

Development of an Evaluation Instrument Based on the Educational Game Blooket for the Subject of SKI Phase E: The Development of Islam during the Khulafaur Rashidin Era

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Abstract: In the rapidly advancing era of globalisation, information and communication technology have had a significant impact, including in the field of education. The development of innovative learning media is crucial to enrich the teaching and learning process. Although many schools have provided IT media for education, there are still educators who underutilise these resources, particularly as tools for evaluating students. This research adopts a Research and Development (R&D) approach with the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. This study aims to assess the implementation of the educational game Blooket as an evaluation instrument for the subject SKI at MA Miftahul Ulum Sitiaji. The research subjects were the students, and data were collected through interviews, observations, and documentation. Data analysis was conducted using normality tests, reliability tests, and t-tests. The results indicate that the validity of the Blooket website as an educational game-based evaluation instrument is excellent, with validation percentages of 71.2% from subject matter experts, 68.5% from Islamic Religious Education teachers, and 94% from media experts. The students' responses to the instrument were also very positive, with an average percentage of 87%. In conclusion, the educational game-based evaluation instrument Blooket is deemed appropriate and effective for use in the learning process.

Keywords: Blooket, Evaluation Instrument, Islamic Religious Education.

Abstrak: Dalam era globalisasi yang berkembang pesat ini, teknologi informasi dan komunikasi telah membawa dampak signifikan, termasuk dalam sektor pendidikan. Pengembangan media pembelajaran yang inovatif menjadi penting



untuk memperkaya proses belajar mengajar. Meskipun banyak sekolah yang sudah menyediakan media IT untuk pembelajaran, masih terdapat pendidik yang kurang memanfaatkannya, terutama sebagai instrumen evaluasi siswa. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model ADDIE, yang mencakup lima tahap: analisis, desain, pengembangan, implementasi, dan evaluasi. Tujuan penelitian ini adalah untuk mengetahui penerapan game edukasi Blooket sebagai instrumen evaluasi pada mata pelajaran SKI di MA Miftahul Ulum Sitiaji. Subjek penelitian adalah peserta didik, dan data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan dengan uji normalitas, reliabilitas, dan t-test. Hasil penelitian menunjukkan bahwa validitas website Blooket sebagai instrumen evaluasi berbasis game edukasi sangat baik, dengan persentase validasi dari ahli materi sebesar 71,2%, 68,5% dari guru Pendidikan Agama Islam, dan 94% dari ahli media. Respon peserta didik terhadap instrumen ini juga sangat positif, dengan rata-rata persentase 87%. Kesimpulannya, instrumen evaluasi berbasis game edukasi Blooket layak dan efektif digunakan dalam proses pembelajaran.

Kata kunci: Blooket, Instrumen Evaluasi, Pendidikan Agama Islam.

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Introduction

Education is a process of learning that involves the development of knowledge, skills, and habits, playing a crucial role in improving the quality of human resources. Education must continuously evolve to meet the demands of the times and technological advancements (Setyowati et al., 2021). With the growth of information and communication technology in the era of globalization, education has also undergone significant changes, with technology playing an essential role in creating more interactive, effective, and efficient learning environments (Yusril et al., 2022). In education, technology not only facilitates the delivery of content but also enables a more engaging and motivating learning process for students.

Teachers, as facilitators of learning, have a pivotal role in leveraging technology to enhance student achievement and motivation. One crucial aspect of learning is evaluation, which aims to assess students' understanding, improve teaching strategies, and support decision-making processes.

From an Islamic perspective, evaluation in education is also important for measuring the extent to which students comprehend the material being taught. This evaluation encompasses various aspects, such as cognitive, affective, and psychomotor skills. Effective evaluation requires practical, valid, and engaging instruments, which can be achieved through applying science and technology. One innovation in learning evaluation is using educational **games**, which combine elements of entertainment and education to create a more enjoyable and interactive learning experience. One such platform gaining popularity is Blooket, which allows teachers to create and customise educational games for students (Ferdin et al., 2023).

Blooket offers various features, including classrooms for creating classes and inviting students, multiple engaging game modes, and a leaderboard to display top scores. It also promotes student collaboration and allows for the adjustment of question duration and real-time feedback during quizzes (Hadi Nugroho et al., 2022). The subject of Islamic Civilisation History (Ind: *Sejarah Kebudayaan Islam* [SKI]), often perceived as difficult and less engaging by students, requires innovation in both teaching methods and evaluation. Currently, the evaluation instruments used in this subject remain conventional, relying on paper-based assessments and oral exams without incorporating technology. Several challenges, such as cheating, distractions among students, and a lack of motivation, further complicate the evaluation process.

To address these issues, there is a need for more engaging and varied evaluation instruments. The researcher is interested in developing a game-based educational evaluation tool, specifically using Blooket, which is believed to capture students' attention and interest while making it easier for teachers

to deliver content. The use of Blooket is expected to enhance student motivation and encourage more active participation in the learning process, particularly in subjects perceived as less engaging, such as Islamic Civilisation History. This research aims to develop an evaluation tool that is more engaging, interactive, and effective, which can improve the quality of learning and achieve educational objectives. By leveraging educational games like Blooket, this study hopes to introduce innovation in learning that not only supports teachers but also makes the learning process more enjoyable and beneficial for students.

Method

In this study, the researcher adopts the Research and Development (R&D) method, as defined by Sugiyono. He explains that the R&D method is employed to produce a specific product and to test its effectiveness (Felia et al., 2023). The research process includes needs analysis and testing of the developed product to ensure its functionality within the school environment.

The development model employed in this study is the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen due to its comprehensibility and suitability for various types of development (Anugrah Aldi et al., 2022).

The first stage, **analysis**, involves descriptive analysis, including initial analysis, analysis of learners, analysis of Learning Outcomes (LO), Learning Objectives (LO), Learning Objective Flow (LOF), concept analysis, and formulation of learning goals. The next stage, **design**, sees the researcher design the product, considering the goals, needs, functionality, and aesthetics. In this stage, the researcher selects learning materials, prepares reference books and questions, and designs evaluation instruments through the educational game Blooket.

The **development** stage involves the creation of the product based on the

previously designed blueprint. The researcher develops evaluation instruments in the form of quizzes or questions and creates validation instruments for media experts and PAI learning experts. Following validation, expert feedback is incorporated to improve the weaknesses of the Blooket-based digital evaluation instrument, making it more effective.

In the **implementation** stage, the researcher conducts product trials to identify potential issues and challenges in using the evaluation instruments. After the trial, students are given a test to measure the effectiveness of the developed product. The final stage, **evaluation**, is used to assess the effectiveness and success of the developed learning program, as well as to evaluate the practicality of the product (Parisa et al., 2023).

Data collection techniques in this study include observation, interviews, questionnaires, and documentation. Observation is conducted to monitor student behavior directly; interviews are carried out with relevant parties such as the school principal and teachers, and documentation is used to gather information from records or other sources. Questionnaires are used to collect information from respondents regarding their opinions, attitudes, and experiences related to the research topic. These questionnaires include validation by media experts, content experts, and student responses.

The data collection instrument used in this research is a questionnaire with a rating scale from 1 to 5. Evaluation is performed by experts, and the results are analysed to determine the quality of the developed product. The data analysis techniques employed include both quantitative and qualitative analysis using Likert scales and Gutman scales.

Product trials are carried out to assess the feasibility of the developed product. The expert validation phase involves both content and media experts, who provide feedback and recommendations for improvements. The product trial is conducted with students from class X of MA Miftahul Ulum Siti Aji to measure the product's effectiveness. Validity and reliability tests are also conducted to ensure the instruments used are both valid and reliable. A

T-test is employed to test the hypotheses in this study.

Overall, this research aims to develop an effective and practical evaluation instrument based on the Blooket educational game for teaching Islamic cultural history in class X of MA Tarbiyatul Islam Soko. The results of this study are expected to contribute positively to the improvement of the quality of learning in the school.

Results and Discussion

Based on the final product developed in this study, the outcome is an educational game-based evaluation tool, *Blooket*, designed for the subject of Islamic Cultural History, specifically covering the development of Islam during the period of the Khulafaur Rashidin. This research employed the Research and Development (R&D) methodology with the ADDIE model, comprising five stages: analysis, design, development, implementation, and evaluation. The results of this study indicate that the developed product is classified as "highly valid" and "very good" for implementation in educational activities.

The initial phase of the study was the analysis stage. This phase involved interviews with teachers of Islamic Religious Education to gather and analyze information regarding the learning needs, curriculum, and student characteristics. Field studies were conducted using interview techniques for data collection.

Following the analysis phase, the next step was the design phase. This phase began with the selection of content to be developed, which was subsequently designed using the *Blooket* platform.

The development phase followed the design stage. During this phase, *Blooket* was utilised to develop quiz-based content in the form of an educational game. After the evaluation tool was developed, it was published in the form of a link that was easily accessible to users.

The preliminary product was then validated by two validators who

assessed the content through validation sheets. The first validator was an expert in Islamic Religious Education content, while the second validator was a media expert. The validation results from the content expert showed an average of 71.2% from faculty members of the Nahdlatul Ulama Sunan Giri University and 68.5% from teachers at the research institution, both categorised as "valid". The validation from the media expert showed an average of 94%, categorised as "highly valid" for use as an evaluation tool (Supriatini et al., 2020).

After the evaluation tool was validated and deemed suitable for use in educational settings, the implementation phase was carried out. The implementation phase serves as a trial stage to assess the tool's reception, determining whether it is appropriate for use in teaching and whether further revisions are necessary.

Students were then given a feedback questionnaire to provide their responses and assessments. The student feedback was analysed to determine the effectiveness of the tool, with the average percentage calculated from the combined ratings of 22 students. Based on the analysis of the students' responses during the trial phase, an average percentage of 87% was obtained, classified as "very good", indicating its effectiveness in supporting the learning process.

Furthermore, the analysis of effectiveness from both the teacher of Islamic Religious Education and the students indicated that the use of the *Blooket*-based educational game evaluation tool for the subject of Islamic Cultural History was generally suitable for use in teaching. This was evidenced by the feedback questionnaire results, which were classified as "highly valid", along with recommendations to better prepare the *Blooket* evaluation tool to ensure students do not encounter difficulties accessing the *Blooket* website.

The findings of this study suggest that the use of the *Blooket* educational game tool has had a positive impact on student learning outcomes. Teaching activities became more interactive, innovative, engaging, and less

monotonous. Students not only listened to the teacher's material through blended learning but also engaged interactively, both with the instructor and with peers, through the game-based evaluation tool. This study's findings align with previous research indicating that educational game-based evaluation tools can improve learning outcomes. One such study by Wulandari, Susilo, and Kuswandi noted that multimedia-based interactive learning tools with educational games could enhance student learning activities. James Paul Gee also highlighted that educational games assist students in learning in a more interactive and enjoyable manner. Additionally, numerous experts support the view that educational games can enhance learning outcomes.

Next, the evaluation phase was conducted, which aims to refine the evaluation tool based on expert feedback. After the evaluation phase, prerequisite testing was performed. Prerequisite testing involves evaluating the data collected from the main respondents. Tests for normality, reliability, and t-tests were conducted to ensure the effectiveness of the data. In this study, normality testing was performed using the *Shapiro-Wilk* test (Cahya et al., 2018). The results showed a significance value of 0.283, indicating that the data were normally distributed as the significance value was greater than 0.05. Reliability testing in this study was considered valid if the results were $\geq 75\%$. The calculation yielded a reliability score of 97.9%, confirming the reliability of the data used in this research. Furthermore, for the t-test, a significance value of 0.776 was obtained, which is smaller than the alpha value, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a), indicating a significant effect of the independent variable on the dependent variable.

Conclusion

Based on the research and development of the evaluation instrument media using the educational game Blooket for the material History of Islamic Civilization in Class X at MA Miftahul Ulum Siti Aji, several key points can be

concluded as follows:

1. Development of the Evaluation Instrument Media

The evaluation instrument was developed using the Research and Development (R&D) method, following the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). In the first stage, analysis, a review was conducted on the material to be taught, the needs of both teachers and students, learning outcomes, learning objectives in alignment with the Kurikulum Merdeka, and the characteristics of the students. The second stage, design, involved creating the concept or framework for the evaluation instrument. In the development stage, the instrument was evaluated by subject matter and media experts to ensure its quality, and it was subsequently developed into an engaging Blooket-based educational game, complete with usage instructions and questions. During the implementation phase, the instrument was trialed in the class under study. The final stage, evaluation, involved revisiting the instrument based on feedback from experts, leading to necessary revisions.

2. Validation and Effectiveness of the Evaluation Instrument Media

The validation results for the evaluation instrument in the material Development of Islam during the Era of the Khulafaur Rasyidin yielded very favourable outcomes. The instrument was validated by media experts with a rating of 94%. Validation by subject matter experts showed a percentage of 71.2%, while validation by the Islamic Religious Education teacher yielded a score of 68.5%. The instrument was also found to be effective in improving the learning outcomes of Class X students at MA Miftahul Ulum Siti Aji, achieving an effectiveness score of 80%.

Overall, the development and application of the Blooket-based educational game evaluation instrument has proven to be both valid and effective in enhancing the quality of the History of Islamic Civilization learning.

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