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Gimkit-Based Learning Model on the Learning Outcomes of Akidah Akhlak of Class VIII Students of MTs Nurul Islam Sekarbela Mataram

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Abstract
Student learning outcomes, particularly in the subject of Akidah Akhlak, need to be improved by applying more varied and non-monotonous learning models. One such model that can be implemented is the game-based learning model. The aim of this study is to determine the effect of the game-based learning model on the learning outcomes in Akidah Akhlak among eighth-grade students of MTs Nurul Islam Sekarbela Mataram in the 2024/2025 academic year. This research uses a quantitative approach with a quasi-experimental type. The research design employed is the pretest-posttest control group design. The study was conducted by comparing two classes: a control class and an experimental class. The sample was selected using a cluster-randomized sampling design, with 62 students in both the control and experimental groups. Data were collected using a multiple-choice test consisting of 25 questions. Final data analysis was performed using an independent sample t-test at a significance level of 5% (0.05). Based on the results of the hypothesis test, the obtained significance value (2-tailed) was 0.009, which is smaller than 0.05 (0.009 < 0.05). This means that H_1 is accepted and H_0 is rejected, indicating that there is a significant effect of the game-based learning model on the Akidah Akhlak learning outcomes of eighth-grade students at MTs Nurul Islam Sekarbela Mataram in the 2024/2025 academic year.
Keywords: *Game-Based Learning Model, Learning Outcomes, Akidah and Ethics*

Abstrak
Student learning outcomes, particularly in the subject of Akidah Akhlak, need to be improved by applying more varied and non-monotonous learning models. One such model that can be implemented is the game-based learning model. The aim of this study is to determine the effect of the game-based learning model on the learning outcomes in Akidah Akhlak among eighth-grade students of MTs Nurul Islam Sekarbela Mataram in the 2024/2025 academic year. This research uses a quantitative approach with a quasi-experimental type. The research design employed is a pretest-posttest control-group design. The study was conducted by comparing two classes: a control class and an experimental class. The sample was selected using the cluster random sampling technique, with a total of 62 students in both the control and experimental groups. Data were collected using a multiple-choice test consisting of 25 questions. Final data analysis was performed using independent sample t-test at a significance level of 5% (0.05). Based on the results of the hypothesis test, the obtained significance value (2-tailed) was 0.009, which is smaller than 0.05 (0.009 < 0.05). This means that H_1 is accepted and H_0 is rejected, indicating that there is a significant effect of the game-based learning model on the Akidah Akhlak learning outcomes of eighth-grade students at MTs Nurul Islam Sekarbela Mataram in the 2024/2025 academic year.
Kata kunci: *Game-Based Learning Model, Learning Outcomes, Akidah and Ethics*

Pendahuluan

Education is crucial in human life because it is the key to educating the nation, shaping a dignified society, and creating a superior generation. It also helps individuals discover their potential and adapt their talents, interests, and needs. Education not only emphasizes the development of intellectual aspects or knowledge alone but is also based on self-development, attitudes, and positive behavior so that students are able to live life with intelligence and good character formed through the learning process. This is in line with Article 3 Chapter II of Law No. 20 of 2003 concerning the national education system. (Indonesia, 2003)

According to the contents of the Law, education can be described as a learning process that not only focuses on developing students' potential but also educating them to become someone with noble morals in life. This is found in the context of religious education, namely the lesson of faith and morals, which is a very important aspect in shaping students' good character. This faith and morals is one of the Islamic religious lessons taught in madrasas. Learning Faith and Morals is a subject that equips students with religious values and the material studied includes understanding, awareness, and actions in practicing religious teachings, both in maintaining relationships with Allah SWT and in establishing good relationships with other humans (Sy et al., 2014) .

However, in practice, this lesson is often faced with various challenges, such as a lack of student interest and a lack of innovation in the learning models used, whereas innovative learning has a significant role in the world of education (Akbar, 2023) . The lack of student interest in learning that causes laziness and boredom in the long term causes them to not focus and not understand the material being studied and potentially not achieve good learning outcomes. (Syahfitri, RA; Lubis, SP & Azmi, 2022) . Fakhruddin also stated that students will be more enthusiastic and have a high interest in learning when using interesting learning media. (Utami, 2025) . Learning should not only focus on delivering material but must also encourage students to build and develop their own knowledge. One of the prerequisites that must be met during the learning process is the teacher's ability to increase or strengthen active student participation (Böheim, R., Urdan, T., Knogler, M., & Seidel, 2020) . The goal is for students to develop their lives and be able to overcome problems faced in life (Alfin Nur Hidayat et al., 2024) . Teachers must be creative in creating a supportive learning

environment and designing and motivating students to be directly and actively involved in learning, because this is one of the elements that conditions the achievement of learning objectives that will affect student mastery and understanding of concepts (Galih Rachmad Pratama et al., 2024) . In addition, using the right learning model can support the effectiveness of learning implementation. (Pratiwi et al., 2024).

Based on the results of initial interviews at MTs Nurul Islam Sekarbela with students and teachers, in the implementation of learning, the average teacher at the school does not use a variety of learning models in the teaching and learning process. Then, they do not utilize the infrastructure facilitated by the school properly, such as laptops, computers, printers, projector screens, especially in creating a variety of learning media for learning akidah and akhlak. Teachers are more dominant in the learning process and use one-way conversations and cause learning to not be focused on students, this approach often does not trigger active student involvement in the learning process, can cause learning to be less interesting for students and then foster laziness and a lack of learning motivation in students. In the learning process, many teachers are found who tend to use monotonous one-way learning models (Susanti et al., 2024) .

The impact can be seen in student achievement which is in the minimal category and many students are inactive when invited to participate by the teacher, students tend to be silent and seek help from their deskmates. This is also seen in the learning outcomes of students on daily tests, MTs Nurul Islam Sekarbela school conducts routine daily tests after the material per chapter has been studied. The author found that many students who have low learning outcomes still have many students who get minimal scores, with the Minimum Completion Criteria (KKM) in the subject of faith and morals being 80, the total number of students in grade VIII is 148 students, only 37 students get the Minimum Completion Criteria (KKM). If presented, only 25% of students achieve the KKM score and 75% of students do not achieve the KKM score. Based on these learning outcome problems, the author tries to find solutions to help improve student learning outcomes at MTs Nurul Islam Sekarbela.

More specifically, the problem of low learning outcomes is focused on students' cognitive aspects, namely the difficulty in understanding the basic concepts of Akidah and Akhlak theoretically. Students experience difficulties in remembering, understanding, and analyzing material such as the attributes of God, the concepts of

praiseworthy and blameworthy morals, and the underlying arguments. When given questions on understanding and applying concepts in daily tests, most students are unable to answer correctly, indicating their weak cognitive understanding of the material that has been taught. This condition indicates that students have not achieved adequate conceptual mastery in the cognitive domain, which is an important foundation before moral values can be internalized and applied in daily behavior.

One way to address this issue is for teachers to be able and creative in using entertaining learning models in the learning process, as engaging students makes it easier to understand the information presented. *Game-based learning is considered a helpful learning model.* The *game-based learning* model was first developed by David de Vries and Keith Edward. Husnita further explained that *game-based learning* (GBL) is a learning model designed to create an interactive and enjoyable learning environment. (Husnita, 2023) . The advantages of a game-based learning approach are that it can stimulate children's emotional, intellectual, and psychomotor aspects. Therefore, GBL is a suitable solution for students, helping them more easily understand learning from various aspects, including cognitive, psychomotor, and affective aspects. (Dewi, 2022) . GBL is a methodology that prioritizes the development and application of games in learning contexts. (Rillo-Albert, 2022) . Previous research on the use of game elements in learning has shown that a game-based approach can increase student motivation, help them maintain concentration, and even improve their academic achievement. (Syafryadin, 2025).

Game-based learning model used in this study is based on Gimkit. Gimkit is an interactive digital learning platform that combines quiz elements with game elements (*gamification*), where students answer questions to earn points that can be used to purchase *power-ups* and strategies in the game. Gimkit is an interactive quiz that requires collaboration between knowledge and strategies in learning (Mustafah & Side, 2025) . This Gimkit-based *game-based learning model* is designed to create an interactive, competitive, and fun learning environment. As an innovative approach in the teaching process, Gimkit-based *game-based learning* not only provides an enjoyable aspect in learning but also has the potential to improve students' cognitive understanding through fun repetition of material, instant feedback, and active involvement in the learning process. Gimkit offers several advantages in the learning process, including boosting learning motivation, increasing student engagement, and strengthening

retention of learned material. Through its engaging gamification features, Gimkit transforms learning activities into more engaging and competitive challenges. (Badriah, Siti & Levia, nd).

Implementing the Gimkit-based *game-based learning model* in learning activities can overcome the problem of low cognitive learning outcomes of students because learning is presented in the form of interactive digital games so that students become more involved in learning. Through Gimkit, students repeatedly answer questions related to the material of Akidah Akhlak in a fun format, so that the material will be easier to understand and remember. This is in line with the opinion of James Paul Gee who explained that games can support the learning process through active involvement and interaction. This is in line with the opinion of James Paul Gee who explained that games can support the learning process through active involvement and interaction. James also explained that games can create a learning environment that supports mastery of concepts in a fun way (James Paul Gee, 2007) . Research studies conducted by Audu, et al., recognize the importance of games in education because teaching abstract concepts becomes easier to understand and realize in the minds and understanding of students (Audu & Asino, 2024) . Anggraini and Wahyudi also found in their research that children will quickly understand the material when the learning process is embedded in games (Anggraini & Wahyuni, 2021) .

The Gimkit platform itself has been proven effective in improving students' cognitive learning outcomes. Avsar and Ozan's research shows that the use of Gimkit can improve student learning outcomes in the knowledge aspect due to the elements of repetition and competition that encourage students to continue practicing understanding concepts and show a significant impact on students' critical thinking skills, indicating an influence on high-level cognitive aspects. (Avsar, G. & Ozan, 2023) Similarly, research by Hidayat and Rahman (2024) found that Gimkit is effective in improving students' conceptual understanding of religion subjects because students can learn in a fun atmosphere without pressure, but still focus on mastering the material. In addition, Agustina et al., in their research proved that Gimkit media is effective in improving student learning outcomes in cognitive abilities at the level of understanding, applying, and analyzing (C2-C3). (Agustina, 2023)

The low cognitive learning outcomes of students in the subject of Akidah Akhlak (Religious Creed) have become an academic concern that needs to be

addressed immediately, considering that a good understanding of concepts is an important foundation in the formation of character and noble morals. One of the causes is the use of conventional learning models that do not actively involve students and do not provide a pleasant learning experience, making it difficult for students to understand and remember the material. In this context, the Gimkit-based *game-based learning model* is a relevant alternative because it is able to create an interactive learning atmosphere and motivate students to more actively understand the material through digital games specifically designed for learning. This model is considered effective in helping students master the concepts of Akidah Akhlak in a more concrete and enjoyable way through repetition of material, direct feedback, and elements of healthy competition. Based on this, this study aims to determine the effect of the Game-Based Learning model on the learning outcomes of Akidah Akhlak of grade VIII students of MTs Nurul Islam Sekarbela in the 2024/2025 Academic Year, as an effort to present learning innovations that can improve the quality of student learning outcomes.

Research methods

This research is an experimental research by providing treatment. This research uses a quasi-experimental design, namely research that has a control group and an experiment. The experimental design used is a *pretest-posttest control group design*, namely by giving *a pre-test* before treatment and giving *a post-test* t after *treatment is given* to each group. This research was conducted to determine the learning outcomes of students before and after being given treatment using the Gimkit-based *game-based learning model*, and how the Gimkit-based *game-based learning model* influences student learning outcomes at MTs NuruL Islam Sekarbela Mataram. This research focuses on improving student learning outcomes and the instrument in this study uses a *multiplechoice test* of 25 questions, which have been tested for validity and reliability, discrimination power and level of difficulty of the questions using the SPSS application, and given to both the control and experimental groups.

In this study, both the experimental and control classes were first given a *pre-test* to determine the students' initial abilities. The experimental class was then given treatment using the *Game-Based Learning model*, while the control class continued to use the conventional or lecture learning model commonly used in teaching and learning activities. After the learning process was completed, both classes were given a *post-test*

to measure the students' level of understanding and learning progress regarding the material presented. The sample was taken using *cluster random sampling* due to the large population, consisting of several classes with a large number of students. Sampling was taken after obtaining the test scores for each class to determine whether each class had the same characteristics, namely by testing for homogeneity. The homogeneity test was conducted using one path or *One-Way ANOVA test* using the SPSS 26.0 application. The following are the results of the homogeneity test:

Table 1. Results of Sampling Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig.
Learning outcomes	Based on Mean	1,499	4	144	.206
	Based on Median	1,544	4	144	.193
	Based on Median and with adjusted df	1,544	4	136,380	.193
	Based on trimmed mean	1,475	4	144	.213

Based on the homogeneity test data above, it can be concluded that the data is homogeneous with a significance value (*based on mean*) of 0.206 ≥ 0.05. After knowing that the population has the same characteristics or is homogeneous, the sample is taken randomly by writing the class names on small pieces of paper, then the paper is combined and two pieces of paper are taken randomly. The randomization results in class VIII C and D. Class D as the experimental class, class C as the control class. According to Sugiyono (2019), a sample is part of the number and characteristics of a population, which is expected to represent the entire population in the study. The following Table 1 contains the Research Sample Data:

Table 2. Research Sample Data

No	**Class**	**Number of Students**	**Information**
1	VIII-C	31	Control Class
2	VIII-D	31	Experimental Class
Total Sample		62	

The primary data in this study were obtained through a learning outcome test using multiple-choice questions arranged based on competency achievement indicators. Before being used in the study, the questions were first tested for validity, reliability, difficulty level, and discrimination power to ensure that the instrument was suitable for use as an objective and accurate measuring tool. The data analysis process was carried out using descriptive statistics, which included calculating the mean, median, mode, and standard deviation to provide a general overview of student learning outcomes. Next, prerequisite tests were conducted in the form of a normality test to determine whether the data were normally distributed, and a homogeneity test to test the equality of variance between groups. After the data met these assumptions, a hypothesis test was conducted using the Independent Sample T-Test to determine whether there was a significant difference in influence between student learning outcomes in the experimental class using the Game-Based Learning model and the control class using the conventional learning model.

Results and Discussion

The research conducted at MTs Nurul Islam Sekarbela was conducted in class VIII C and D in the odd semester of the 2024/2025 academic year. Before collecting data, the instrument in the form of multiple-choice questions was first tested on 85 other students with 25 multiple-choice questions to determine whether the questions were valid for *pre-test* and *post-test data collection*. The results of the reliability test were carried out using the *Cronbach Alpha method* and obtained results of 0.900>0.5. This indicates that each question item was declared reliable. The analysis of *pre-test* and *post-test data* included the learning outcomes of the Akidah Akhlak subject from respondents before and after treatment.

To provide a more comprehensive overview of student learning outcomes, the following is a description of student learning outcome data for both the control and experimental classes. The data descriptions in Tables 3 and 4 include the frequency distribution of pretest and posttest results categorized by value intervals, along with an interpretation of the quality of student learning achievement.

Table 3. Interpretation of Frequency of Learning Outcomes of Control Class Students

Pretest				Posttest			
Interval	**Frequency**	**%**	**Note:**	**Interval**	**Frequency**	**%**	**Note:**

80-100	0	0%	Very good	80-100	9	29.03%	Very good
70-79	3	9.67%	Good	70-79	12	38.70%	Good
60-69	11	35.48%	Enough	60-69	10	32.25%	Enough
50-59	8	25.80%	Not enough	50-59	0	0%	Not enough
0-49	9	29.03%	Fail	0-49	0	0%	Fail
Number (n)	31	100%		Number (n)	31	100%	

Source: Processed Primary Data, 2025

Table 4. Interpretation of the Frequency of Student Learning Outcomes in the Experimental Class

Pretest				Posttest			
Interval	**Frequency**	**%**	**Note**	**Interval**	**Frequency**	**%**	**Note**
80-100	0	0%	Very good	80-100	17	54.83%	Very good
70-79	4	12.90%	Good	70-79	11	35.48%	Good
60-69	13	41.93%	Enough	60-69	3	9.67%	Enough
50-59	10	32.25%	Not enough	50-59	0	0%	Not enough
0-49	4	13.90%	Fail	0-49	0	0%	Fail
Number (N)	31	100%		Number (N)	31	100%	

Source: Processed Primary Data, 2025

Based on the data presented in Table 3 and Table 4, a comparison of learning outcomes between the control class and the experimental class can be seen, which shows significant differences in the distribution of student achievement after being given different treatments.

Table 5 below displays the results of the distribution of student learning outcomes data, presenting descriptive statistics that include the minimum, maximum, mean and standard deviation values of the pretest and posttest results in the control class and the experimental class.

Table 5. Descriptive Analysis Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard Deviation
Experiment Pre-Test	31	48	76	60.13	8,294

Post-Test Experiment	31	64	100	80.52	9,395
Pre-Test Control	31	40	72	56.77	9,262
Post-Test Control	31	60	92	74.45	8,177
Valid N (listwise)	31				

The table above shows that both groups had the same sample size, 31 students. In the experimental class, the average student learning outcome increased from 60.13 in the pretest to 80.52 in the posttest. Meanwhile, in the control class, the pretest score increased from 56.77 to 74.45 in the posttest. This indicates that the learning outcomes in the experimental class using Gimkit-based game-based learning were more effective in improving student learning outcomes.

pre-test and *post-test* results for both the control and experimental classes were also tested for normality and homogeneity to determine whether student learning outcomes were homogeneous and normally distributed. Table 6 shows the results of *the pre-test and post-test normality tests* for the control and experimental classes.

Table 6. Normality Test Results

Tests of Normality

		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
Learning outcomes	Pretest (Experiment)	.142	31	.111	.938	31	.073
	Posttest (Experiment)	.140	31	.124	.955	31	.216
	Pretest (Control)	.119	31	.200 *	.952	31	.181
	Posttest (Control)	.135	31	.162	.958	31	.259

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Kolmogorov-Smirnov normality test, all data were normally distributed. In *the pretest* for the experimental class, a significance value of 0.111 > 0.05 indicated that the data were normally distributed. Similarly, in the The experimental class *posttest* **,** with a significance value of 0.124 > 0.05, indicates that the data is also normally distributed. In the control class *pretest* , the significance value was 0.200 > 0.05, indicating that the data is normally distributed. Similarly, in the control

class posttest , the data is normally distributed with a significance value of 0.162 > 0.05. Meanwhile, Table 7 shows the results of the homogeneity test of learning outcomes.

Table 7. Results of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Learning outcomes	Based on Mean	.475	3	120	.701
	Based on Median	.408	3	120	.748
	Based on Median and with adjusted df	.408	3	116,078	.748
	Based on trimmed mean	.465	3	120	.707

Based on the results of the homogeneity test of the learning outcomes of students in the experimental and control classes, the results obtained *based on the mean* were 0.701, which indicates that the *sig value* > *a* or 0.701 > 0.05. So it can be concluded that the learning outcomes of *pretest-posttest students* from the experimental and control classes are homogeneous. After conducting the normality and homogeneity tests of student learning outcomes from the control and experimental classes and have been declared normal and homogeneous, the next step is to test the hypothesis. This study uses an independent sample t-test, this test is carried out to obtain the significance value of the difference in the average of two groups. The independent sample t-test was carried out with the help of the SPSS 26.0 application.

Based on the results of the independent sample t-test, *the sig (2-tailed) result* was 0.009, which showed that it was smaller than the *a value,* which was 0.009 <0.05. So from the results of this independent sample t-test, it can be concluded that H0 is rejected and H1 is accepted, which means that there is an influence of the *game-based* learning model on the learning outcomes of akidah akhlak of class VIII students of MTs Nurul Islam Sekarbela in the 2024/2025 academic year.

Pretest-Posttest Learning Outcomes of Control and Experimental Classes

Before the implementation of the game-based learning model at MTs Nurul Islam Sekarbela, there were several significant problems in learning, especially in learning akidah and akhlak, namely the use of monotonous learning methods causing students to be less motivated in learning, easily bored, students become passive or

inactive in the learning process, causing students to have difficulty understanding the material being studied, then affecting student learning outcomes. In the learning process, many teachers were found to tend to use monotonous one-way learning models (RimahDani et al., 2023) . Based on initial data, it shows that only 25% of students managed to achieve the KKM score and 75% of students achieved scores below the KKM. Based on this problem, researchers tried to provide a solution by implementing the *Game-Based Learning model* based on Gimkit. in order to create interactive and enjoyable learning for students, with the hope of increasing students' motivation in learning so that students' learning outcomes improve.

This study involved two groups of classes, namely the control class and the experimental class, to ensure accurate and valid results. The experimental class was given an intervention using a game-based learning model, while the control class used a conventional learning approach. This approach uses a *pretest-posttest control group design* , so that future researchers see significant differences resulting from the treatment of the experimental class compared to the control class. In the pretest stage, the initial conditions of both classes showed relatively similar characteristics, although there were slight differences in the distribution of scores. In the control class, there were no students (0%) in the 80-100 interval (Very Good category), 3 students (9.67%) in the 70-79 interval (Good category), 11 students (35.48%) in the 60-69 interval (Sufficient category), 8 students (25.80%) in the 50-59 interval (Poor category), and 9 students (29.03%) in the 0-49 interval (Fail category). Meanwhile, in the experimental class, there were no students (0%) in the 80-100 interval, 4 students (12.90%) in the 70-79 interval, 13 students (41.93%) in the 60-69 interval, 10 students (32.25%) in the 50-59 interval, and 4 students (12.90%) in the 0-49 interval. These data indicate that both classes have comparable initial conditions, with the majority of students in the Sufficient to below category, indicating that students' initial understanding of the Akidah Akhlak material is still low.

After being given different treatments of conventional learning for the control class and the Gimkit-based *game-based learning model* for the experimental class, there was a striking change in the distribution of scores in both classes, with the experimental class showing a higher increase. In the control class, the posttest results showed that 9 students (29.03%) managed to reach the 80-100 interval (Very Good category), 12 students (38.70%) in the 70-79 interval (Good category), 10 students

(32.25%) in the 60-69 interval (Sufficient category), and no students were in the Less or Failed (0%) category. This distribution shows that conventional learning still has a positive impact, with 67.73% of students in the Good category and above and all students managed to achieve the minimum score in the Sufficient category. Meanwhile, in the experimental class, the posttest results showed a much more dramatic increase. A total of 17 students (54.83%) managed to reach the 80-100 interval (Very Good category), 11 students (35.48%) in the 70-79 interval (Good category), only 3 students (9.67%) in the 60-69 interval (Sufficient category), and there were no students in the Less or Failed category (0%). These data show that 90.31% of the experimental class students are in the Good category and above, with the dominant majority in the Very Good category. This advantage is clearly evident in the majority of students (54.83%) who achieved the Very Good category, compared to only 29.03% in the control class. This difference indicates that the Gimkit-based game-based learning model successfully created a more conducive learning environment for improving student learning outcomes.

In the experimental class, the pretest results showed a minimum score of 48, a maximum score of 76, with an average (mean) of 60.13 and a standard deviation of 8.294. After being given treatment using the Gimkit-based *game-based learning model* , the posttest results showed a significant increase with the minimum score increasing to 64, the maximum score reaching 100 (perfect score), the average increasing to 80.52, and a standard deviation of 9.395. The average increase of 20.39 points (from 60.13 to 80.52) indicates that the Gimkit-based learning model has a substantial positive impact on students' cognitive learning outcomes.

Meanwhile, in the control class, the pretest results showed a minimum score of 40, a maximum score of 72, with an average of 56.77 and a standard deviation of 9.262. After learning using conventional methods, the posttest results showed a minimum score increased to 60, a maximum score of 92, an average score increased to 74.45, and a standard deviation of 8.177. The control class experienced an average increase of 17.68 points (from 56.77 to 74.45), which shows that although conventional learning also has a positive impact, the increase is lower than the experimental class.

The Influence of Game-Based Learning Model on Learning Outcomes

Student learning outcomes from the experimental class using the Gimkit-based *game-based learning model* higher compared to the control class that used the lecture learning model. This is in line with the opinion of Putriani, who explained in her book that interactive and interesting learning models are one of the factors that influence learning outcomes because learning will be more active and help students understand and remember the material better (Putriani Lubis et al., 2024) . Mudjiono, in his book entitled "Learning and Learning," also explains that the learning approach or model used in the classroom is a factor that greatly influences student learning outcomes. An interactive and participatory learning approach can increase student involvement, not only passively receiving information but also actively participating in problem solving, so that the material learned will be more embedded and can provide good learning outcomes (Mudjiono, 2013) .

The difference in learning outcomes between the control and experimental classes indicates that the Gimkit-based *game-based* learning model can improve student learning outcomes. The findings in this study are supported by Jean Piaget's constructivism theory, which states that learning is more effective when students actively build understanding through experience (Jean, 1971) . GBL is supported by this theory because it directly involves students in learning and creates their own understanding through games. In addition, the results of this study are also in line with research conducted by Winata and Setiawan which shows that the *game-based learning model* can improve student learning outcomes compared to conventional learning models (Redy Winatha & Made Dedy Setiawan, 2020) . In addition, the experimental class treated with the Gimkit-based *game-based learning model* appeared more enthusiastic, enthusiastic, active, and focused in the learning process compared to the control class that used the conventional learning model which seemed passive and boring, and many students did not pay much attention to the learning and when asked questions could not answer then asked for help from other friends. In line with Yusuf's opinion that *game-based learning* is a learning model that can make classes less monotonous, can reduce fatigue, especially when still in the classroom (Yusuf Wiwin Fachrudin, 2023) .

Eka also stated in his book that *game-based learning* can create an interactive and fun learning environment, which encourages student involvement in the learning process (Eka, 2023) . Afiyah Wildah Rahayu et al., also mentioned in their findings that *game-based learning* provides better learning outcomes compared to conventional models. (Afiyah Wildah Rahayu, Ilma Nur Azizah, Yuyun Dwi Ratnawati, 2024) Not only that, Kembau et al., have also conducted research on *game-based learning models* and the results of their research show that student learning outcomes have improved after the implementation of the learning model (Kembau et al., 2023) . Based on the results and analysis of previous theories and research, it can be concluded that the Gimkit-based *game-based learning model* is effective in implementing akidah akhlak learning because this learning model is able to create a fun and interesting learning atmosphere that is able to encourage active student involvement which can have an impact on improving student learning outcomes significantly.

Conclusion

Overall, this study concludes that the Game-Based Learning model based on Gimkit has a significant effect on improving the learning outcomes of akidah akhlak of class VIII students of MTs Nurul Islam Sekarbela Mataram **.** The results of the *independent sample t-test* show a sig. (2-tailed) value of 0.009 (<0.05), which indicates a real difference between the experimental class and the control class. The average post test score of students in the experimental class reached 80.52, higher than the control class of 74.45, which proves that the application of GBL based on Gimkit is more effective in improving students' cognitive understanding.

Theoretically, these findings reinforce the constructivist perspective, which emphasizes the importance of active student involvement in constructing knowledge through interactive and meaningful learning experiences. Game-based approaches like Gimkit demonstrate that integrating gamification elements can stimulate the learning process, increase motivation, and strengthen retention of Akidah Akhlak concepts.

The implementation of the Gimkit-based Game-Based Learning model provides a new direction for Akidah Akhlak teachers in madrasas to develop more creative, participatory, and enjoyable learning practices. This model can be used as an alternative teaching strategy to overcome learning boredom, increase student participation, and foster interest in learning religious materials. For further research, it is recommended that the focus be expanded not only on the cognitive aspect, but also

explore the influence of Game-Based Learning on students' affective and spiritual aspects, such as religious motivation, character, and internalization of moral values through digital game-based learning media.

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