Learning Transformation of History and Islamic Culture (SKI): Application of Baamboozle Gamification with 4D Model

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Abstract

The research objective is to find out how gamification can increase students' motivation and engagement in SKI lessons. Using a descriptive qualitative approach, data was collected through field observation, analysis of learning challenges, and literature review related to gamification, 4D development model, and Baamboozle features. Implementation was carried out by designing interactive SKI learning activities that integrate gamification elements such as challenges, rewards, and social interaction, followed by expert validation and limited student trials to refine the learning instruments. The results show that this gamification approach is able to increase students' motivation, participation, and understanding of the material compared to conventional methods. The systematic stages of the 4D model-Define, Design, Develop and Disseminate-provide a structured framework for designing learning activities that are relevant and appropriate to students' needs and characteristics.

Keywords: 4D Development Model; Learning Transformation; History of Islamic Culture.

Abstrak

Tujuan penelitian adalah untuk mengetahui bagaimana gamifikasi dapat meningkatkan motivasi dan keterlibatan siswa dalam pelajaran SKI. Dengan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi lapangan, analisis tantangan pembelajaran, dan tinjauan literatur terkait gamifikasi, model pengembangan 4D, serta fitur-fitur Baamboozle. Implementasi dilakukan dengan merancang aktivitas pembelajaran SKI interaktif yang mengintegrasikan elemen gamifikasi seperti tantangan, penghargaan, dan interaksi sosial, dilanjutkan dengan validasi ahli dan uji coba terbatas terhadap siswa untuk menyempurnakan instrumen

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pembelajaran. Hasil penelitian menunjukkan bahwa pendekatan gamifikasi ini mampu meningkatkan motivasi, partisipasi, serta pemahaman siswa terhadap materi dibandingkan metode konvensional. Tahapan sistematis dari model 4D—Define, Design, Develop, dan Disseminate—memberikan kerangka kerja yang terstruktur untuk merancang kegiatan pembelajaran yang relevan dan sesuai dengan kebutuhan serta karakteristik siswa.

Kata Kunci: Model Pengembangan 4D; Transformasi Pembelajaran; Sejarah Kebudayaan Islam.

A. Introduction

Digital globalization has revolutionized the world of education, accelerating the adoption of digital technology at various levels of learning. This phenomenon creates an urgency to redesign learning methods to be more interactive, inclusive and relevant to the digital era (Amelia, 2023). A global phenomenon shows that traditional learning methods are increasingly less effective in capturing students' attention, especially among millennials and Z generations who grew up in a technological environment (Asni et al., 2025). Therefore, it is important to explore more interactive and engaging learning methods, such as gamification.

Gamification, which refers to the application of game elements in a non-game context, has been shown to increase student motivation and engagement (Deterding et al., 2011). Globally, gamification platforms such as Kahoot!, Quizizz, and Bamboozle are increasingly used in online and face-to-face learning processes (Qureshi & Khatoon, 2023; Rahmania et al., 2023). Even in Indonesia, digital learning has become part of the post-pandemic national education policy. However, the application of this digital technology has not been evenly distributed and has not been fully effective, especially in learning local or religious content such as History of Islamic Culture (SKI).

In Indonesia, learning History of Islamic Culture (SKI) is often considered as one of the subjects that is less interesting, boring, easily bored, and makes you lose enthusiasm for learning (Aprilia et al., 2020; Lubis et al., 2021). According to research by Rahman (2022), many students find it difficult to

understand SKI material due to monotonous and less interactive teaching methods. The pedagogical approach is still dominantly teacher-centered, namely with conventional lecture and memorization methods (Nurmalasari, 2023). This has the potential to reduce students' interest in a subject that should be a window to understanding the cultural heritage and history of Muslims (Azizeh, 2021).

In line with research by Al Anshory (2020), based on the results of observations at MIS Ma'arif Darul Hikmah Gresik Regency, it shows that some students complain that SKI learning is only memorizing material, memorizing a lot of years, character names, place names, foreign names and coherent events. Therefore, there is a need for innovative pedagogical approaches that are contextual, fun, and technology-based (Siki, 2019; Susanti et al., 2024).

One approach that has attracted attention is the application of gamification, which utilizes game elements to create a more interactive and fun learning environment (Fakhrunnisaa et al., 2023; Hakim et al., 2022). Gamification as a pedagogical approach

has attracted widespread attention, as it brings together interactive elements such as challenges, points, scoreboards and rewards in learning (Nooviar et al., 2024).

In a study by Aina (2024), the use of Bamboozle as one of the gamification media can significantly improve the writing skills of junior high school students in Banyumas (Aina, 2024). In addition, previous research mentioned that, this platform offers flexibility for teachers to create interactive quizzes that can trigger active student engagement (E. Alsadoon et al., 2022; H. Alsadoon, 2023; Buckley & Doyle, 2016; Jiménez-Sánchez & Gargallo-Camarillas, 2020). Although widely used in language or science learning, the application of Bamboozle in the context of Islamic education, still specifically SKI, is rarely systematically researched. Therefore, further studies are needed that explore the effectiveness of Bamboozle in this context.

However, while gamification offers many benefits, challenges in its implementation remain. One of the main challenges is teachers' lack of understanding and skills in using gamification technologies and methods

effectively (Mantau & Talango, 2023). In addition, there are also concerns regarding the accessibility of technology in remote areas, where internet infrastructure may not be adequate (Putra & Caroline, 2025). Therefore, it is important to conduct further research on the application of gamification in the context of SKI learning, especially with the 4D development model (Define, Design, Develop, and Disseminate).

The 4D learning development model (Define, Design, Develop, Disseminate) is a systematic framework used to design effective learning media and methods. The model has been proven to help teachers develop technology-based learning innovations that are structured and adaptable in a variety of educational contexts (Farhan et al., 2024). In combination with gamification, the 4D approach can bridge the implementation challenges that often arise in digital-based learning (Qureshi & Khatoon, 2023). However, there are not many studies that combine the use of 4D models and gamification in SKI learning specifically.

A number of previous studies have explored the application of gamification in education, but there is still a gap in the context of SKI learning. Existing studies focus more on improving cognitive learning outcomes in general, not on the affective dimension and character values in SKI. For example, research by Hamari et al. (2019) showed that gamification can increase learning motivation, but did not specifically discuss its application in SKI subjects (Hamari et al., 2019).

In addition, research by Alharbi (2022) highlights the importance of cultural context in the application of gamification, but does not provide practical guidance for classroom implementation. Within Indonesia, very few studies have explicitly integrated Bamboozle as a media in SKI learning based on the 4D model. In fact, this approach has the potential to make a major contribution in increasing students' interest and understanding of materials that are full of Islamic and historical values (Lestari et al., 2024).

Therefore, this research to answer this gap by exploring the application of Bamboozle gamification using the 4D model approach in SKI learning. Hopefully, this approach can contribute to the innovation of SKI learning in the midst of increasingly massive digitalization. Given the urgency of

pedagogical reform in religious education, this gamification-based approach can be a solutive and applicable alternative. The results of this study can also be replicated in various other Islamic educational institutions as an effort to renew learning methods. Thus, this research is not only theoretical, but also practical.

This study also has the potential to contribute to the development of a digital-based curriculum that is relevant to Islamic values. The implementation of SKI learning that is oriented towards experiential learning can foster interest, critical attitudes, and appreciation for history of Islamic culture. By using Baamboozle, students interact directly in a game atmosphere that remains educational, as shown in Aina's study (2024), where students are more enthusiastic in learning writing skills through gamification (Aina, 2024).

If this approach proves effective in SKI, it has the potential to be transformed into other learning, such as Akidah Akhlak, Al-Qur'an Hadis and Fiqh. Thus, the impact could be broader than just method innovation. In short, this study departs from the need for reforming SKI learning through

contextual, interactive, and applicable approaches. The integration of Baamboozle gamification with the 4D development model is expected to provide a new learning experience that is interesting, effective, and in accordance with the characteristics of the digital generation. Thus, this article is expected to make theoretical and practical contributions in the world of digital Islamic education.

B. Methods

The research method used in this study is a qualitative method with a descriptive approach. This research begins with observations in the classroom environment to identify problems that occur in learning History of Islamic Culture (SKI), especially related to the effectiveness of learning methods and the level of student learning motivation. Observations were made in the fifth grade environment of MIS Ma'arif Darul Hikmah Gresik Regency in SKI subjects to obtain an overview of the methods that have been applied and the challenges faced by teachers and students.

Based on the results of observations, researchers then analyzed

various obstacles or obstacles in SKI learning. The identification of these problems is done to find out the aspects that need to be improved, so that the learning process becomes more effective and interesting for students. After the problems were found, the research continued with a literature study to find relevant solutions.

This literature study includes literature analysis on gamification in education, the 4D learning development model (Define, Design, Develop, Disseminate), and the utilization of the Baamboozle platform as an interactive learning media. The results of this literature study then become the basis for designing innovative solutions to improve the quality of SKI learning. All these stages aim to gain an in-depth understanding of the condition of SKI learning and find theory-based solutions that can be applied in developing more interesting and effective learning.

C. Results and Discussion

Learning History of Islamic Culture (SKI): Concepts, Objectives and Challenges

History of Islamic Culture (SKI) is a subject that specifically discusses the history of the development of Islam and culture related to events, time, and events related to Islamic civilization (Fadillah & Achadi, 2024). As part of the Islamic Religious Education (PAI) in Madrasah, SKI has a broad scope, covering the life journey of Muslims from time to time in various aspects, ranging from worship, muamalah, morals, to the development of a system of life and the spread of Islamic teachings based on faith (Syurgawi & Yusuf, 2020).

This subject not only presents historical facts, but also seeks to provide an in-depth understanding of the development or progress of Islamic culture in its historical perspective (Lubis et al., 2021). In fact, SKI discusses the history of Islamic culture since the time before the arrival of Islam, the process of entering Islam, to the development of Islam during the time of the Prophet Muhammad SAW and the present (Zainurrohmah, 2021).

The learning objectives of SKI in Madrasahs are very diverse and comprehensive. One of the main objectives is to develop students who have in-depth knowledge of Islamic history and culture (Fadillah & Achadi, 2024). More than just knowledge, SKI

learning aims to equip students with the ability to take *ibrah* (lessons), values, and meanings contained in every historical event (Isnaini, 2024). This is expected to instill a strong appreciation and willingness in students to have noble character based on stories in Islamic history. In addition, SKI also aims to build students' awareness of the importance of learning the foundation of Islamic teachings, values, and norms that have been built by the Prophet Muhammad in order to develop Islamic culture and civilization (Fadillah & Achadi, 2024).

This learning is also designed to build students' awareness of the importance of time and place as a continuous process from the past, present, and future (Zainurrohmah, 2021). Furthermore, SKI aims to train students' critical thinking in understanding historical facts correctly based on a scientific approach and foster appreciation and respect for historical heritage as evidence of the civilization of Muslims in the past (Zainurrohmah, 2021).

More broadly, SKI learning is expected to develop students' abilities to take *ibrah* from historical events,

emulate outstanding figures, and relate them to various social, cultural, political, economic, scientific, technological, artistic, and other phenomena to develop Islamic culture and civilization. This subject also contributes to motivating students to recognize, understand, and appreciate the history of Islamic culture (Darmalinda & Fadriati, 2024) as well as shaping student character through the internalization of Islamic moral and ethical values (Djuanda, 2024).

In summary, the purpose of learning SKI is to introduce important events in the history of Islamic development, introduce changes in the life and civilization of the people brought by Islam, and instill Islamic values in the life of society, nation and state (Lubis et al., 2021).

Transforming Learning and the Role of Gamification

Transformative learning is a concept oriented towards fundamental changes in the way individuals learn, understand and interpret their life experiences (Rosmilawati, 2017). Transformative learning is not only about increasing knowledge, but also involves the process of forming,

evaluating, and revising the assumptions and perceptions of learners towards what they experience and learn. The essence of learning transformation is a change in the way learners think or mindset, which often occurs through a social process where individuals understand that social and cultural relationships influence their beliefs and feelings (Rosmilawati, 2017).

Transformative learning is a process of changing one's old meaning towards a new meaning based on the results of revising the interpretation of the meaning of experience as a reference for future actions (Abror, 2025). This theory emphasizes the importance of critical reflection on experience to direct subsequent actions (Moedzakir, 2025). In the context of education in Indonesia, Merdeka Belajar's goal is in line with the concept of learning transformation, namely so that each student develops essential characters and competencies to become a lifelong learner (Badan Standar Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan Kebudayaan Riset dan Teknologi, 2024). Technological developments are also the main driver of today's learning transformation, enabling methods that

are more dynamic, interactive, and relevant to learners (Perdana, 2023).

Gamification is increasingly recognized as an effective strategy in transforming learning. By applying game elements into an educational context, gamification aims to increase student engagement and motivation to learn (Nooviar et al., 2024). This method adopts elements such as challenges, points and rewards to make the learning process more interesting and interactive. Gamification not only increases students' learning motivation, but also creates a more dynamic and interactive learning environment, so that students become more active and motivated in the learning process (Srimuliyani, 2023).

This approach provides additional impetus for students to achieve learning objectives and overcomes the potential for boredom that often occurs. Learning materials presented in an engaging and competitive format through gamification can create a more enjoyable learning experience (Praptomo et al., 2022). In addition, gamification also contributes to the development of important skills such as communication, collaboration and problem solving (Wangi et al., 2018). Thus, gamification has great potential to

support learning transformation by making the learning process more engaging, interactive, and relevant for students.

The application of gamification in education, both traditional and e-learning, offers a range of significant benefits. One of the main benefits is that it makes learning more fun and interactive (Hakeu et al., 2023). The added elements of play and competition in gamification can create a greater desire in students to learn (Fathoni et al., 2023). In addition, gamification gives learners the opportunity to see real-world applications of the material they are learning through practical scenarios in the game. The feedback provided directly in the gamification environment also helps students to immediately know what they are doing right and what needs to be improved (Eka, 2023). With engaging game elements, gamification can increase students' intrinsic motivation to learn and engage more actively in the learning process (Hakeu et al., 2023).

Gamification can also help teachers to personalize learning according to students' individual needs, as well as improve students' social and collaborative skills through teamwork and interaction in games (Hakeu et al., 2023). Furthermore, gamification can improve retention and understanding of material as it involves interaction and repetition, builds critical thinking and problem-solving skills, and encourages collaboration and social interaction between students (Eka, 2023).

Overall, gamification has great potential to improve students' learning outcomes, help them focus and understand the material, provide opportunities to compete, explore and achieve, and increase self-efficacy and knowledge retention (Rosina Zahara et al., 2021). Gamification can also increase students' awareness that learning is a necessity and encourage them to be more active in creating learning content, foster a healthy spirit of competition, get them used to working together, and train their courage to take risks and experiment (Septiana & Fadhilah, 2024).

The 4D Learning Development Model as a Transformation Framework

The 4D learning development model, which consists of four main stages of Define, Design, Develop and

Disseminate, is a systematic framework for developing effective learning tools and strategies (Hariyanto et al., 2022). The 4D model has been developed since the early 1970s and is often considered simpler and more practical than other learning development models (Maulida et al., 2023).

The 4D model has been widely used in various educational contexts to develop effective learning tools (AdminLP2M, 2022). Examples of its implementation include the development of digital books for Basic Electronics courses (Dewy et al., 2023), the development of learning videos for classroom management skills (Salsabila et al., 2023), the development of online-based learning media in web programming courses (Harjanto et al., 2023), development of time line-based Islamic cultural history teaching materials (Asnidar, 2020), development of android application learning media for Isra' Mi'raj material in SKI learning (Rizal Fanani et al., 2021), and development of snakes and ladders learning media for SKI learning (Endriyanis, 2023).

Based on the successful implementation of the 4D model in various contexts and to develop various learning materials, including in the field of Islamic studies for SKI, this model is considered suitable to guide the integration of gamification with Baamboozle in SKI learning. The integration of the 4D model with the application of Baamboozle gamification in SKI learning can be done through the following stages:

The first stage, Define, aims to establish and define instructional requirements by conducting needs analysis, student characteristics, learning tasks, material concepts, and formulating clear learning objectives (Salsabila et al., 2023). At this stage, an in-depth analysis of SKI learning needs was conducted, including the challenges faced in traditional learning and the learning objectives to be achieved.

The characteristics of Madrasah students were also analyzed to understand their learning preferences and comprehension levels. Relevant SKI materials were analyzed to be integrated into the Baamboozle game format. The concept of gamification and the features of Baamboozle were also carefully studied to identify its potential application. Based on this analysis,

transformative learning objectives for SKI were formulated to be achieved through the gamification integration of Baamboozle.

The second stage, Design, is the initial stage in designing learning interventions. At this stage, the preparation of criterion tests to measure the achievement of learning objectives, selection of appropriate learning media, selection of material presentation format, and initial design of learning activities are carried out (Salsabila et al., 2023). This stage involves designing Baamboozle-based SKI learning activities that integrate gamification elements such as points, challenges, rewards and leaderboards. Quizzes and games relevant to the SKI material were developed by considering the level of difficulty and learning objectives. The material presentation format (individual or group) is also determined based on learning objectives and student characteristics. In addition, an evaluation instrument is designed to measure the effectiveness of Baamboozle gamification-based learning.

The third stage, Develop, is the stage to produce the designed learning product. This stage involves expert appraisal of the design and learning materials, followed by revisions based on expert input, as well as developmental testing on the target student group to obtain feedback and make further improvements (Salsabila et al., 2023). At this stage, the SKI learning materials that have been designed are converted into an interactive game format on the Baamboozle platform.

This process involves creating questions, determining the correct answer, giving points, and setting other gamification elements. After the game material was created, it was validated by SKI material experts and learning design experts to ensure the accuracy of the material and the effectiveness of the game design. A limited trial was also conducted with a group of students to get feedback on the game experience and understanding of the material. Based on this feedback, revisions and improvements were made to the Baamboozle game.

The last stage, Disseminate, involves validation testing of learning products, packaging of products in an appropriate format, and dissemination and adoption of products by users (Hariyanto et al., 2022). The last stage is

the implementation of Baamboozle gamification-based SKI learning in the classroom. The teacher provides an explanation to students about how to play and the learning objectives to be achieved.

During the learning process, teachers monitor student participation and provide guidance if needed. After implementation, the effectiveness of learning is evaluated through various methods, such as observation, student questionnaires, and analysis of learning outcomes. The results of this evaluation are then disseminated to the teaching community as good practices and solutions to overcome challenges in SKI learning.

Table 1: Stages of the 4D Model and its Application in Baamboozle Integration for SKI Learning

4D Model Stage	Key Activities in the 4D Model	Application in Baamboozle Integration for SKI Learning
Define	Needs analysis, student analysis, task analysis, concept analysis, formulation of learning objectives	Analyzing SKI curriculum, learning challenges, characteristics of Madrasah students, gamification and Baamboozle concepts, formulating transformative learning objectives for SKI
Design	Criterion test development, media selection, format selection, preliminary design	Designing SKI learning activities based on Baamboozle with gamification elements, developing relevant quizzes and games, choosing presentation format, designing evaluation instruments.
Develop	Expert assessment, revision, pilot testing	Creating SKI materials in Baamboozle game format, expert validation, student testing, revision based on feedback
Disseminate	Validation testing, packaging, diffusion, adoption	Implementation of Baamboozle gamification-based SKI learning in the classroom, evaluation of effectiveness, dissemination of results and good practices

The Implication of Baamboozle Gamification Strategy in Increasing Student Motivation in SKI Learning

Baamboozle is a game-based online learning platform that offers a variety of interactive and engaging games for teaching and learning activities. As a web-based application, Baamboozle is easily accessible through various devices such as laptops or mobile phones (Amalinda, 2024). The platform is community-based, which means teachers can utilize thousands of games and quizzes that have been created and shared by other users (Wardani, 2023).

One of the advantages of Baamboozle is the ease for teachers to create their own games according to the subject matter they want to convey. The initial display of Baamboozle is very intuitive, with features such as quiz question display, game start display, quiz question zoom in display, and quiz answer key display. Baamboozle's interactive quiz feature makes subject matter, including history, more interesting and motivates students to actively participate (Putri et al., 2024).

The platform allows teachers to present material in a more dynamic and fun format, encouraging students to think critically and work together in groups (Azizah et al., 2024). Each game on Baamboozle comes with different questions and features, including point addition and subtraction, which adds to the excitement and spirit of competition (Saffitri et al., 2024). The different types of games are engaging and allow students to work well together. In addition, the use of Baamboozle can also increase students' learning motivation (Khoiro et al., 2023), and their involvement in the teaching and learning process (Pabela et al., 2024), so that it can improve student learning outcomes (Putri et al., 2024).

One of the most prominent effects of the use of gamification is the emergence of student motivation, which is an internal or external drive that affects a person in carrying out learning activities with the aim of achieving the desired results (Soraya, 2015). Dornyei and Otto stated that motivation has an important role as a dynamically changing passion in a person because it functions as a driver, director, coordinator, reinforcer, stopper and evaluator in cognitive and motor processes, where initial desires and desires are selected, prioritized,

operationalized and acted upon (Soraya, 2015).

According to (Santrock, 2018), learning motivation can be divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from within the student, such as curiosity, satisfaction in understanding the material, or pleasure in learning. Meanwhile, extrinsic motivation comes from external factors, such as gifts, grades, praise, or punishment given by teachers or the surrounding environment. Thus, students motivated by gamification tend to be more diligent, focused, and active in participating in learning compared to students who have low motivation.

Several theories have been developed to explain the concept of learning motivation. One influential theory is the Self-Determination Theory proposed by Deci and Ryan (1985). This theory emphasizes that humans have three main psychological needs in learning, namely autonomy, competence and relatedness (Legault, 2017). Autonomy refers to students' feelings that they have control over their learning process, competence refers to the belief that they are able to complete tasks well,

and relatedness relates to social interactions in the learning environment. If these three needs are met, then students will be more intrinsically motivated to learn.

In addition, the ARCS (Attention, Relevance, Confidence, and Satisfaction) theory developed by Keller (1987) also explains the factors that influence student motivation in learning (Katili & Wali, 2021). This model consists of four main components, namely Attention which attracts students' interest in learning, Relevance which connects the material with students' experiences or interests, Confidence which builds students' confidence in their abilities, and Satisfaction which provides a sense of satisfaction after completing learning tasks (Katili & Wali, 2021). If these four aspects are considered in the learning process, students will be more motivated to learn actively.

In this case, gamification is one of the strategies that can be applied to increase student motivation (Deterding et al., 2011). Furthermore, gamification can also fulfill basic psychological needs in learning, as per the Self-Determination theory. For example, in gamification platforms such as

Baamboozle, students are given the opportunity to choose their own questions or strategies, which supports aspects of autonomy. Baamboozle provides a variety of learning media that is more interesting for students, thus overcoming boredom that may arise from using monotonous media.

The platform can also facilitate students' psychological development by providing challenges that match their level of understanding. Moreover, the incrementally structured challenges help students feel the improvement of their competence, while the group game feature allows them to work together and enhance social connectedness. In addition, the challenges and puzzles in the game can improve problem-solving abilities as well as develop students' creative thinking skills.

Dornyei's motivation theory emphasizes that student motivation is influenced by internal (intrinsic) and external (extrinsic) factors (Soraya, 2015). The implementation of Baamboozle, which is a gamification platform, creates a fun and interactive learning environment. This stimulates students' intrinsic motivation to learn SKI material in a more interesting way.

While the game elements and rewards such as points and certificates in Baamboozle can also serve as extrinsic reinforcement that increases their motivation to participate.

In addition, Dornyei underlines the importance of creating basic motivational conditions in the classroom (Soraya et al., 2017). Through gamification, Baamboozle helps create a supportive learning atmosphere, where students feel more connected and engaged. The positive interactions built in a game format can strengthen the relationship between teachers and students, thus increasing overall motivation. Dornyei's motivation theory also mentions that setting specific and relevant goals is essential to maintaining motivation. By using Baamboozle, teachers can create quizzes and challenges that can be tailored to students' SKI learning needs, so students have clear goals and can feel a sense of accomplishment that contributes to their motivation to learn more.

Furthermore, Dornyei also notes that motivation can fluctuate (Soraya, 2015), making it important to use a variety of motivational strategies that can be adapted to different situations and

contexts. The application of gamification through Baamboozle allows for quick and responsive adjustment of teaching strategies based on student feedback, making the learning experience more relevant and engaging for them. Therefore, the application of Baamboozle in SKI learning is not only in line with Dornyei's theory of motivation, but it can also strengthen various dimensions of student motivation, allowing students to be actively involved in the learning process through hands-on experience in the form of active games. Thus, gamification not only makes learning more interesting, but can also increase students' overall motivation and engagement.

Based on various motivation theories and the concept of gamification, it can be concluded that gamification, especially through interactive platforms such as Baamboozle, has great potential to increase students' learning motivation. By combining elements of challenge, reward and social engagement, gamification can create a more engaging learning environment and encourage students to be more active in learning. Therefore, the application of gamification in learning, particularly in subjects such as History of Islamic Culture (SKI), can be an effective strategy to increase students' motivation.

D. Conslusion

The application of gamification through the Baamboozle platform in learning History of Islamic Culture (SKI) using the 4D model can theoretically increase student motivation and engagement. By integrating gamification elements such as challenges, rewards and social interaction, students feel more connected and active in the learning process. This learning method provides a fun atmosphere and makes students more enthusiastic in understanding the material, compared to conventional learning methods that tend to be monotonous and boring.

In addition, the results indicate that the application of the 4D model, which includes the stages of Define, Design, Develop and Disseminate, provides a clear structure in designing relevant and effective learning activities. These stages enable teachers to systematically identify students' needs and characteristics, and design innovative solutions in SKI learning.

With the successful implementation of Baamboozle gamification, this research emphasizes the importance of innovation and adaptation in the educational process to improve the quality of learning, so as to contribute to the development of better education in Indonesia.

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