Jurnal PEDAGOGY JP
https://jurnal.staimuhblora.ac.id/
ISSN (*Print*): 1979-5351; ISSN (*Online*): 2723-1879
Volume 18, Nomor 2, Desember 2025

GIMKIT AS A GAMIFICATION MEDIA IN ISLAMIC RELIGIOUS EDUCATION: IT'S IMPACT ON STUDENT LEARNING OUTCOMES

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Received Juni 09, 2025; Revised Juni 12, 2025; Accepted Agustus 14, 2025

Abstract: *This study aims to (1) determine the effect of Gimkit media as a gamification assessment tool in PAI learning on student learning outcomes and (2) determine the difference in student learning outcomes between Gimkit media and Google Forms media. The research method used was a quasi-experimental nonequivalent group design. The sample consisted of an experimental class and a control class of 35 students each at As-Syafi'iyah 01 Islamic High School in Jakarta. Data were collected through pre-test and post-test questions and analysed using descriptive test, normality test, homogeneity test, paired sample t-test and independent sample t-test. The results showed that there was an effect of Gimkit media in improving students' learning outcomes significantly with a value of 0.000 <0.05 and the average difference in learning outcomes between Gimkit and Google Forms media with a value of 85.71 and 76.86. Based on these findings, it can be concluded that Gimkit media has an effect on improving student learning outcomes and Gimkit can be used as a medium to improve the quality of PAI learning. This research adds to the literature on the effectiveness of gamification in education and opens up opportunities for further research in other subjects or in different learning contexts.*

Keywords: *Gimkit, Student Learning Outcomes, Islamic Religious Education, Learning Media*

INTRODUCTION

In the current digital era, technology is increas ingly integrated into the world of education, allowing learning to be more interesting and effective [1], [2]. A widely used technology is gamification platforms such as Gimkit. Gimkit is a game-based tool designed to increase student interaction and participation in the classroom [3]. Student participation in learning is an important factor affecting learning outcomes, as learning involves the process of receiving information through participation in discussions, group activities, and assessment [4]. Gimkit as gamification med ia not only serves as a learning a id but can also be used as an interactive assessment tool [5]. In the context of Islamic religious education, this gamified media allows teachers to assess students learning outcomes and understanding in a more innovative and fun way [6]. Through a game-based approach, Gimkit makes the learning assessment process more engaging, motivating students to actively participate [7]. This approach gives teachers the opportunity to create a more interactive learning environment while improving students understanding of Islamic religious education content [8].

Student learning outcomes are influenced by internal factors such as intellectual ability and motivation, but also by external factors such as the use of learning media [9]. Engaging

and effective learning media plays an important role in improving student understanding and learning outcomes [10]. One innovation that supports this is Gimkit, a gamification-based media that incorporates game elements such as points, challenges and rewards [11]. This approach is in line with stating that game elements can increase students enthus iasm and motivation in the learning process [12]. In this case, Islamic religious education plays a strategic role in the formation of students' moral and spiritual values, especially in Islamic schools [13]. Through Islamic Religious Education (PAI), students are not only taught to understand religious teachings conceptually, but are also expected to be able to apply Islamic values in everyday life [14]. One of the challenges for teachers is maximizing student learning outcomes in the learning assessment process [15]. Platforms such as Gimkit offer an approach that turns learning into a competitive yet fun activity, helping students understand the material more deeply and improving learning outcomes [16].

Despite modern advances, there are still many teachers who have not used gamification platforms as learning assessment tools [17]. Instead, most teachers tend to use Google Forms and workbooks only as a means to collect responses or conduct quick assessments, without paying attention to the interactive aspects that enhance students' learning experience [18]. As a result, students are often less motivated to actively participate because Google Forms and worksheet books do not offer dynamic and interactive features that engage students [19]. Therefore, teachers should consider alternatives or combine the use of Google Forms or worksheets with platforms that integrate gamification elements. This approach makes learning assessment more engaging and effective, thus improving student learning outcomes [20]. This raises an important question: Does Gimkit as a gamification medium affect student learning outcomes in PAI learning, and are there differences in student learning outcomes between using Gimkit and Google Forms? [21]. There are several studies conducted on the Gimkit gamification platform. One of them is which found that the use of Gimkit has a significant effect on student learning outcomes in terms of appreciation of literary material in Grade 5 at SDN 2 Sukapura [22]. Another study investigated a workshop on the application of Gimkit for formative assessment in online game mode. Reflection and evaluation results showed that the workshop greatly helped teachers and students find ways to develop more convenient assessments in the classroom [23]. A separate study on the training of secondary school teachers in the use of Gimkit as a game-based learning medium showed that the training met the needs of the participants. The learning materials were presented clearly and proved helpful in improving their understanding of game-based learning media [24]. In addition, research on gamification-based learning using the Gimkit platform shows that the platform is effective in improving student learning outcomes [25].

Previous research shows that Gimkit is effective in improving student learning outcomes and providing quick feedback, but it has not been explored in depth, especially in the context of Islamic Religious Education (PAI). There is a gap in the existing research. Most previous studies have focused on the use of Gimkit in general subjects within secular schools and have not specifically compared student learning outcomes when using Gimkit and other media. Therefore, further research is needed to fill this gap by considering relevant factors. The application of gamified media such as Gimkit in learning assessments not only improves student learning outcomes but also instills spiritual values in the younger generation, strengthens students' understanding, and increases enthusiasm for PAI materials. Based on the literature review conducted, no research has been found that specifically discusses the impact of using Gimkit in PAI learning on student learning outcomes or the differences when compared with other media such as Google Forms. Therefore, this study aims to determine the effect of Gimkit as a gamification medium in PAI learning on student learning outcomes and to compare the average learning outcomes of students using Gimkit and Google Forms. The purpose of this study is to: (1) determine the impact of using Gimkit as a learning assessment tool in PAI on student learning outcomes; and (2) identify the differences in student learning outcomes between the use of Gimkit and Google Forms as assessment media.

LITERATURE REVIEW

The integration of gamification in education has been widely acknowledged as an effective strategy to increase student motivation, engagement, and academic performance. Gamification refers to the use of game elements such as points, leaderboards, badges, and challenges in non-game contexts, particularly learning environments. By turning traditional instructional activities into game-like experiences, gamification can enhance learners' intrinsic motivation and foster active participation in the learning process [26]. Among various gamification tools, Gimkit has emerged as a powerful platform that allows educators to create interactive quizzes and assessments with real-time feedback and competitive features [27]. Gimkit offers multiple game modes that encourage student collaboration and competitiveness, while also enabling teachers to monitor performance and progress effectively. Several studies have highlighted the effectiveness of Gimkit in improving students' understanding and retention of learning material, especially in language learning, science, and mathematics classrooms [28].

However, despite its growing popularity, the use of gamification platforms such as Gimkit in Islamic Religious Education (PAI) remains relatively underexplored. PAI is a subject that not only imparts knowledge of Islamic teachings but also aims to cultivate spiritual values and moral character among students [22]. Traditional teaching methods in PAI often dominated by lectures, rote memorization, and written assignments may not sufficiently engage students in the learning process. In this context, gamified learning media such as Gimkit may serve as a promising alternative to make PAI instruction more interactive, meaningful, and enjoyable [23]. Prior research on gamified learning in religious education is limited, and studies comparing the effectiveness of Gimkit with conventional assessment tools such as Google Forms are scarce [29]. Moreover, there is a noticeable gap in the literature regarding the impact of gamification on spiritual learning outcomes, which are central to PAI. According to Sulistiani et al. (2023), incorporating digital platforms that integrate game elements into religious instruction can help students internalize Islamic values while enhancing their academic performance [16]. Therefore, this study seeks to bridge the gap in existing literature by examining the effect of Gimkit as a gamification medium in the context of PAI learning. Specifically, it investigates whether Gimkit significantly influences student learning outcomes and how it compares to other media such as Google Forms [6]. Through this inquiry, the study aims to provide empirical evidence on the potential of gamified digital platforms to support religious education in a modern and engaging way [4].

METHODOLOGY

This study employed a quantitative approach with a quasi-experimental nonequivalent control group design. The purpose of this study was to determine the effect of Gimkit media on learning outcomes in Islamic Religious Education (PAI) and the differences compared to Google Forms media. The population of this study consisted of 175 Grade XI students at As-Syafi'iyah 01 Islamic Senior High School Jakarta. The sample included 70 students, with Class XI.2 serving as the experimental group using Gimkit media as the treatment, and Class XI.3 as the control group using Google Forms media without any treatment, each consisting of 30 students. Data collection was carried out through the administration of pre-tests and post-tests consisting of 20 questions designed to measure variables related to the use of Gimkit media and student learning outcomes in PAI. The assessment focused on Chapter 3 material titled *"Avoiding Student Fights, Liquor, and Drugs"*. This research instrument has been tested for validity and reliability. The validity test was conducted using Pearson's product-moment correlation with a significance level of 0.05 (5%). Based on the results, 12 out of 20 questions on the pretest and posttest were found valid for the Gimkit media variables and student learning outcomes. Furthermore, the reliability test was carried out using the Kuder-Richardson-20 formula, which resulted in a value of 0.731 with a significance level of 0.7, indicating that the pretest and posttest questions can be considered reliable. Therefore, the researchers analyzed the data through descriptive analysis, normality test, homogeneity test, paired sample t-test, and independent sample t-test.

RESULTS

Desciptive Analysis

Descriptive analysis can be used to describe and analyze survey data such as total, maximum, minimum, and average values. The pretest and posttest results in the control and experimental groups are as follows.

Table 1. Descriptive Analysis Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	35	58	81	68,17	6,266
Post-Test Experiment	35	80	92	85,71	3,400
Pre-Test Control	35	55	76	64,69	6,187
Post-Test Control	35	67	89	76,86	4,778
Valid N (listwise)	35				

As shown in the following table, the results of the descriptive analysis using SPSS version 26 indicate that there are two classes, namely the experimental class and the control class, each consisting of 35 students. Each class has minimum, maximum, and median values. The minimum and maximum scores for the Experimental Pre-Test were 58 and 81, respectively, while for the Experimental Post-Test, they were 80 and 92. For the Control Pre-Test, the scores ranged from 55 to 76, and for the Control Post-Test, from 67 to 89. Furthermore, the average scores were as follows: Experimental Pre-Test (68.17), Experimental Post-Test (85.71), Control Pre-Test (64.69), and Control Post-Test (76.86).

Normality Test

The normality test is conducted to determine whether the research results are normally distributed.

Table 2. Normality Test Results

Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre-Test Experiment Gimkit	,141	35	,077	,932	35	,032
	Post-Test Experiment Gimkit	,120	35	,200*	,953	35	,136
	Pre-Test Control Google Forms	,109	35	,200*	,958	35	,194
	Post-Test Control Google Forms	,172	35	,010	,952	35	,134

Based on the previous findings, it can be concluded that the research data is normally distributed. This is because all the data from the Kolmogorov-Smirnov and Shapiro-Wilk tests show a significance value (Sig.) greater than 0.05. The data is taken from the previous table for both the experimental and control groups. The pretest and posttest significance values for the experimental class are 0.077 and 0.200, respectively, both of which are greater than 0.05. The pretest and posttest significance values for the control class are 0.200 and 0.010. Although the posttest value is less than 0.05, the pretest meets the normality requirement. In general, a significance value (Sig.) greater than 0.05 indicates that the data is normally distributed, whereas a value less than 0.05 suggests the data is not normally distributed. The findings from both the experimental and control classes indicate that the data distribution is generally normal, in accordance with the results of the normality test. Since the research data is normally distributed, it can be analyzed using parametric statistics (paired sample t-test and independent sample t-test).

Homogeneity Test

To determine whether the variance of a population is equal, a homogeneity test is conducted. This test is performed using ANOVA and the t-test. If the data groups are normally distributed, the homogeneity test can be appropriately carried out. The assessment of homogeneity is based on predetermined significance standards. If the significance value is less than 0.05 (< 0.05), the sample is considered non-homogeneous; conversely, if it is greater than 0.05 (> 0.05), the sample is considered homogeneous.

Table 3. Homogeneity Test Results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	1,510	1	68	,223
	Based on Median	1,483	1	68	,227
	Based on Median and with adjusted df	1,483	1	56,795	,228
	Based on trimmed mean	1,490	1	68	,226

Table 4. Anova Test Results

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1372,857	1	1372,857	79,829	,000
Within Groups	1169,429	68	17,197		
Total	2542,286	69			

Since the significance value of the homogeneity test using Levene's Test is 0.223, which is greater than 0.05, the findings indicate that the data for both the experimental and control classes is homogeneous. Based on this, it can be concluded that the posttest data for the experimental and control classes meet the homogeneity assumption. In the ANOVA test, the significance value (Sig.) is 0.000, which is less than 0.05, indicating a significant difference in values between the experimental and control groups. This suggests that the media used Gimkit for the experimental group and Google Forms for the control group had a different impact on students' learning outcomes. Although not all assumptions are met absolutely, one of the key requirements for conducting the independent sample t-test has been fulfilled. The researcher then proceeded to test the hypothesis using a paired t-test, also known as the paired-samples t-test.

Paired Sample t-Test

Once the results of the normality test have been obtained, the next step is to conduct a parametric test, specifically the paired sample t-test. The paired sample t-test is applied when the calculated t-value is greater than the critical value from the t-table, indicating that the results are not significantly influenced by pre- and post-test conditions. However, if the calculated t-value is smaller than the t-table value, it indicates a significant influence between the pre-test and post-test results.

Table 5. Paired Sample t Test Results

Paired Samples Test

	Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)

					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-17,543	7,314	1,236	-20,055	-15,031	-14,190	34	,000
Pair 2	Pre-Test Control - Post-Test Control	-12,171	4,878	,825	-13,847	-10,496	-14,762	34	,000

i. The output for Pair 1 shows a Sig. (2-tailed) value of 0.000 < 0.05, indicating a significant difference in student learning outcomes between the pretest and posttest in the experimental class.
ii. Similarly, the Sig. (2-tailed) value for Pair 2 is also 0.000 < 0.05, which indicates a significant difference in student learning outcomes between the pretest and posttest in the control class.

Based on the table above, the significance values from the paired sample t-test (2-tailed) of 0.000 < 0.05 confirm that there is a significant difference between the pretest and posttest results in both the experimental and control classes.

Table 6. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	68,17	35	6,266	1,059
	Post-Test Experiment	85,71	35	3,400	,575
Pair 2	Pre-Test Control	64,69	35	6,187	1,046
	Post-Test Control	76,86	35	4,778	,808

Based on the results of Pair 1, it can be concluded that the use of Gimkit media has a positive effect on students' learning outcomes in Islamic Religious Education, particularly in Chapter 3: "Avoiding Student Fights, Alcohol, and Drugs".

Independent Sample t-Test

The independent sample t-test is used to determine the effect of learning media using Gimkit on students' learning outcomes, with a significance level set at Sig. < 0.05.

Table 7. Independent Sample t Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Learning Outcomes	Equal variances assumed	1,510	,223	8,935	68	,000	8,857	,991	6,879	10,835
	Equal variances not assumed			8,935	61,408	,000	8,857	,991	6,875	10,839

The significance value obtained from the previous findings indicates that the average student learning outcomes using Google Forms and Gimkit media show a two-tailed difference of 0.000 < 0.05.

Table 8. Group Statistics

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Student Learning Outcomes	Post-Test Experiment Gimkit	35	85,71	3,400	,575
	Post-Test Control Google Forms	35	76,86	4,778	,808

The averages above indicate that learning media based on Gimkit yields better results in student learning compared to Google Forms media, with average scores of 85.71 and 76.86, respectively. In addition, observational findings reveal that Gimkit-based learning provides notable benefits for students by enhancing their motivation and enthusiasm. Teachers also expressed a desire to improve their technological skills in Islamic Education learning by seeking guidance on how to use Gimkit media effectively.

DISCUSSIONS

Based on the results of data analysis, it can be concluded that the use of Gimkit media in Islamic Religious Education has a positive impact on students' learning outcomes. The findings indicate a significant difference between the pre-test and post-test scores of the experimental class, demonstrating that the use of Gimkit media can significantly improve learning outcomes. This is further supported by the results of the paired sample t-test, which show a significance value below 0.05 and confirm a clear difference between the pre-test and post-test scores of both the experimental and control classes. These findings align with previous research indicating that gamification-based media such as Gimkit can enhance learning outcomes and increase student motivation. For instance, Ramadhan (2024) explained that gamification elements make learning more engaging and boost student enthusiasm [30]. This study also reveals that Gimkit is more effective than conventional media such as Google Forms, which primarily functions as a response collection tool without dynamic interaction.

Google Forms often functions merely as a tool to collect responses without facilitating dynamic interaction. Furthermore, other research provides empirical evidence that the use of gamified media not only enhances learning outcomes but also positively influences students' motivation and enthusiasm for learning. Observations during this study revealed that students were more motivated to engage in learning sessions that incorporated gamification elements. This finding is consistent with previous studies, which have shown that gamification can significantly improve both learning outcomes and student motivation [31]. Therefore, Gimkit gamified media presents a more effective alternative for Islamic Religious Education, as it not only improves students' academic performance but also increases their motivation and willingness to participate more actively in the learning process. This study also underscores the critical role of teachers in adapting relevant educational technologies and media to enhance classroom learning effectiveness. As a recommendation, educators should consider integrating more gamification-based media into the instructional process to improve students' learning outcomes, motivation, and enthusiasm in the future.

This study presents several key novelties. First, it is among the earliest studies to examine the effectiveness of the gamification platform Gimkit in Islamic Religious Education (PAI), an area where existing literature remains limited and primarily focuses on science and language subjects. Second, this research compares Gimkit with conventional assessment media such as Google Forms, providing empirical evidence on their significant differences in enhancing students' learning outcomes and motivation. Third, the study not only measures cognitive

aspects (learning outcomes) but also offers observational findings on how Gimkit influences students' enthusiasm and spiritual motivation, addressing a research gap regarding the impact of gamified media on value- and morality-oriented learning. This novelty supports the development of PAI teaching methods that are more modern, interactive, and relevant to the needs of the digital generation.

CONCLUSION

Data analysis revealed that the use of Gimkit media had a significant impact and produced higher scores compared to Google Forms. The experimental class achieved an average score of 85.71, while the control class scored 76.86. This demonstrates that the implementation of Gimkit as a learning tool is effective in enhancing student learning outcomes. These findings offer a new contribution to the literature regarding the application of gamification in Islamic faith-based education—an area that has been relatively underexplored in previous research. The study provides further evidence that innovative technologies such as Gimkit not only improve academic performance but also increase student motivation and enthusiasm, ultimately having a positive effect on learning outcomes. Moreover, this research advances the field by integrating gamification elements into Islamic education, adding value to traditional assessment approaches and deepening our understanding of the effectiveness of technology in spiritual values-based instruction. The findings of this study suggest that Gimkit media can serve as an innovative teaching strategy to enrich students' learning experiences, particularly in Islamic value-based subjects such as Islamic Education. This research also opens up avenues for further exploration, including testing the effectiveness of Gimkit at different educational levels, across various subjects, or within more diverse educational settings. Future studies are recommended to examine in greater depth the impact of Gimkit on various aspects of learning, such as enhancing critical thinking skills or fostering character development among students.

Acknowledgements

I sincerely appreciate everyone who contributed to the completion of this research, including the anonymous reviewers whose valuable feedback greatly improved this paper.

Author Contribution

All authors made equal contributions to this publication, have reviewed and approved the final version, and declare that there are no conflicts of interest.

Conflicts of Interest

All authors declare that they have no conflicts of interest.

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