



Implementation of the Gamification-Based Blooket Platform in Learning to Listen to Fantasy Fairy Tales

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Article Info	Abstract
Received: 2026-05-15 Revised: 2026-06-15 Accepted: 2026-06-17 Keywords: <i>Blooket; gamification; learning media; listening; fantasy stories.</i> DOI: 10.24256/ideas.v14i1.10619 Corresponding Author: Novita U. Hundolo novitahundolo14@gmail.com Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Gorontalo	<i>This study was conducted in response to the current state of fantasy fairy tale listening instruction, which remains dominated by lecture-based methods and thus fails to effectively enhance student motivation and engagement in the learning process. The study aims to describe the implementation of the gamification-based Blooket platform in fantasy fairy tale listening instruction for seventh-grade students at SMP Negeri 1 Telaga during the 2025/2026 academic year. The study employed a qualitative descriptive approach supported by quantitative descriptive data. The research subjects consisted of one Indonesian language teacher and 20 seventh-grade students. Data were collected through observation, interviews, tests, questionnaires, and documentation. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions, and was reinforced through triangulation of sources and methods. The research results indicate that the implementation of the Blooket platform was carried out through the stages of planning, implementation, and evaluation of learning, which were based on the Merdeka Curriculum teaching modules. The learning process took place through introductory, core, and concluding activities by utilizing gamification features such as competitions, challenges, and immediate feedback. Test results indicate that most students achieved scores above the Minimum Passing Criteria (KKM), while survey results show a very positive response to the use of Blooket, particularly regarding learning motivation, engagement, interaction, and</i>

ease of use. The success of the implementation was supported by student readiness, teacher competence, and the availability of learning facilities and infrastructure. The challenges identified included differences in student abilities, limited learning time, and technical obstacles such as internet connectivity and supporting devices. The research findings indicate that the use of the Blooket platform positively contributes to student engagement and supports the comprehension of fantasy story texts.

1. Introduction

Learning is a process that results in changes in students' behavior, knowledge, skills, attitudes, and understanding because of learning experiences gained through interaction with the environment. In the context of formal education, learning is not only oriented toward the transfer of knowledge from teachers to students but also aims to develop critical thinking, creativity, problem-solving, communication, and collaboration skills necessary for 21st-century life. Therefore, the learning process must be designed to be active, meaningful, and student-centered so that educational goals can be optimally achieved.

Although various learning innovations have emerged, learning practices in schools are still often dominated by conventional, teacher-centered approaches. Learning processes that are verbal, one-way, and make minimal use of learning media cause students to tend to be passive and less engaged in learning activities. This situation results in low learning motivation and limited student understanding of the material being studied.

These issues are also evident in Indonesian language instruction, particularly regarding the listening comprehension of fantasy folktales at SMP Negeri 1 Telaga. Based on initial observations, it was found that some students struggled to understand the story's content, identify intrinsic elements, and grasp the moral message contained in the fantasy folktale. Additionally, students demonstrated relatively low levels of enthusiasm and participation during the listening activity. From the teacher's perspective, instruction remains dominated by lecture-based methods with limited media variation, so the listening activity has not been able to provide an engaging and meaningful learning experience for students.

In the Merdeka Curriculum, listening skills require students not only to hear information but also to understand, interpret, analyze, and evaluate the information received. In fantasy tale lessons, students are expected to understand the plot, characters, setting, conflict, and moral values embedded in the story. The complexity of these demands necessitates instructional strategies that can actively

engage students throughout the learning process.

One alternative that can be used to address this issue is the use of gamification-based learning technology. Gamification is the application of game elements in non-game contexts to increase motivation, engagement, and user experience. Deterding et al. (2011) explain that gamification utilizes various game elements such as challenges, rewards, competition, points, rankings, and feedback as tools to increase user participation in an activity. In an educational context, gamification can create a more engaging, interactive learning environment and encourage students to actively participate in the learning process.

The application of gamification in learning is also consistent with constructivist theory, which positions learners as active agents in constructing their knowledge through meaningful learning experiences. Through activities that require active participation, students gain the opportunity to construct understanding based on experiences they encounter firsthand. Additionally, the use of gamification-based digital media is supported by Mayer's multimedia learning theory, which states that learning is more effective when information is presented through a combination of visual and verbal channels. Thus, the integration of audiovisual media and interactive activities in learning has the potential to help students understand the material more deeply.

One platform that integrates gamification concepts into learning is Blooket. Blooket is a digital learning platform that allows teachers to present material and assessments in the form of interactive games. This platform offers various game modes that can be used to boost student motivation through competition, challenges, and engaging reward systems. Additionally, Blooket provides immediate feedback on students' answers, thereby aiding the reflection process and enhancing understanding of the material more effectively.

Previous studies have shown that gamification has the potential to positively enhance student motivation and learning outcomes. Purba's (2024) research indicates that the implementation of gamification in learning can increase student engagement and support the learning process more effectively. Sartika's (2025) study on the implementation of gamification in learning—which examined the structure and language of news texts through the Genially platform—also showed that the use of gamification-based media can improve student learning motivation and learning outcomes. Meanwhile, research by Awaliyah and Mahpudin (2025) found that the use of Blooket in Information and Communication Technology (ICT) education contributes to improved student learning outcomes.

Nevertheless, research on the application of gamification is still dominated by specific subjects and productive language skills. Studies that specifically address the implementation of the Blooket platform in the teaching of fantasy fairy tale listening comprehension remain very limited. In fact, the characteristics of fantasy stories—rich in imaginative elements, characters, plot, and moral messages—require learning strategies capable of integrating audio, visual, and interactive elements in a balanced manner. Thus, there remains a need to examine how the

implementation of the Blooket platform can support the learning of listening to fantasy stories more effectively.

In this study, effectiveness is defined as the degree to which learning objectives are achieved, as demonstrated by student engagement during the learning process and their ability to comprehend the content of the fantasy fairy tale text. Engagement refers to students' active participation—both behavioral and emotional—during learning activities. Learning outcomes are understood as students' ability to identify intrinsic elements, comprehend the story's content, and identify the moral values contained within the fantasy fairy tale text they are listening to.

Based on the above description, the research questions in this study are: (1) how is the gamification-based Blooket platform implemented in the learning of listening to fantasy fairy tale texts among seventh-grade students at SMP Negeri 1 Telaga in the 2025/2026 academic year, and (2) what factors influence the implementation of learning using the Blooket platform for the listening to fantasy fairy tale texts material.

In line with these research questions, this study aims to describe the implementation of the gamification-based Blooket platform and to identify the factors that support and hinder its implementation in the teaching of fantasy fairy tale listening comprehension. This study is expected to provide a theoretical contribution to the development of gamification studies in Indonesian language education and to serve as an innovative learning alternative relevant to the requirements of the Merdeka Curriculum.

2. Method

This study was conducted at SMP Negeri 1 Telaga during the 2025/2026 academic year, focusing on the implementation of the gamification-based Blooket platform in the teaching of listening comprehension of fantasy fairy tales for seventh-grade students. The study employed a qualitative descriptive approach supported by quantitative descriptive data. The qualitative approach was used to gain an in-depth understanding of the planning and implementation processes, as well as the factors influencing the implementation of the Blooket platform in learning. Meanwhile, quantitative descriptive data was used to provide an overview of test results and student responses to the use of the Blooket platform through a Likert scale questionnaire.

This approach was chosen because the study does not aim to test cause-and-effect relationships or compare experimental and control groups, but rather to describe learning phenomena as they naturally occur in a school setting. Thus, the study seeks to provide a comprehensive picture of the implementation of gamification-based learning media in the context of learning to listen to fantasy fairy tales.

Research Subjects

The research subjects consisted of one Indonesian language teacher and 20 seventh-grade students at SMP Negeri 1 Telaga who were directly involved in the implementation of learning activities focused on listening to fantasy fairy tales using the Blooket platform. The subjects were selected through purposive sampling because they were the parties directly experiencing the learning process that was the focus of the study.

The Indonesian language teacher was selected as the primary informant because they played a role in designing, implementing, and evaluating the learning process. Meanwhile, the students were selected as supporting informants because they were the direct users of the Blooket platform in learning activities, enabling them to provide information regarding their learning experiences, level of engagement, and responses to the use of this medium.

Data and Data Sources

The data in this study includes qualitative and quantitative data. Qualitative data consists of information regarding the learning planning process, the implementation of learning, student activities, teacher activities, supporting factors, inhibiting factors, and students' learning experiences during the use of the Blooket platform. Quantitative data consists of learning test results and student questionnaire scores regarding their responses to the implementation of the Blooket platform.

The research data sources consist of:

1. Informants, namely Indonesian language teachers and seventh-grade students at SMP Negeri 1 Telaga.
2. Events, namely all learning activities involving listening to fantasy fairy tales using the Blooket platform.
3. Documents, including teaching modules, assessment instruments, student test results, questionnaires, photos of learning activities, and other supporting documents relevant to the research.

Data Collection Techniques

1. Observation

Observations were conducted directly during the learning process. The observation technique used was participatory observation, in which the researcher was involved in the learning situation to observe the activities of teachers and students during the implementation of the Blooket platform.

The aspects observed included student engagement in learning, interactions between teachers and students, student responses to the use of the Blooket platform, as well as factors that supported and hindered the implementation of learning. To enhance data objectivity, observations were conducted alongside subject teachers who acted as collaborators.

2. Interviews

Interviews were conducted face-to-face with teachers and several students after the learning session. A semi-structured interview technique was used to ensure the researcher obtained in-depth data while remaining aligned with the research focus. The interviews aimed to gather information regarding experiences with the Blooket platform, students' perceptions of the learning process, challenges encountered during instruction, and teachers' views on the effectiveness of gamification in teaching students to listen to fantasy fairy tales.

3. Test

The test was used to assess students' level of understanding of the fantasy fairy tale listening material after participating in the learning activity using the Blooket platform. The test was administered in the form of questions integrated into the Blooket platform and covered aspects of story comprehension, including characters, setting, plot, theme, and the moral values contained in the fantasy fairy tale. The test results were used as supporting data to describe students' learning achievements after participating in the learning activities.

4. Questionnaire

Data collection was also conducted through a closed-ended questionnaire designed by the researcher based on indicators of learning motivation, student engagement, learning interactions, ease of use of the platform, and perceptions of learning outcomes. The questionnaire was administered to all students following the completion of the learning activities. The questionnaire instrument uses a five-point Likert scale consisting of Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). Before use, the questionnaire instrument was first consulted with lecturers and Indonesian language teachers to ensure the content's alignment with the research objectives (content validity).

The average questionnaire score was calculated using the formula:

$$\bar{X} = \Sigma(f \times x) / N$$

Explanation:

$\bar{X}$ = average score

$\Sigma(f \times x)$ = sum of the products of frequency and response score

N = number of respondents

5. Documentation

Documentation techniques are used to supplement data from observations and interviews. Documentation includes photos of learning activities, teaching modules, student work, test results, questionnaires, and other supporting documents related to the research process.

Documentation serves as empirical evidence that strengthens research findings and enhances the credibility of the data obtained.

Data Validity

To ensure data validity, this study employs source triangulation and method triangulation. Source triangulation is conducted by comparing information

obtained from teachers, students, and learning documents. Meanwhile, method triangulation is conducted by comparing the results of observations, interviews, tests, questionnaires, and documentation. Through the application of triangulation, the data obtained can be verified, resulting in findings that are more accurate, consistent, and reliable.

Research Procedure

The research was conducted in three stages, namely:

1. Preparation Stage

In this stage, the researcher conducted initial observations, identified the problem, drafted the research proposal, developed research instruments, and designed teaching modules that integrate the Blooket platform into the learning of listening to fantasy fairy tales.

2. Implementation Stage

The implementation stage includes the implementation of learning using the Blooket platform, conducting observations, interviews, administering tests, distributing questionnaires, and collecting documentation throughout the research activities.

3. Analysis and Reporting Phase

In this stage, all data obtained is analyzed, interpreted, and compiled into a research report in accordance with the established research objectives.

Data Analysis Techniques

Data analysis was conducted using the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and drawing conclusions/verification.

1. Data Reduction

Data reduction is carried out by selecting, focusing, simplifying, and grouping data relevant to the research focus. Interview data is transcribed and then coded based on emerging themes, such as learning motivation, student engagement, ease of media use, supporting factors, and inhibiting factors.

2. Data Presentation

The reduced data is then presented in the form of descriptive narratives, tables, and thematic summaries to help the researcher understand the patterns that emerge during the research process.

3. Drawing Conclusions and Verification

The final stage involves interpreting the presented data to derive meaning and address the research questions. The conclusions drawn are continuously verified through triangulation and cross-checking of data sources to ensure credible findings.

Research Ethics

Before the research was conducted, the researcher first obtained permission from the school and the relevant subject teachers. All participants were informed of the research objectives, and their involvement in the research activities was voluntary. The data obtained was used solely for academic purposes, and its

confidentiality was maintained in accordance with the principles of educational research ethics.

3. Result

This study was conducted at SMP Negeri 1 Telaga with seventh-grade students during the 2025/2026 academic year, involving a total of 20 students. The research focused on: (1) planning the implementation of the gamification-based Blooket platform in learning to listen to fantasy fairy tales, (2) conducting lessons using the Blooket platform, and (3) factors influencing the implementation of the Blooket platform on student learning outcomes.

Planning the Implementation of the Blooket Platform in Learning to Listen to Fantasy Fairy Tales.

The planning stage is the initial step that determines the success of the learning implementation. Based on the results of document analysis, the teacher first developed a teaching module in accordance with the principles of the Merdeka Curriculum, which includes learning outcomes, learning objectives, learning steps, assessment, and the media used. The integration of the Blooket platform begins at the planning stage, taking into account the alignment between learning objectives and the features available in the application.

Teachers design questions focused on the ability to understand the story's content, characters, setting, plot, conflict, and the moral values contained in the fantasy fairy tale. Additionally, the selection of game modes is tailored to the characteristics of seventh-grade students to create a more engaging and interactive learning environment.

Observation results indicate that the instructional planning was designed systematically and structurally. The use of Blooket was not merely as an entertainment medium but as a tool for assessment and reinforcing understanding of the material. Thus, all designed activities remained oriented toward achieving the learning objectives.

These findings indicate that the success of digital media implementation is determined not only by the sophistication of the technology used but also by the quality of the lesson planning carried out by the teacher. Good planning enables learning media to function optimally in supporting the achievement of student competencies.

Implementation of Learning to Listen to Fantasy Fairy Tales Using the Blooket Platform

The learning implementation was carried out in three main stages, namely introductory activities, core activities, and closing activities in accordance with the teaching module that had been prepared.

Introductory Activities

The lesson began with a greeting, a group prayer, a check of student attendance, and the presentation of learning objectives. The teacher then conducted an apersepsi through a question-and-answer session regarding previously studied material and related it to the fantasy fairy tale material. At this stage, students responded quite well to the teacher's opening questions. Some students began sharing their opinions about fantasy stories they had heard or read before. The apperception activity helped build students' readiness to learn while connecting their prior knowledge to the material to be studied.

Main Activity

In the main activity, the teacher explains the basic concepts of fantasy tales, including their definition, structure, intrinsic elements, and the moral values contained within the stories. Afterward, students are provided with a sample fantasy tale text to analyze together. Next, students watch a fantasy folktale video titled *The Story of the Ant and the Cocoon*. The video serves as the primary medium to help students understand the story's content through a combination of audio and visual elements.

After the viewing is complete, students are directed to join the Blooket platform using the provided game code. At this stage, there was a noticeable increase in student engagement compared to when the teacher used conventional lecture methods. Students showed high enthusiasm upon entering the game, paid closer attention to the teacher's instructions, and made efforts to answer questions quickly and accurately.

Based on the test results integrated into the Blooket platform, the following results were obtained:

Table 1. Student Learning Outcomes

Score	Number of Students
100	5
90	11
80	2
60	1
0	1
Total	20

The data indicates that the majority of students achieved scores above the school's established Minimum Competency Criteria (KKM), which is 75. Eighteen students scored between 80 and 100, while two students did not meet the competency criteria.

The five students who received perfect scores demonstrated excellent ability in understanding the story's content, identifying intrinsic elements, and identifying the moral message contained in the fantasy tale. The eleven students who received a score of 90 also demonstrated a high level of mastery of the material, although there were still some errors on questions requiring deeper interpretation.

Meanwhile, the two students who received low scores faced different challenges. One student scored 60 because they struggled to understand certain parts of the story and required more time to analyze the fairy tale's content. The other student scored 0 due to technical issues—specifically internet connectivity problems and device malfunctions—which prevented them from completing all available questions.

These findings suggest that the use of Blooket has the potential to support student engagement during the learning process. Features such as competition, time limits, and immediate feedback encourage students to focus more intently while listening to the story so they can answer questions accurately. Thus, gamification elements serve not only as a form of entertainment but also help maintain students' attention throughout the learning process.

"Learning becomes more fun because it's like playing a game. I focus more on listening to the story so I can answer the questions correctly."

Another student shared:

"Usually, if I'm just listening to the teacher's explanation, I get bored quickly, but when using Blooket, I get excited because there are challenges and scores that appear immediately."

These statements indicate that the competitive aspect and immediate feedback are factors that increase student motivation and engagement in learning.

Closing Activity

In the closing phase, the teacher and students reflect on the material that has been studied. The teacher gives students the opportunity to share their learning experiences, the difficulties they faced, and their impressions of using the Blooket platform.

The reflection activity showed that most students felt more interested in participating in listening activities when using gamification-based media. Additionally, students reported finding it easier to recall the story's content because they were actively engaged throughout the learning process.

Factors Influencing the Implementation of the Blooket Platform

Based on the results of observations, interviews, documentation, and questionnaires, several factors were identified that either supported or hindered the implementation of the Blooket platform in the teaching of listening comprehension of fantasy fairy tales.

Supporting Factors

1. *Student Readiness and Motivation*

Students showed a high level of interest in the use of technology-based learning media. The game-like nature of the Blooket platform was able to spark curiosity and increase student participation during the learning process.

2. *Teacher Competence*

Teachers' ability to manage the classroom, create questions, operate the Blooket platform, and provide clear instructions is a key factor supporting the smooth progress of learning.

3. *A vailability of Facilities and Infrastructure*

The availability of digital devices, internet access, projectors, and speakers enables learning to proceed effectively. Adequate facility support helps students access the platform more effectively.

Barriers

1. *Differences in Student Abilities*

Students vary in their ability to understand the content of a story. Some students still struggle to understand new vocabulary and identify the implied meanings in fantasy stories.

2. *Time Constraints*

The available learning time must be divided among various activities, ranging from presenting material, listening activities, using applications, evaluation, to reflection on the learning process. This situation results in some activities having to be conducted more briefly.

3. *Technical Challenges*

Internet connection disruptions and device limitations are major obstacles in the implementation of technology-based learning. These challenges were evident in one student who was unable to complete all the questions due to internet connection issues.

Results of the Student Response Survey on the Use of Blooket

Analysis of the survey data indicates that students provided a very positive response to the use of the Blooket platform in learning to listen to fantasy fairy tales. Based on the calculation of the average score across all indicators, a value of 4.93 was obtained, which falls into the "very positive" category. To facilitate data interpretation, the survey results were grouped into four main dimensions: learning motivation, student engagement, learning interaction, and ease of media use.

In general, students stated that Blooket increased their learning motivation, made learning more engaging, reduced boredom, and helped them better understand the content of the fantasy stories. Additionally, the available game and competition features were able to create a fun learning atmosphere without

detracting from the focus on learning objectives.

Nevertheless, the survey results show that several indicators received the maximum score (5.00). This finding must be interpreted with caution as it may be influenced by students' enthusiasm for using a new and different medium compared to their usual learning methods. Furthermore, the possibility of social desirability bias cannot be ignored. Therefore, the interpretation of the survey results must be supported by observational data and interviews that demonstrate students' actual engagement during the learning process.

Overall, the research results indicate that the implementation of the Blooket platform received a very positive response from students and contributed positively to their engagement in learning to listen to fantasy fairy tales.

4. Discussion

Planning the Implementation of the Blooket Platform in Learning to Listen to Fantasy Fairy Tales

The research results show that the implementation of the Blooket platform began with the development of a teaching module based on the Merdeka Curriculum. This teaching module includes learning outcomes, learning objectives, assessments, learning media, and systematically designed activity steps. This finding indicates that the success of using digital media in learning is determined not only by the sophistication of the technology used but also by the quality of the instructional planning carried out by teachers.

Under the Merdeka Curriculum, teachers are given the freedom to design student-centered learning tailored to students' characteristics and learning needs. Therefore, integrating Blooket into instructional modules represents an adaptive approach to learning that keeps pace with technological advancements while fostering more active and meaningful learning experiences.

The instructional planning conducted in this study aligns with the views of Triandini et al. (2023), who state that instructional modules serve as the primary guide in directing the learning process so that it proceeds systematically, structurally, and in accordance with the established learning objectives. With thorough planning, the use of Blooket functions not only as a game medium but also as a tool that supports the achievement of students' listening competencies.

Furthermore, the selection of the Blooket platform demonstrates the teacher's effort to create a more engaging and participatory learning environment. This aligns with constructivist principles, which position students as active agents in constructing their knowledge through meaningful learning experiences. In this context, students do not merely passively receive information but are directly involved in learning activities through interactions with the platform and their peers.

Implementation of the Blooket Platform in Learning to Listen to Fantasy Fairy Tales

The research results indicate that the implementation of learning using the Blooket platform proceeds through three main stages: introductory activities, core activities, and concluding activities. All these stages are carried out in accordance with the design outlined in the instructional module.

During the core activity, the use of fantasy story videos combined with Blooket-based assessments provided a learning experience distinct from conventional instruction. Students did not merely listen to the story but actively sought to understand its content, knowing they would need to answer questions through the game. This condition encouraged students to remain more focused throughout the listening process.

These findings can be explained through Mayer's Multimedia Learning Theory. This theory states that learning is more effective when information is delivered through a combination of visual and verbal channels. In this study, the fantasy story video provided visual and audio information simultaneously, while Blooket gave students the opportunity to process the information they received through interactive question-answering activities. This combination helps students build a stronger mental representation of the story's content, thereby facilitating the comprehension process.

The research results also show that the majority of students achieved scores above the Minimum Passing Criteria (KKM). This finding indicates that the use of Blooket has the potential to support students' understanding of the elements of fantasy stories, such as characters, setting, plot, conflict, and moral values. However, these results cannot be directly used to conclude that Blooket absolutely improves learning outcomes because this study did not use a control group or a pretest-posttest design. Therefore, the research findings are more appropriately interpreted as an indication that the use of Blooket is associated with high student engagement and good learning outcomes during the learning process.

Furthermore, the high level of student participation during instruction can be explained by the concept of gamification proposed by Deterding et al. (2011). According to this concept, the incorporation of game elements such as challenges, competition, points, rewards, and immediate feedback can increase user engagement in an activity. In this study, these features were found to create a more dynamic learning environment, thereby encouraging students to actively participate throughout the learning process.

The Effect of Gamification on Student Motivation and Engagement

One of the key findings in this study is the high level of student engagement during the use of the Blooket platform. This is evident from the students' enthusiasm while participating in the games, their active participation in

answering questions, and the positive responses demonstrated through survey results and interviews

This finding can be explained through Self-Determination Theory (SDT) developed by Deci and Ryan. This theory explains that learning motivation will develop optimally when the three basic psychological needs of students are met: competence, relatedness, and autonomy.

In the implementation of Blooket, the need for competence arises when students strive to achieve high scores and answer questions correctly. The immediate feedback provided allows students to gauge their level of success, thereby strengthening their self-confidence in their abilities. The need for social relatedness () is also met through interactions and competition among students during the game. Meanwhile, the element of autonomy emerges when students independently determine strategies for answering questions and manage the available time.

With these three psychological needs met, students demonstrate higher motivation compared to learning that relies solely on lecture-based methods. This finding aligns with previous research showing that gamification can enhance engagement and learning motivation through the provision of meaningful challenges and rewards.

In addition to SDT, the high level of student focus and concentration during learning can also be explained through Csikszentmihalyi's Flow Theory. According to this theory, a person experiences a state of flow when fully immersed in an activity that is perceived as challenging yet still within their capabilities. In this study, the time limits, scoring system, and challenges provided by Blooket created a learning experience that kept students focused on the learning activities without feeling overwhelmed.

Interview findings indicating that students found learning more enjoyable and challenging reinforce the occurrence of a flow state during the learning process. This state contributes to increased student attention toward the material being studied.

Supporting and Hindering Factors in Blooket Implementation

The research results show that the success of the Blooket platform's implementation is influenced by various internal and external factors.

The most dominant internal factors are students' readiness to learn, interest, and motivation. Students with a high level of curiosity and an interest in technology tend to adapt more easily to the use of digital learning media. Additionally, the characteristics of seventh-grade students who enjoy competitive activities and games further support the success of gamification implementation in learning.

Meanwhile, influential external factors include teacher competence as well as the availability of learning facilities and infrastructure. Teachers who are able to manage the classroom, operate digital platforms, and integrate media with learning

objectives will find it easier to create an effective learning process. On the other hand, support from facilities such as digital devices, internet networks, projectors, and speakers is a crucial requirement for the success of technology-based learning.

Nevertheless, this study also identified several obstacles that require attention. Differences in students' abilities mean that some students require more intensive guidance in understanding the content of fantasy stories. Additionally, limited learning time and technical challenges such as internet connection disruptions also affect the smooth implementation of learning activities.

These findings indicate that the success of using learning technology depends not only on the quality of the media used but also on the readiness of human resources and the available infrastructure support.

Implications and Limitations of Gamification in Learning

The research results show that the use of Blooket contributes positively to student engagement in learning to listen to fantasy fairy tales. These findings imply that Indonesian language teachers can utilize gamification-based media as an alternative learning strategy to create a more interactive and engaging learning environment.

However, the use of gamification also has several limitations that need to be considered. Excessive competition has the potential to shift students' focus from understanding the material toward a sole orientation on scoring points. Under certain conditions, students may pay more attention to their ranking position rather than the process of deeply understanding the learning content.

Furthermore, the successful implementation of gamification-based media heavily depends on the availability of digital devices and the quality of the internet connection. When technical disruptions occur, the learning process can be disrupted and affect students' learning opportunities equally. The finding that one student received a score of zero due to technical difficulties highlights the importance of providing alternative learning options in the event of technological obstacles.

Therefore, the use of gamification should be viewed as a tool to support learning, not as the primary goal of learning itself. Teachers need to maintain a balance between game elements and the achievement of learning objectives so that learning activities remain meaningful and focused on developing students' competencies.

5. Conclusion

Based on the research findings and discussion regarding the implementation of the gamification-based Blooket platform in teaching students to listen to fantasy fairy tales in the 7th grade at SMP Negeri 1 Telaga for the 2025/2026 academic year, it can be concluded that the implementation of the Blooket platform was carried out through the stages of planning, implementation, and evaluation of learning

integrated into the Merdeka Curriculum teaching modules. The instructional planning was systematically designed by aligning learning objectives, content, media, assessments, and learning activities that support student engagement throughout the learning process.

The learning process took place through introductory, core, and concluding activities by utilizing the gamification features available on the Blooket platform, such as challenges, competitions, scoring systems, and immediate feedback. During the learning process, students demonstrated active and enthusiastic participation in listening activities and answering questions provided through the platform. Test results indicate that the majority of students achieved scores above the Minimum Passing Criteria (KKM), while survey results show a very positive response to the use of Blooket in learning to listen to fantasy fairy tales.

The research findings indicate that the use of the Blooket platform positively contributes to student engagement in learning and supports their understanding of the content of fantasy fairy tales, including the intrinsic elements and moral values contained within them. However, these findings should be interpreted with caution because this study did not use a control group or a pretest-posttest design that would allow for the direct measurement of improvements in learning outcomes.

The implementation of the Blooket platform is supported by students' readiness and motivation, teachers' competence in managing learning, and the availability of adequate facilities and infrastructure. Conversely, several factors that could potentially hinder the implementation of learning include differences in students' abilities to understand the material, limited learning time, and technical constraints such as an internet connection and supporting devices that are not yet fully stable.

Overall, the use of the Blooket platform can serve as an alternative learning medium that supports the creation of more interactive, engaging, and learner-centered listening instruction in line with the characteristics of the Merdeka Curriculum.

Research Limitations

This study has several limitations that must be considered when interpreting the results.

First, the study was conducted in only one class with 20 students at SMP Negeri 1 Telaga; therefore, the findings cannot yet be broadly generalized to different school contexts.

Second, the study employed a qualitative descriptive approach supported by quantitative descriptive data, without involving a control group or administering pretest and posttest measurements. Therefore, this study was not designed to

directly measure the extent of learning improvement resulting from the use of the Blooket platform.

Third, the implementation of learning is heavily influenced by the availability of technological facilities, particularly digital devices and internet connectivity. Technical challenges that arise during the learning process have the potential to affect students' learning experiences and the outcomes achieved.

Fourth, the questionnaire data showed a tendency toward very high scores on several indicators. Although these findings are supported by the results of observations and interviews, the possibility of social desirability bias still needs to be considered when interpreting students' responses regarding the use of the Blooket platform.

Recommendations

Based on the research findings, the following recommendations are proposed.

1. For Teachers

Indonesian language teachers are advised to utilize the Blooket platform as an alternative learning medium that can enhance student engagement in listening activities. The use of gamified media should remain aligned with learning objectives so that the game elements serve as a means to support competency achievement, not merely as entertainment. Additionally, teachers need to provide alternative strategies in case technical difficulties arise during the learning process.

2. For Schools

Schools are expected to continue improving the availability and quality of technology-based learning support facilities, particularly digital devices, projectors, speakers, and a stable internet connection. Adequate facility support will help optimize the use of digital learning media across various subjects.

3. For Students

Students are expected to utilize technology-based learning media more actively and responsibly. In addition to improving their digital technology skills, students also need to remain focused on understanding the learning material so that learning activities are not solely oriented toward scoring points or winning games.

4. For Future Researchers

Future research is recommended to involve a larger number of participants from various schools to obtain a broader picture of gamification implementation in learning. Additionally, research can employ experimental designs with control

groups or pretest-posttest approaches to gather stronger empirical evidence regarding the impact of the Blooket platform on student learning outcomes. Further studies on the impact of gamification on other language skills, such as speaking, reading, and writing, are also needed to enrich the development of technology-based Indonesian language learning.

6. References

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