

## **Development of SKI Phase D Learning Media Gamification-based**

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### ABSTRACT

This article aims to develop gamification-based learning media in learning Islamic Cultural History (SKI) in phase D (equivalent to classes VII and IX MTs) using the Research and Development (R&D) method with the ADDIE model. The focus of the discussion is on analyzing development needs which include identifying media needs in learning, student characteristics, and the nature of SKI material through observation, interview and document review techniques. The results revealed that SKI learning is considered boring due to monotonous conventional methods, while students are more interested in visual and narrative material such as the historical story of the Prophet Muhammad, despite having difficulty with complex material such as the development of Islam in the archipelago; both teachers and students appreciate the potential of gamification media with elements of levels, challenges, rewards, and leaderboards to increase motivation and learning engagement. The research conclusion shows that gamification-based media can be an innovative solution to create more interesting, interactive, and meaningful SKI learning while integrating Islamic values and 21st century skills, so further development is recommended to ensure its effectiveness and sustainability in various learning contexts.

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### ARTICLE INFORMATION

#### **Keywords:**

Media Development,  
Gamification, SKI

## **1. Introduction**

The development of science and technology has brought significant changes in the world of education, including in learning Islamic Cultural History (SKI) (Hubers et al., 2022). In phase D, which is equivalent to grades VII and IX of junior high school, SKI learning is often faced with challenges in the form of low student interest (Ariyanti & Anggerawati, 2024). This cannot be separated from learning methods that are still conventional and depend on media such as textbooks that are less interactive (Sokpheng & Meng, 2022). In fact, SKI is an important subject that plays a role in shaping students' understanding of the values of Islamic history and culture.

The current generation of students who grew up in the digital era requires a more dynamic and engaging learning approach (Andrews et al., 2020). Gamification with its various elements such as points, levels, challenges and rewards has been proven to increase student motivation and engagement in various fields of study (Saleem et al., 2022). Unfortunately, the application of this approach in SKI learning is still very limited. This condition encourages the importance of developing gamification-based learning media for SKI subjects.

The theoretical foundation of this research includes three main aspects. First, the concept of learning media as a material delivery tool that includes various forms such as visual, audio, audio-visual, and digital (Novelti et al., 2018). Second, gamification as a learning approach that adopts game elements to increase learning motivation (Sailer & Homner, 2020). Third, the characteristics of SKI learning in phase D which aims to build an understanding of Islamic history but is often constrained by less varied learning methods (Purwowidodo, 2024).

Some of the main problems identified in this study include low student interest in SKI due to monotonous learning methods, dependence on conventional media, lack of utilization of digital technology, and not optimal application of gamification (Liu & Liu, 2023). These problems need to be addressed immediately considering the importance of understanding Islamic cultural history for student character building (Nasichatu Muslimatin, 2024).

To overcome these problems, this study designed several problem-solving steps. The development of gamification-based learning media is the main solution offered. The development process will follow the

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ADDIE model which includes analysis, design, development, implementation, and evaluation stages. The resulting media will then be tested for feasibility and practicality by involving media experts, material experts, and students as users (Winaryati et al., 2021).

The main objective of this research is to develop gamification-based learning media that can increase students' interest in SKI. In addition, this research also aims to provide alternative practical solutions for teachers in creating more effective and enjoyable learning. Thus, it is expected that this research can make a meaningful contribution to the development of SKI learning methods that are more in line with the characteristics of today's digital generation.

Previous research shows the effectiveness of gamification in Islamic learning. Rohman in his research proves that gamification-based snakes and ladders media can increase interest in learning SKI (ROHMAN, 2024), while Khuzaifah in his research on the SEIRAMA songbook that successfully creates fun learning (Khuzaifah, n.d.). Another study by Fauzi showed that the combination of Powtoon and Quizizz was effective in increasing motivation to learn religion. Key findings show: (1) gamification

increases interest in learning, (2) creative media creates meaningful experiences, (3) integration of Islamic content-modern methods gives positive results as well (Fauzi et al., 2024). However, these studies have limitations in terms of digital platforms, gamification optimization, and SKI material specifications. This research is here to overcome these limitations by developing gamification-based learning media specifically for SKI phase D which integrates various gamification elements (points, levels, avatars) using the ADDIE model, so that it is expected to make a more comprehensive contribution to SKI learning.

## **2. Literature Riview**

### ***2.1 Learning Media***

The definition of media has been widely described by various experts, generally from a communication perspective. Etymologically, the word "media" comes from the Latin "medius," which means intermediary or connector. Learning media is a tool used to convey material to students, facilitating the teaching and learning process (Muhammad Ramli, 2012). Heinich et al. (1986) define media as a means of carrying information between a source and a receiver. Syaiful Bahri Djamarah and Azwan Zain call it a tool for channeling

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messages to achieve learning goals, while M. Syafei emphasizes the influence of media on changes in learner behavior. Reiser and Dempsey and Gagne & Briggs (1979) highlight the physical aspects of media, such as books and computer technology, which serve to increase the effectiveness of learning communication (Ramli AR, 2019).

The function of learning media is very important in achieving educational goals. McKown suggests four main functions: changing the focus of education, arousing learning motivation, providing clarity, and providing learning stimulation. Rowntree adds six functions, including generating motivation, repeating material, providing learning stimulus, providing quick feedback, promoting directed practice, and facilitating learning without the presence of a teacher (Miftah, 2013).

Learning media can be categorized into several types, such as visual media that includes pictures and diagrams, which help with understanding complex concepts. Audio media, including voice recordings and podcasts, are effective for students with auditory learning styles. Audio-visual media combines audio and visual elements, such as video and animation, for a more interactive learning experience. Meanwhile, digital media includes e-

learning apps and platforms that provide interactive and flexible learning experiences (Susanti & Zulfiana, n.d.).

While learning media has many advantages, such as increasing student motivation and engagement, there are also limitations that need to be considered, such as dependence on technology and the potential for distraction. In the context of Islamic education, learning media can enrich the learning experience through relevant apps and platforms, such as Quran Companion and Muslim Pro, which support Qur'anic learning and worship practices. Overall, learning media has a central role in facilitating the teaching and learning process, both as a tool, intermediary, and means of educational interaction.

## ***2.2 Gamification***

Gamification is the application of game design elements and principles in non-game contexts, such as education, to increase learner motivation, engagement and participation. By using game elements such as points, challenges and badges, gamification creates a more engaging and interactive learning experience. The ultimate goal is to increase student motivation and engagement. Gamification media integrates these elements into the learning design,

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thus creating a more dynamic atmosphere (Fitri Marisa et al., 2022).

The definition of gamification varies among experts. Vianna (2014) defines gamification as utilizing elements of game mechanics to build engagement. Coné (2012) extends this definition by emphasizing game-like aesthetics and ways of thinking. Zichermann (2011) simplifies this view by emphasizing the application of game logic to engage users. Deterding (2011) emphasizes the use of game design elements in non-game contexts (Guntara, 2020). These definitions suggest that gamification utilizes game design principles to increase engagement and motivation in education.

Commonly used gamification elements include points, badges, levels, leaderboards, challenges, storylines, avatars, statuses, feedback and rewards. Points are awarded as rewards for achievements, badges as symbols of accomplishment, and levels show student progress. Leaderboards create competition, while challenges test skills. Storylines convey material through narration, avatars represent students, and statuses provide recognition. Constructive feedback and rewards as incentives also play an important role in increasing student motivation (Maukar et al., 2022).

Gamification provides significant benefits in learning, such as increasing student motivation and engagement, creating a fun learning atmosphere, encouraging activity completion, aiding focus and understanding of material, and providing opportunities for competition and achievement. Quick and constructive feedback helps students understand their strengths and weaknesses, while gamification also improves information retention and encourages collaboration. The principles of gamification include freedom to fail, which allows students to learn from mistakes without fear, quick feedback that helps understand progress, progress that is measured through achievements, and a storyline that ties content to an engaging narrative. By applying these principles, gamification can create a more engaging, interactive and effective learning experience.

### **3. Methodology**

This research uses a Research and Development (R&D) approach by adopting the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model as the development framework. This model was chosen because it provides a systematic and structured framework in designing, developing, and evaluating innovative and effective gamification-based learning media (Winaryati et al., 2021). The

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purpose of this research is to develop gamification-based learning media in learning Islamic Cultural History (SKI) in phase D (equivalent to grades VII and IX of junior high school). The following are the stages:

A. Analysis:

At this stage, an in-depth analysis of the needs of students and teachers related to learning media for Islamic Cultural History (SKI) is conducted. This process includes identifying the challenges faced in current learning, as well as collecting data regarding students' preferences and expectations of the media to be used. In addition, the learning objectives to be achieved were clearly defined, along with the materials to be developed, so as to ensure that the media produced are relevant and in line with educational needs.

B. Design:

After the analysis is done, the next stage is design. At this stage, the gamification concept is designed by considering the elements that will be used to increase student engagement. This includes developing a logical and engaging learning flow, as well as an intuitive and easy-to-understand interface design and media content. A good design will ensure that the media is not only informative, but also engaging for students.

C. Development:

In the development stage, the designed media will be realized using appropriate tools or platforms. This

process involves content creation, coding, and integration of gamification elements, such as point systems, levels, challenges, and rewards, designed to increase student motivation and engagement. Effective development will result in interactive and fun learning media.

D. Implementation:

After the media has been developed, the implementation stage is carried out by conducting a limited trial in the classroom. At this stage, the media will be introduced to students to get direct feedback on its effectiveness and attractiveness. This trial is important to identify potential problems and areas that need improvement before the media is used more widely.

E. Evaluation:

The final stage is evaluation, where the implemented media will be evaluated based on feedback obtained from students and media experts. This evaluation process aims to assess the extent to which the media meets the learning objectives that have been set, as well as to identify aspects that need to be improved or enhanced. Evaluation is an important step to ensure that the learning media produced is truly effective and beneficial for students in their learning process.

This paper specifically examines the analysis stage, which is an important foundation in the development of gamification-based learning media. The discussion will

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focus on the data obtained from the first stage, which is the needs analysis, while the data from the later stages will be discussed in a separate article.

The following are the results of interviews with several Islamic Cultural History teachers from various MTs in several districts/cities. Each interview data is coded for easy reference.

Code: MTs-A1

*"Students often feel bored because the SKI material uses too much theory and is less interactive. Some materials, such as the development of Islam in the archipelago, are difficult to understand due to the lack of adequate examples for them."*

Code: MTs-B2

*"The SKI material presented tends to be monotonous. Students are not actively involved, and they prefer more interactive methods."*

Code: MTs-C3

*"The use of theoretical approaches makes students lose interest quickly. They need concrete examples to understand the material better."*

Code: MTs-D4

*"I usually use PowerPoint and textbooks, but students are less interested. I have tried videos, but not all students focus because the duration is too long."*

Code: MTs-E5

*"The media I use are not effective. PowerPoint and textbooks do not attract students' attention, and the videos I tried did not fit the ideal duration."*

Code: MTs-F6

*"Students prefer to learn in a more interactive way. Conventional media such as textbooks are no longer interesting to them."*

Code: MTs-G7

*"Gamification media with elements such as levels, challenges, and rewards are likely to make students more motivated. I hope this media can present the material visually and interactively, such as animation or simulation."*

Code: MTs-H8

*"Gamification can be a solution. Game elements can increase student motivation and make learning more fun."*

Code: MTs-I9

*"I believe that with gamification, students will be more engaged. Interactive and visual presentation of material is very important for their understanding."*

The following are the results of interviews with several Islamic Cultural History teachers from various MTs in several districts/cities. Each interview data is coded for easy reference.

Code: MTs-A1

*"Material about the development of Islam in the archipelago is often difficult for students to understand because of the lack of visual references, and material about the war during the Khulafaur Rasyidin period often makes students confused because there are many names and events."*

Code: MTs-B2

*"Students have difficulty understanding material that has too much information and no supporting*

*visualizations."*

Code: MTs-C3

*"The material on the war of Khulafaur Rasyidin is confusing because of the many names and events that are interrelated."*

Code: MTs-D4

*"I want students to understand values such as honesty, leadership and cooperation through Islamic history."*

Code: MTs-E5

*"History learning should include character values that are important in students' lives."*

Code: MTs-F6

*"The material about the Prophet Muhammad's journey is suitable to be developed in the form of gamification games."*

Code: MTs-G7

*"Gamification can make learning more interesting and interactive."*

Code: MTs-H8

*"I usually teach from basic to complex material, but students still lack enthusiasm."*

Code: MTs-I9

*"I often do group discussions and presentations, but they are not interesting enough for students."*

The following are the results of interviews with several phase D students at MTs. Each interview data is also coded for easy reference.

Code: Student-J1

*"I like the material about the battle of Badr because the story is exciting and full of strategies, but I don't like the material about the*

*development of Islam in the archipelago because there are too many names and years that must be memorized."*

Code: Student-K2

*"The material on the Battle of Badr is interesting because there are many lessons about leadership and cooperation."*

Code: Student-L3

*"I usually ask friends or look for videos on YouTube if I don't understand. The material about Khulafaur Rasyidin is still confusing because there is too much information."*

Code: Student-M4

*"The Khulafaur Rashidin material is difficult to understand because there are many details that must be remembered."*

Code: Student-N5

*"I would like this media to have a quiz or challenge feature that can be done with friends. This media should also have short and clear explanations, and interesting pictures or animations."*

Code: Student-O6

*"Gamification media should be interactive and fun so that we are more interested in learning."*

#### **4. Result and Discussion**

The analysis phase is the main foundation in the development of gamification-based learning media for learning Islamic Cultural History (SKI) in phase D. This phase aims to identify the needs, problems and characteristics of learning, as well as analyze the material to be developed.

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This stage aims to identify learning needs, problems, and characteristics, as well as analyze the material to be developed. The analysis process is carried out through three main steps, namely (Winaryati et al., 2021):

**1. Needs Analysis**

A needs analysis was conducted to understand the challenges and problems faced in SKI learning. This step involves classroom observation and interviews with teachers. Classroom observations observed the dynamics of learning, including student interest, participation, and interaction with the material. Meanwhile, interviews with teachers were conducted to explore information about the obstacles and challenges faced in SKI learning.

Based on the results of interviews with Islamic Cultural History (SKI) teachers from various Madrasah Tsanawiyah (MTs), several main challenges were found in the learning process. First, many teachers revealed that students often feel bored with teaching methods that are too theoretical and do not involve active participation (MTs-A1, MTs-B2, MTs-C3). This phenomenon is in line with modern learning theories that emphasize the importance of student engagement to increase motivation and understanding (Tuerah & Tuerah, 2023). Without an interactive approach, SKI materials that are rich in historical narratives and cultural values risk being considered boring and less relevant

by students (Wolff et al., 2015).

Second, the learning media used so far, such as PowerPoint presentations and textbooks, are considered less effective in captivating students' interest in learning (MTs-D4, MTs-E5, MTs-F6). In fact, recent research shows that the use of more dynamic and interactive media, such as animated videos or digital simulations, can significantly increase student engagement (Maghfiroh et al., 2024). Unfortunately, the conventional approach that is still dominant actually strengthens the impression of monotony in SKI learning (Khan et al., 2015).

Third, the need for gamification-based media was highlighted in discussions with teachers. A number of educators expressed the belief that the application of gamification elements such as completion levels, interactive challenges, and reward systems can be a solution to increase students' learning motivation (MTs-G7, MTs-H8, MTs-I9). Gamification theory in education supports this view, where game mechanics are proven to create a more enjoyable and meaningful learning experience (Dichev et al., 2015).

From the needs analysis above, it can be concluded that the main challenge of SKI learning in MTs centers on methods and media that are still conventional, less interactive, and tend not to appeal to the current generation of students. Therefore, the

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application of gamification in SKI learning is expected to be a breakthrough to overcome the problem of boredom while increasing the interest and understanding of these students (Boeker et al., 2013). By integrating gamification elements and interactive technology, SKI learning can be transformed to be more dynamic, participatory, and effective in achieving educational goals.

**2. Analysis of Student Characteristics**

The analysis was conducted to understand the interest, motivation, and learning style of phase D students. Data was collected through questionnaires with students. This step aims to explore students' preferences and needs in the learning process, including elements that can increase their motivation and engagement.

Based on the questionnaire results of 21 students, there is an interesting picture of Islamic Cultural History learning preferences. The majority of respondents (62%) claimed to be interested in SKI lessons, and 71% felt enthusiastic about learning Islamic history, but only 38% considered the material easy to understand with the current conventional method. This data reveals a gap between interest and understanding, which according to Mayer's (2009) cognitive load theory can be overcome with a multimodal approach by harmoniously combining text, images and audio to

reduce cognitive load (Mayer, 2024).

Students showed strong interest in gamification elements, with 81% believing the level system can increase motivation, 76% agreeing digital badges can spur learning, and 71% seeing leaderboards as a means of positive competition. This response is in line with Deci & Ryan's (2000) self-determination theory on the importance of fulfilling basic psychological needs of competence, autonomy, and connectedness in the learning process (Rohinsa, 2023). Through the mechanics of gamification, all three needs are naturally met: a sense of competence develops through a level system that marks progressive achievement, autonomy arises from the freedom to choose how to earn badges, while leaderboards stimulate social connectedness through healthy competitive interaction (Smiderle et al., 2020). Visual preferences also appear to be dominant, with 81% of students claiming to understand the material more easily through pictures or diagrams and 76% finding learning videos very helpful, firmly proving the truth of Paivio's (1986) dual coding theory (Pasaribu et al., 2025). This theory explains that the human brain processes and stores information through two separate but complementary channels: verbal (language) and visual (images). When these two channels are activated simultaneously, a cognitive synergy occurs that is capable of increasing

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memory retention by up to 50% in the understanding and retention of learning material (Clark & Paivio, 1987).

From the qualitative responses, there was a strong demand for interactive methods such as discussion and roleplay (71%), as well as technology integration in the form of videos and animations. Students also wanted more visual, dynamic, and story-based materials, with an ideal duration of 5-10 minutes according to the attention span characteristics of the digital generation. This expectation is in line with Kolb's (1984) experiential learning theory that emphasizes learning through concrete experiences (Aini & Nugroho, 2025).

These findings lead to recommendations for the development of gamification-based SKI learning media that combines interactive timelines, reward systems, and short visual content, complemented by roleplay methods for exemplary material. Its implementation can start with the development of a prototype, followed by a limited trial in several pilot classes, and a comprehensive evaluation of the improvement of students' understanding and motivation to learn.

### **3. Material Analysis**

Material analysis is carried out to determine the SKI content that will be developed in gamification media. This step involved reviewing the

syllabus and SKI textbooks and interviewing SKI teachers, to identify materials that are relevant and in accordance with the curriculum. In addition, the analysis also considers the Islamic values that want to be emphasized in learning.

Based on the results of in-depth interviews with Islamic Cultural History (IHR) teachers from various Madrasah Tsanawiyah (MTs), several significant challenges in the learning process were identified. First, as expressed by teachers from MTs-A1, MTs-B2, and MTs-C3, students have difficulty understanding complex materials such as the development of Islam in the archipelago and important events during the Khulafaur Rasyidin period. This challenge arises due to several factors: (1) the lack of visual references that help visualize historical events, (2) the many names of figures and chronology of events that must be memorized, and (3) learning methods that are still conventional. This condition is in accordance with the findings of (Utomo, 2023) who emphasized the importance of active student involvement through interactive learning approaches to improve understanding of abstract concepts.

Second, as stated by teachers from MTs-D4 and MTs-E5, there is an urgent need to integrate Islamic values more effectively in learning. Educators realize that history learning does not only aim to transfer

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factual knowledge, but more importantly to instill Islamic character values such as honesty, leadership, and cooperation through exemplary historical figures. This perspective is in line with the theory of character education (Kasingku & Gosal, 2024) which asserts that holistic education should include the development of cognitive aspects as well as the formation of character and morals of learners.

Third, observation of students' interest showed a positive response to the innovative learning approach. Teachers from MTs-F6 and MTs-G7 reported that students showed greater enthusiasm for certain materials such as the Prophet Muhammad's journey which has the potential to be developed in the form of gamification. This finding reinforces gamification theory which states that the application of game elements such as challenges, levels, and reward systems can create a more interesting, interactive, and meaningful learning experience (Syuhada et al., 2024).

The results of this needs analysis produced comprehensive data that included: (1) identification of learning challenges, (2) characteristics of phase D students, and (3) mapping of learning materials. This data becomes the theoretical and practical basis for the design stage of gamification-based learning media that meets several important criteria: (a) in accordance

with the needs of teachers in delivering complex materials, (b) relevant to the characteristics and interests of digital generation students, and (c) effective in improving conceptual understanding as well as instilling Islamic values. The development of this media is expected to overcome the main problem in SKI learning, namely the low interest and understanding of students in narrative and complex historical material.

## **5. Conclusion**

By encouraging the development of gamification-based learning media, educators can present a more interactive and fun learning atmosphere, which can inspire students to participate more actively. This approach not only overcomes traditional challenges such as boredom and lack of understanding, but also bridges the needs of the digital generation who are more responsive to technology. Therefore, the application of gamification in SKI learning is not only a pedagogically relevant innovation, but also a strategic step to prepare a young generation with strong character, broad insight and 21st century skills. Continued research and development in this aspect can contribute significantly to the evolution of an adaptive and inclusive education system.

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