positive.

Class VIIIB shows a similar pattern with varying results. Intrinsic motivation reached 64.1%, indicating that students' interest in learning was still at a moderate level. Extrinsic motivation was at 73.7%, higher than intrinsic, indicating dependence on external factors as a driver of learning.

Active engagement recorded a percentage of 70.7%, which illustrates that student participation in learning activities is quite good. The aspect of perseverance and effort was at 64.8%, showing consistency in learning that still needs to be improved. The attitude towards the subject reached 70.3%, indicating a fairly positive but not optimal view of Pancasila Education.

Class VIIIC showed relatively higher initial motivation than other classes. Intrinsic motivation reached 75.4%, the highest among the four classes, indicating a better interest in learning from within. Extrinsic motivation was at 73%, indicating a balance between internal and external motivations.

Active involvement reached 76.6%, describing the active participation of students who were already good. Perseverance and effort are also at 76.6%, showing good consistency in the learning process. The attitude towards the subject recorded 74.6%, indicating a positive view of Pancasila Education which is quite strong.

Class VIIID shows an interesting motivational profile with several prominent aspects. Intrinsic motivation is at 65.5%, equivalent to Class VIIIA. Extrinsic motivation reached 64.6%, indicating a good balance between internal and external motivations. Active engagement stood at 66.1%, describing sufficient participation in learning.

Interestingly, the aspect of perseverance and effort reached 71%, relatively high, showing that students have good fighting power. The attitude towards the subject was recorded at 69.2%, indicating a fairly positive view of Pancasila Education.

After the implementation of learning with Blooket, there was a dramatic increase in all aspects of learning motivation in Class VIIIA. Intrinsic motivation jumped to 85%, indicating that students experienced a significant increase in interest and enjoyment of learning. The use of Blooket games manages to arouse curiosity and satisfaction in understanding concepts.

Extrinsic motivation rose to 83.8%, indicating that external factors such as in-game competition, teacher praise and peer influence had a strong positive impact. Active engagement reached the highest score of 93.2%, describing students' active participation, focus, and seriousness in learning that greatly increased.

Perseverance and effort reached 85.3%, showing a significant increase in students' consistency and hard work. The attitude towards the subject increased to 86.3%, indicating a very positive change in perception of Pancasila Education after using fun learning methods.

Class VIIIB also underwent an extraordinary motivational transformation. Intrinsic motivation increased sharply to 86.1%, indicating success in building an interest in learning from within students. Extrinsic motivation reaches 88.4%, the highest among all aspects of this class, indicating the effectiveness of the competition and rewards in Blooket games.

Active engagement rose to 88%, reflecting excellent participation in each learning session. Perseverance and effort reached 87.7%, showing an impressive increase in fighting power and learning consistency. The attitude towards the subject jumped to 91%, the highest among the four classes, indicating a very positive change in views on Pancasila Education.

Class VIIIC, which already has relatively high initial motivation, has experienced a consistent increase. Intrinsic motivation rose to 88.3%, indicating a substantial strengthening of interest in learning. Extrinsic motivation reaches 87%, signifying a good balance between internal and external drives.

Active engagement recorded the highest rate of 89.1%, describing active participation and exceptional focus on learning. Perseverance and effort were at 84.1%, indicating good consistency in the learning process. The attitude towards the subject reached 88.7%, indicating a very positive view and awareness of the importance of Pancasila Education.

Class VIID shows the most spectacular improvement in several aspects. Intrinsic motivation jumped to 93.2%, the highest among all classes, signaling remarkable success in building an intrinsic interest in learning. Extrinsic motivation reached 85.8%, showing the effectiveness of external factors as a driver.

Active engagement stood at 85.7%, describing excellent participation. Perseverance and effort reached 85%, showing a consistent increase in students' fighting power. Attitudes towards subjects rose to 83.8%, indicating a positive change in perception of Pancasila Education.

CONCLUSION

This study demonstrated that using *Blooket* gamification technology significantly increased students' motivation and understanding of *Pancasila Education* concepts at SMP Negeri 3 Banawa. Post-test scores improved markedly across all classes, with average scores rising from the 37-45 range to 74-78. Motivation showed notable gains in intrinsic and extrinsic dimensions, active engagement, perseverance, and positive attitudes toward the subject. The shift transformed *Pancasila Education* from a perceived boring subject into an interactive, enjoyable, and meaningful learning experience. These findings provide empirical support for

gamification as an effective tool to enhance civic education at the junior high level. Future research could explore long-term impacts of gamification on knowledge retention and expand to other subjects or diverse educational settings.

REFERENCES

- Ali, H. I. N., Alifah, N., & Safira, S. Y. A. (n.d.). Curriculum digitalization: The impact of technology on curriculum development in the era of Industrial Revolution 4.0. *Indonesian Journal of Educational Research and Technology*, 5(2), 179–190.
- Amirova, N. (2025). Traditional vs. non-traditional teaching in secondary education: A comparative analysis. *Porta Universorum*, 1(3), 101–109.
- Anwar, K., Lukman, L., Jannah, R., Aziz, A., & Denok, D. A. (2025). Application of the problem-based learning model to improve student learning motivation in elementary school civics education subjects in BIMA. In *Proceedings of the 10th Progressive and Fun Education International Conference (The 10th Profunedu)* (Vol. 925, p. 224). Springer Nature.
- Bahrozi, I., & Abd Aziz, M. K. N. (2025). Strengthening the character of responsibility through Islamic religious education. *Journal of Social Science and Economics*, 4(2), 188–200.
- Daniah, A. R., Masitha, D., & Fuaddudin, F. (2025). Active learning based on educational games in increasing students' interest in learning at SDN 28 in Bima City. *Fitrah: Jurnal Studi Pendidikan*, 16(1), 36–45.
- Fadlansyah, A. (2025). *Pengembangan e-booklet berkonteks asesmen kompetensi minimum (AKM) untuk meningkatkan pemahaman konsep bilangan siswa SMP* [Doctoral dissertation, Universitas Muhammadiyah Malang].
- Fauziyah, Z. Z. (2017). *Pengembangan media pembelajaran berbasis booklet pada mata pelajaran biologi untuk siswa kelas XI MIA Madrasah Aliyah Alauddin Pao-Pao dan MAN 1 Makassar* [Skripsi, UIN Alauddin Makassar]. Fakultas Tarbiyah dan Keguruan.
- Haprilwanti, N., Sapitri, W., Mulyani, Y., Hasanah, A., & Arifin, B. S. (2025). Teacher strategy in instilling character values through social studies materials in students of MTs Izharul-Haq Garut. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam*, 11(1), 150–161.
- Mazlin, M., Al Idrus, A., Ilhamdi, M. L., & Jufri, A. W. (2023). Model Problem Based Learning Berbantuan Booklet Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Biologi Kelas X MA Darul Ihsan Lelong. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1775-1782.
- Kumar, S. (2025). Education 4.0: Transforming learning for the Fourth Industrial Revolution. *Higher Education for the Future*. <https://doi.org/10.1177/23476311251326140>
- Lestari, A., & Saleh, S. (2025). The role of PPKn teachers in fostering national and civic awareness at Budisatrya Senior High School, Medan. *Journal of General Education and Humanities*, 4(4), 1721–1734.
- Listiani, S., Wahyuningrum, F. T., Dhini, S. R., & Amanda, N. L. (2024). The effect of using mini booklet media to improve reading skills in grade 5 students at Jurang Mangu Timur 01 Elementary School. *IJoEd: Indonesian Journal on Education*, 1(2), 152–159.
- Nur, N., Hanan, E., & Hasanudin, I. (2023). Model pembelajaran kooperatif Team Game Tournament berbasis media digital Blooket untuk mengembangkan motivasi dan hasil belajar Pancasila education. *Asatiza: Jurnal Pendidikan*, 4(3), 259–273.

- Pinar, M. A., & Kaya, E. (2025). Science teachers' opinions on the constructive learning approach: A longitudinal qualitative study. *Uluslararası Bilim ve Eğitim Dergisi*, 8(1), 1–14.
- Pratiwi, E. D., Darmawan, D. D., Fachrudi, F. A. N., Suganda, F. A., & Sundawa, D. (2025). Pancasila-based democratic education and civil society development amid Indonesia's democratic regression. *Sospol*, 11(2), 146–159.
- Rahima, N. (2024). The role of Pancasila education and citizenship subject teachers in strengthening Pancasila democratic values for high school students. *Educational Insights*, 2(1), 55–62.
- Reem, A. (2024). Factors affecting citizen engagement in the Kingdom of Bahrain through gamification. *International Journal of Computing and Digital Systems*, 16(1).
- Rizwan, F. (2025). Are we teaching citizenship right? A critical review of Pancasila education textbooks. *Jurnal Civics: Media Kajian Kewarganegaraan*, 22(2), 294–307.
- Sasra, A. D., & Baidhowi, B. (2025). Analisis konsep transaksi cryptocurrency dalam perspektif hukum ekonomi syariah. *Jurnal Ilmiah Riset Syariah*, 1(1), 23–28. <https://doi.org/10.71094/jirs.v1i1.16>
- Siregar, T. (2025). The effectiveness of the discovery learning model in enhancing students' mathematical problem-solving skills.
- Tangahu, S., Ngiu, Z., & Yunus, R. (2025). Implementation of the independent learning curriculum in PPKn learning at SMP Negeri 9 Gorontalo. *International Journal of Health, Economics, and Social Sciences (IJHESS)*, 7(3), 1013–1022.
- Tongpaeng, Y., Nobnop, R., Wongwan, N., Homla, P., Intawong, K., & Puritat, K. (2024). Comparison of gamified and non-gamified mixed reality in enhancing museum visitor engagement, motivation, and learning outcome. *Journal of Heritage Tourism*, 19(6), 919–948.
- Verawati, N. N. S. P., & Nisrina, N. (2025). Reimagining physics education: Addressing student engagement, curriculum reform, and technology integration for learning. *International Journal of Ethnoscience and Technology in Education*, 2(1), 158–181.
- Xayrullayevna, X. I., Abdumuratova, F., Sheribboyeva, N., & Riskaliyeva, D. (2025). Impact of innovative pedagogical approaches on student engagement and performance: A comparative study of flipped classrooms, gamification, and technology-enhanced learning. *Indonesian Journal of Multidisciplinary Research*, 5(2), 247–254.
- Zulfiqar, R. F., Zardari, R. A., Baig, I. M., & Kazmi, T. (2025). Learner-centered comparison of large group interactive session versus conventional lecture: Basic medical sciences. *Health Professions Educator Journal*, 8(1), 26–30.