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The Effect of Gimkit-Assisted Gamification use on Islamic Religious Education and Character Subject to Ward Motivation Students of Grade V at SD Negeri 3 Lemba Soppeng Regency

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A B S T R A C T

This study aims to examine the effect of Gimkit-assisted gamification on fifth-grade students' learning motivation in Islamic Religious Education and Character Education at SD Negeri 3 Lemba, Soppeng Regency. This study employed a quantitative approach with a posttest-only control group design. The participants consisted of 44 fifth-grade students divided into an experimental class and a control class. Data were collected through questionnaires and observation sheets and analyzed using descriptive statistics and the Mann–Whitney U test. The findings showed that the experimental class achieved a higher mean motivation score (85.65) than the control class (71.71), with a significant difference ($p < .001$). These findings suggest that Gimkit-assisted gamification is an effective strategy for enhancing students' motivation in Islamic Religious Education at the elementary school level.

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INTRODUCTION

The integration of Islamic Religious Education and Character Education into the elementary school curriculum highlights the importance of developing students' religious knowledge, moral values, and character from an early age. In addition to providing religious understanding, this subject aims to cultivate students' attitudes and behaviors in accordance with Islamic values. Therefore, learning motivation plays an essential role in ensuring that students actively participate in the learning process and achieve the expected educational outcomes, (Kamila 2023).

Despite its important role, learning motivation in Islamic Religious Education remains a challenge in elementary schools. The rapid development of digital technology has changed students' learning characteristics, making them more interested in interactive and technology-based learning experiences. However, classroom instruction is still frequently dominated by conventional teaching methods, particularly lectures and memorization, which often reduce students' engagement and motivation (Aziz & Zakir 2022). As a result, students tend to perceive Islamic Religious Education as less interesting than other subjects.

To address this issue, teachers need to adopt innovative learning approaches that align with students' characteristics and technological developments. One promising approach is gamification, which integrates game elements into learning activities to create a more engaging learning environment. Based on the findings of Abbassyakhrin & Suryani (2025), Rostiani et al. (2023), and Setyaningrum et al. (2023), gamification has been shown to enhance students' learning motivation, encourage active participation, and improve learning outcomes across various educational context.

Gamification can be integrated with various digital learning media, one of which is Gimkit. Gimkit is an interactive learning platform that combines quizzes with game mechanics to promote students' active participation during learning. Based on the findings of Afkarina & Yuliana, (2025) Brillian et al. (2024) and Mutmainnah et al. (2025), Gimkit has been shown to enhance students' learning motivation and engagement across various subjects, including Economics, Science, and Bahasa Indonesia. However, empirical evidence on the implementation of Gimkit-assisted gamification in Islamic Religious Education and Character Education at the elementary school level remains limited.

This study contributes to the existing literature by examining the effectiveness of Gimkit-assisted gamification in improving learning motivation among fifth-grade students in Islamic Religious Education and Character Education. Unlike previous studies that mainly focused on general subjects, this study investigates the application of gamification in religious education, particularly on the topic of faith in the Hereafter, which requires students' active engagement and meaningful understanding. Therefore, this study aims to examine the effect of Gimkit-assisted gamification on fifth-grade students' learning motivation in Islamic Religious Education and Character Education at SD Negeri 3 Lemba, Soppeng Regency.

LITERATURE REVIEW

Gamification and Gimkit Learning Platform

Gamification is an innovative learning approach that integrates game elements into non-game contexts to enhance students' motivation, engagement, and participation in learning activities. According to Putra et al. (2024), gamification incorporates game mechanics into educational settings to improve students' motivation, collaboration, and enjoyment during the learning process. Likewise, Sari & Nurani (2021) explain that gamification applies game dynamics specifically designed to stimulate students' interaction and participation, thereby supporting the development of cognitive and social competencies. Furthermore, Pujianingsih et al. (2024) state that gamification combines game mechanics, aesthetic elements, and thinking skills to create meaningful and enjoyable learning experiences.

The implementation of gamification is supported by several game elements, including badges, points, progress bars, leaderboards, challenges, feedback, levels, and user profiles. These elements are designed to increase students' engagement and participation throughout the learning process, (Julianto & Ekohariadi, 2020). Furthermore, Aditya et al. (2023) explain that the main elements of gamification include points, rewards, leaderboards, badges, challenges, levels, progress indicators, avatars, virtual currency, and surprise elements. These components provide continuous reinforcement that encourages students to participate actively, maintain motivation, and enjoy the learning experience.

Gamification can be implemented through various digital learning media, one of which is Gimkit. Although the two terms are closely related, they refer to different concepts. Gamification is a learning approach that integrates game elements into educational activities, whereas Gimkit is a web-based learning platform designed to implement these gamification elements in classroom instruction. According, Amelia (2024) describes Gimkit as a web-based learning and assessment platform that presents learning activities in the form of interactive games, enabling students to receive immediate feedback and repeatedly practice learning materials. Through these features, Gimkit creates a more engaging learning environment that supports students' motivation and active participation.

Previous studies indicate that gamification contributes positively to students' motivation and classroom engagement. Hidayat et al. (2024) demonstrated that gamification promotes a more interactive learning environment, thereby encouraging active student participation. In addition, Idham & Rauf (2025) concluded that integrating game elements, including points, rewards, and leaderboards, enhances students' motivation and improves learning effectiveness. As one of the digital platforms designed around gamification principles, Gimkit incorporates these elements into classroom activities, making it a promising learning medium for enhancing students' learning motivation in Islamic Religious Education and Character Education.

H_1: The implementation of Gimkit-based gamification significantly affects students' learning motivation in Islamic Religious Education and Character Education.

Learning Motivation

Learning motivation refers to the internal and external forces that encourage students to initiate, sustain, and direct their learning activities toward achieving educational goals. According to Kiswoyowati (as cited in Winata, 2021), learning motivation is the overall driving force that initiates, sustains, and directs students' learning activities toward the achievement of expected learning outcomes. Furthermore, Haq (2018) classifies learning motivation into two categories: intrinsic motivation, which originates from within the learner, and extrinsic motivation, which arises from external factors. Both forms of motivation play a crucial role in fostering students' persistence, engagement, and academic achievement.

Learning motivation can be assessed through several indicators. According to Sardiman (as cited in Ikhwandari et al., 2019), students with high learning motivation demonstrate persistence in completing tasks, resilience when facing difficulties, interest in solving problems, the ability to learn independently, confidence in maintaining their opinions, and enthusiasm for seeking solutions. These indicators were adopted in this study to measure students' learning motivation.

Previous studies have shown that students' learning motivation is strongly influenced by engaging learning activities, appropriate recognition and appreciation, and a supportive learning environment. Consequently, the implementation of Gimkit-based gamification is expected to enhance students' learning motivation by providing a more interactive, engaging, and enjoyable learning experience.

Based on the theoretical foundations presented above, this study proposes a conceptual framework illustrating the relationship between the independent variable, Gimkit-based gamification, and the dependent variable, students' learning motivation. The conceptual framework is presented in Figure 1.

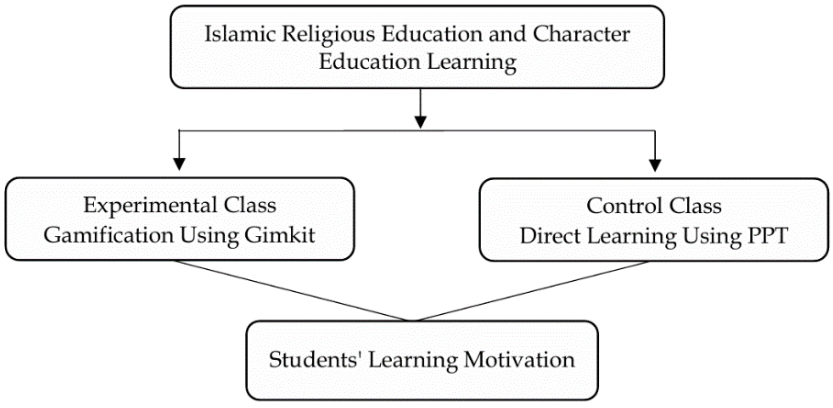

Figure 1. Conceptual Framework

METHODOLOGY

This study employed a quantitative approach using a quasi-experimental design with a posttest-only control group design to examine the effect of Gimkit-based gamification on students' learning motivation in Islamic Religious

Education and Character Education. The sample consisted of 44 fifth-grade students from SD Negeri 3 Lemba. Class VA (21 students) served as the experimental group and received instruction through Gimkit-based gamification, whereas Class VB (23 students) served as the control group and received direct instruction using PowerPoint.

Data were collected using a learning motivation questionnaire consisting of 25 Likert-scale items and classroom observation. The questionnaire measured six indicators of learning motivation: desire to succeed, learning needs and encouragement, future aspirations, appreciation in learning, engaging learning activities, and a supportive learning environment. The collected data were analyzed using descriptive statistics and the Mann–Whitney U test with a significance level of 0, 05.

RESULTS AND DISCUSSION

Descriptive Statistics

This study involved 44 fifth-grade students, consisting of 23 students in the experimental group and 21 students in the control group. Students in the experimental group received instruction through Gimkit-based gamification, whereas those in the control group received direct instruction using PowerPoint. Following the learning intervention, students' learning motivation was measured using a learning motivation questionnaire. The descriptive statistics of students' learning motivation are presented in Table 1.

Table 1. Descriptive Statistics of Students' Learning Motivation

Group	n	Mean	SD	Minimun	Maximun
Experimental	23	85.65	6.17	69	93
Control	21	71.70	6.60	50	81

As shown in Table 1, the experimental group achieved a mean learning motivation score of 85.65, whereas the control group recorded a mean score of 71.70. This difference of 13.95 points indicates that students who participated in Gimkit-based gamification demonstrated higher levels of learning motivation than those who received direct instruction using PowerPoint.

The experimental group showed slightly lower score variability (SD = 6.17) than the control group (SD = 6.60), indicating that students' motivation scores were relatively consistent across both groups. Despite the similar level of variability, the experimental group consistently achieved higher learning motivation scores than the control group.

The minimum and maximum scores further support these findings. Scores in the experimental group ranged from 69 to 93, whereas those in the control group ranged from 50 to 81. These results indicate that students who participated in Gimkit-based gamification consistently achieved higher learning motivation scores than those in the control group.

To facilitate comparison between groups, the mean motivation scores are illustrated in Figure 2.

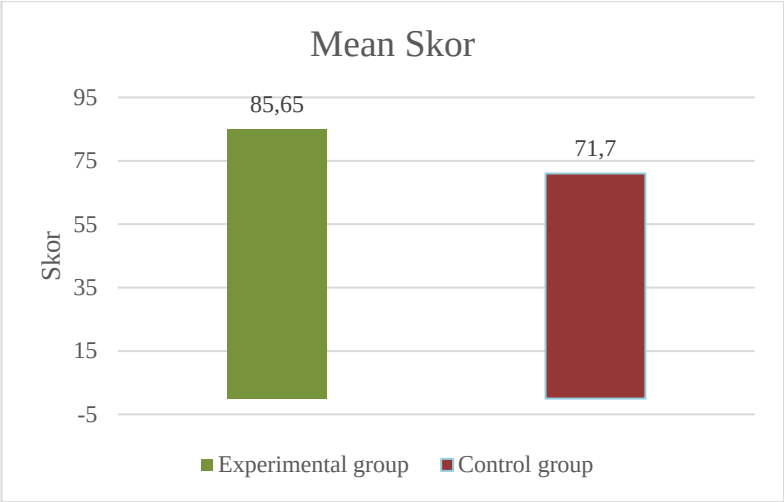

Figure 2. Mean Scores of Students' Learning Motivation

To provide a more comprehensive description of students' learning motivation, the posttest scores were further classified into five motivation categories. The distribution of students across these categories is presented in Table 2.

Table 2. Distribution of Students' Learning Motivation Categories

Category	Experimental	Control
Very High	18	1
High	5	19
Moderate	0	1
Low	0	0
Very Low	0	0

Table 2 shows a clear difference in the distribution of students' learning motivation between the experimental and control groups. Most students in the experimental group (78.3%) were classified as having very high learning motivation, whereas the majority of students in the control group (90.5%) were categorized as having high learning motivation. No students in either group were classified as having low or very low learning motivation. Overall, these findings suggest that students who participated in Gimkit-based gamification demonstrated higher learning motivation than those who received direct instruction using PowerPoint.

Hypothesis

Prior to hypothesis testing, the data were examined for normality and homogeneity. The normality test indicated that the data were not normally distributed, whereas the homogeneity test confirmed homogeneous variances between groups. Therefore, the Mann–Whitney U test was employed to examine differences in learning motivation between the experimental and control groups.

Table 3. Mann–Whitney U Test Results

Statistic	Value
Mann-Whitney U	26.500
Z	-5.062
Asymp. Sig (2-tailed)	<.001
Mean rank (Experimental)	31.85
Mean rank (Control)	12.26

The Mann–Whitney U test revealed a statistically significant difference in students' learning motivation between the experimental and control groups ($U = 26.500$, $Z = -5.062$, $p < .001$). Furthermore, the experimental group obtained a substantially higher mean rank (31.85) than the control group (12.26), indicating that students who learned through Gimkit-based gamification demonstrated significantly higher levels of learning motivation. Therefore, H_1 was accepted, confirming that Gimkit-based gamification had a significant effect on students' learning motivation in Islamic Religious Education and Character Education.

This The findings of this study demonstrate that the implementation of Gimkit-based gamification positively influenced students' learning motivation in Islamic Religious Education and Character Education. Compared with conventional instruction, students who participated in gamified learning showed greater enthusiasm and participation throughout the learning process. The classroom atmosphere became more interactive as students were encouraged to answer questions, complete learning challenges, and collaborate with their peers to achieve shared learning goals.

During the learning process, students gradually became more familiar with the gamified learning activities. At the first meeting, some students were still adapting to the rules of the game and the learning challenges. However, by the second meeting, they became more enthusiastic, confident, and actively engaged in each learning activity. The integration of game elements, such as leaderboards, avatars, rewards, and group competition, together with the use of Gimkit, created a more enjoyable learning experience. Students collaborated more effectively within their groups, actively participated in solving learning challenges, and were motivated to achieve the highest score. These findings suggest that Gimkit-based gamification can foster active participation and sustain students' learning motivation throughout the instructional process.

The increased learning motivation observed in this study may be explained by the interactive characteristics of Gimkit. Immediate feedback enabled students to recognize and correct their mistakes during learning, while the point system and rewards provided a sense of achievement that encouraged continuous participation. Furthermore, collaborative challenges allowed students to exchange ideas and solve problems together, creating a supportive learning environment that promoted both engagement and confidence.

These findings are consistent with Putra et al. (2024), who argue that integrating game mechanics into learning activities enhances students' motivation, participation, and collaboration. Likewise, Brillian et al. (2024) state that Gimkit

combines educational content with game mechanics to increase students' engagement in classroom learning. The active participation, collaboration, and enthusiasm observed during this study reflect these characteristics and demonstrate the effectiveness of Gimkit as a learning medium.

In contrast, although students in the control class remained interested in learning through videos, storytelling, and classroom discussions, their participation tended to decrease during teacher explanations. Some students required additional guidance to maintain their attention during the lesson. This finding suggests that learning activities supported by multimedia alone are beneficial for attracting students' attention; however, they may not provide continuous engagement to the same extent as gamified learning activities. Therefore, integrating game elements appears to offer additional opportunities for sustaining students' motivation throughout the learning process.

Overall, this study confirms that Gimkit-based gamification is an effective instructional approach for enhancing students' learning motivation in Islamic Religious Education and Character Education. The findings also extend previous studies on educational gamification by demonstrating that the positive impact of Gimkit is not limited to science or mathematics learning but can also support motivation in religious education at the elementary school level.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings and discussion of this study, the following conclusions can be drawn:

1. The implementation of Gimkit-based gamification created a more interactive, engaging, and student-centered learning environment in Islamic Religious Education and Character Education. The integration of game elements encouraged students to participate actively, collaborate with their peers, and remain engaged throughout the learning process.
2. Gimkit-based gamification had a significant positive effect on students' learning motivation. Compared with conventional instruction using PowerPoint, students who learned through Gimkit-based gamification demonstrated higher learning motivation. These findings indicate that integrating game elements into classroom instruction is an effective strategy for enhancing students' learning motivation at the elementary school level.

Recommendations

Based on the findings of this study, teachers are encouraged to integrate Gimkit-based gamification into classroom instruction as an alternative strategy for creating more interactive and motivating learning experiences

FURTHER STUDY

This study focused on the effect of Gimkit-based gamification on students' learning motivation in Islamic Religious Education and Character Education at the elementary school level. Future research is encouraged to explore the implementation of Gimkit over a longer instructional period to examine whether

its positive effects on motivation can be sustained over time. In addition, future studies may investigate the influence of Gimkit-based gamification on other educational outcomes, such as learning achievement, critical thinking, collaboration, student engagement, or self-regulated learning. Conducting similar studies in different educational levels and subject areas would also provide broader evidence regarding the effectiveness of gamification in diverse learning contexts.

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