Gamification in Education: Leveraging the Bamboozle App for Effective Summative Assessments in Seventh-Grade of Junior High School

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ABSTRAK

Perkembangan teknologi mendorong guru untuk terus berinovasi menciptakan pembelajaran yang menarik guna meningkatkan kualitas hasil belajar siswa. Namun, dalam pelaksanaan pembelajaran Fikih Ibadah di kelas VII, peneliti menemukan adanya demotivasi siswa yang memengaruhi minat, keterlibatan, dan keaktifan mereka dalam proses belajar. Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, dan hasil implementasi asesmen sumatif berbasis aplikasi Bamboozle di kelas VII. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Data dikumpulkan melalui wawancara dengan guru, siswa, dan kepala sekolah, serta observasi dan dokumentasi. Data yang diperoleh dianalisis menggunakan teknik analisis deskriptif kualitatif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan asesmen sumatif berbasis Bamboozle dilakukan dengan menyiapkan materi, instrumen asesmen, dan strategi pelaksanaan. Pelaksanaan asesmen berjalan efektif dengan partisipasi siswa yang meningkat selama proses pembelajaran. Berdasarkan hasil wawancara, siswa menunjukkan antusiasme yang lebih tinggi terhadap asesmen berbasis aplikasi ini dibandingkan dengan metode asesmen konvensional. Selain itu, implementasi ini mampu meningkatkan motivasi, minat, dan keterlibatan siswa dalam pembelajaran Fikih Ibadah. Simpulan dari penelitian ini adalah bahwa penggunaan aplikasi Bamboozle dalam asesmen sumatif dapat menjadi inovasi yang efektif untuk meningkatkan kualitas pembelajaran, khususnya dalam aspek motivasi dan keterlibatan siswa.

ABSTRACT

Technological advancements encourage teachers to continuously innovate in creating engaging learning experiences to improve student learning outcomes. However, during the implementation of the Fikih Ibadah lesson in seventh-grade classes, the researcher identified student demotivation that affected their interest, engagement, and active participation in the learning process. This study aims to describe the planning, implementation, and outcomes of summative assessments using the Bamboozle application in seventh-grade classes. The study employs a qualitative approach with a field research design. Data were collected through interviews with teachers, students, and school principals, as well as observations and documentation. The collected data were analyzed using a descriptive qualitative analysis technique, including data reduction, data presentation, and conclusion drawing. The findings indicate that the planning of summative assessments using the Bamboozle app involved preparing learning materials, assessment instruments, and implementation strategies. The execution of the assessment was effective, with increased student participation during the learning process. Based on interviews, students showed higher enthusiasm toward app-based assessments compared to conventional assessment methods. Moreover, the implementation of this approach successfully enhanced students' motivation, interest, and engagement in Fikih Ibadah lessons. The study concludes that the use of the Bamboozle app in summative assessments can serve as an effective innovation to improve learning quality, particularly in boosting student motivation and engagement.

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1. INTRODUCTION

Assessment is one of the important elements in education to evaluate student learning achievement. Summative assessment, which is conducted at the end of the learning period, aims to measure the extent to which students have achieved the competencies set out in the curriculum (Meyer-Beining et al., 2018; Yüksel & Gündüz, 2017). In this digital era, the use of technology has brought significant changes to the way assessments are conducted (Alruwais et al., 2018; Elzainy et al., 2020; Khlifi & El-Sabagh, 2017). One of the applications What caught the eye was Baamboozle, an interactive platform designed to help the teaching and learning process through educational games. At SMP Islam Al Ulum Terpadu Medan, the application of technology in assessment is a strategic step to optimize the quality of learning, especially in the subject of *Fiqh Ibadah* for class VII. *Fiqh* is a subject that plays an important role in shaping students' understanding of how to practice Islamic teachings in everyday life. Materials such as thaharah (purification), prayer, fasting, zakat, and others require a learning approach that is not only based on theory, but also practical and relevant to their lives. However, learning *Fiqh* often faces challenges such as students' lack of interest in monotonous and less interactive learning methods. Therefore, the integration of technology such as Baamboozle expected to be able to present a more interesting and enjoyable learning atmosphere.

Baamboozle is a game-based application that allows teachers to create questions in an interactive quiz format. This application has features that can be adjusted to learning needs, such as dividing questions based on difficulty level, a point system to motivate students, and an attractive visual display (Meryansumayeka et al., 2018; D. P. Sari et al., 2018). With this gamification approach, students can take the assessment without feeling stressed, because the atmosphere created is more relaxed and competitive (Durrani et al., 2022; Ruiz-Bañuls et al., 2021; Taspinar et al., 2018). This is a distinct advantage compared to traditional assessment methods that tend to make students feel burdened. At Al-Ulum Integrated Islamic Middle School Medan, the use of in the summative assessment for the subject of *Fiqh* for grade VII has become one of the innovations in technology-based learning. This school has been known as an institution that combines Islamic religious education with a modern approach, including in the use of digital technology. Implementation Baamboozle allows teachers to provide more dynamic assessments, according to the needs of students who are mostly digital-natives. Using devices such as computers or mobile phones, students can take quizzes directly, either in class or at home, according to the teacher's instructions (Ramdani et al., 2023; D. E. Sari, 2019; Yu et al., 2022).

In addition to increasing student engagement, the implementation of Baamboozle also provides benefits for teachers. Through this application, teachers can create various questions, such as multiple choice, short answer, or fill-in-the-blank, according to the competencies to be measured. Assessment results can be accessed directly, making it easier for teachers to analyze data and provide feedback to students. This data is also useful for evaluating the effectiveness of teaching methods that have been implemented so far, so that learning can continue to be adjusted to student needs. The COVID-19 pandemic that has hit the world in recent years has also become a catalyst in the transformation of technology-based education (Hermanto & Srimulyani, 2021; Salmia & Yusri, 2021; I. Sari et al., 2020). This situation has encouraged many schools, including SMP Islam Al-Ulum Terpadu Medan, to seek alternative effective learning methods amidst the limitations of direct interaction. Baamboozle become one of the relevant solutions, because it can be used in online and offline learning. With an interactive game format, this application successfully maintains student engagement even though learning is done virtually.

In addition, the use of Baamboozle also in line with the principles of 21st century learning, which emphasize the importance of mastery of technology, critical thinking skills, collaboration, and creativity. Through assessments designed using Baamboozle , students are not only tested on their understanding of the *Fiqh* material, but are also trained to think quickly, work together in teams, and solve problems with the right strategy. This makes assessment not just an evaluation tool, but also a learning tool that equips students with relevant life skills. On the other hand, the implementation of technology-based assessments also contributes to the formation of a digital literacy culture among students (Brändle et al., 2023; Kalleny, 2020; Khlifi & El-Sabagh, 2017). Through interaction with applications such as Baamboozle, students learn to utilize technology positively in their learning activities. With the guidance of teachers, they are taught not only to be users of technology, but also individuals who are able to take maximum advantage of technological developments in improving their quality of life.

Overall, the implementation of summative assessment using the application Baamboozle in the subject of *Fiqh* for grade VII at SMP Islam Al-Ulum Terpadu Medan is a strategic step in presenting education that is relevant to the needs of the times. Although still facing challenges, this effort shows the school's commitment to continue to innovate in order to improve the quality of learning. This approach not only provides a fun learning experience, but also supports the creation of a more adaptive, inclusive, and future-oriented educational environment. This study aims to describe the planning, implementation, and outcomes of summative assessments using the Bamboozle application in seventh-grade classes.

2. METHOD

Researchers use qualitative research in the form offield research (field research). The method used in this study is descriptive analysis, which is research intended to provide systematic and precise symptoms, facts, or events that are characteristic of a particular population or area. Researchers use qualitative research with descriptive methods because by using this type of research, researchers can act as the main research tool by directly observing research subjects to find the truth and delve deeper into the meaning of the subject by exploring questions alternately, so that problems will be found with definite answers. Researchers use a social approach because this study studies social conditions that occur in the school environment and uses a psychological approach because the object of study is the psychological condition of students, namely student motivation or enthusiasm for learning.

Due to *Fiqh Ibadah* is a Local Content Subject, which permits educators to use any strategy when conducting summative assessments, including gamification through the Baamboozle platform, the researcher selected Grade VII because they teach at that level and chose a different type of summative assessment from other subjects. Interviews with the principal, vice principal, homeroom teachers, Islamic Religious Education instructors, students, and parents of students served as primary data sources. The researcher questioned 48 Informantts in all, including one principal, three vice principals, four homeroom instructors, 20 students, and 20 parents of students. Data was also gathered through documentation and observation. While all written items pertinent to the research issue, such as books, school documents, brochures, lesson plans, and other written materials, served as secondary data sources for this study.

This study's data collection method included both direct and passive participant observation. Because the study was conducted while the school was in session, the researcher participated in teaching and learning activities in Class VII of SMP Islam Al Ulum Terpadu. Nevertheless, the researcher did not take part in the teaching and learning process in the classroom; instead, they merely observed, and they had previously told all Informantts about the research they were doing. Even though the researcher created general criteria for observation activities, the researcher also had a tendency to participate in unstructured observations. effectively continuing to refer to the interview questions, the researcher employed a semi-structured interview strategy, however it was still feasible for questions to emerge that weren't on the prepared question instrument.

Researchers used technique triangulation using several informants and data source triangulation using interviews, which were subsequently supported by documentation and observation to bolster the research findings. Purposive sampling strategies, or data source sampling procedures with specific concerns, were then employed by the researchers. Purposive sampling, on the other hand, is a method that is continuously used from Informant t to Informant t in order to get comprehensive and detailed data using the following steps: data collection, data reduction, data display, and conclusion drawing.

3. RESULT AND DISCUSSION

Result

Planning Stages. In the contemporary educational landscape, game-based learning has emerged as a significant innovation, catering to the needs of Generation Z by offering engaging and interactive learning experiences for students. This approach involves the incorporation of game elements into educational settings, with the objective of enhancing motivation and creating a more dynamic atmosphere in online learning environments. Game-based learning is predominantly implemented through applications that are readily accessible to the public and are typically offered free of charge in their basic functionality. However, to optimize the performance of these applications and services, the selection and utilization of premium features is recommended. Examples of widely used applications include Educandy, Kahoot, Quizizz, Word Wall, Baamboozle, Eclipse Crossword, i Spring, Edpuzzle, and numerous analogous applications (Winagsih & Syarif, 2023).

Based on the aforementioned description, the researcher deduces that gamification can also be understood as a learning model that employs a gaming approach that makes use of learning through playing on gadgets like computers and cellphones and learning patterns. Students' psychomotor, emotional, and intellectual intelligences are all stimulated at the same time by this approach. Game-based learning is an educational approach that utilizes gamification, a term coined by the game studies researcher, Dr. Jane McGonigal, to enhance the engagement and retention of students in learning environments. This methodology employs systematic, game-like characteristics in teaching and learning activities to mitigate the adverse effects of boredom, particularly in online learning settings (Winagsih & Syarif, 2023). The usage of platforms Baamboozle, which attempts to address the issues of learning activity and motivation, is one instance of the gamification application that is the subject of this study.

Referring to the constructivist learning theory (Masgumelar & Mustafa, 2021). This is very relevant to the policy on independent learning for both teachers and students. A free spirit character can be

developed by educating educators and pupils about technology advancements. This gives teachers and students the ability to investigate information from several sources and fosters independent and creative learning. As a result, the needs of students and the requirements of education in the twenty-first century are satisfied. It is imperative to acknowledge the impact of these factors on student learning, as they are directly experienced by teachers and principals.

> "Students are happy when they have finished studying, they will definitely be cheerful if they are given games or study using media. Because they will not feel bored and their enthusiasm will also decrease. The use of technology today has a very big impact on the era of today's children"

> According to the principal's remarks about the usage of educational media,

> " *Merdeka* Curriculum is a form of flexibility in learning, one of the impacts is the use of media in learning that facilitates students' space to think creatively and independently. In this school, students can also be creative together with their teachers in utilizing media for learning, especially in this summative assessment. However, simultaneously we also carry out written summative assessments, only in the subject of *Fiqh Ibadah*, this is a local content that allows teachers to carry out summative assessments in any way, I really appreciate that."

The web-based digital learning platform known as Baamboozle requires an internet connection as well as a smartphone or other electronic device, such as a laptop or personal computer, in order to function (https://www.baamboozle.com). The various types of educational games available on this platform can be viewed by interested parties at their discretion. Each educator has the autonomy to modify the visual interface of the game to enhance its appeal to students. The game's functionality is analogous to that of a quiz, yet it is conducted online and does not necessitate the creation of an account by students. As the controller, the educator has put in place a number of processes, such as email registration. There is no requirement for students to register an account or code in order to play the game; all they need is an internet connection (Safira, 2022). According to this rationale, baamboozle is one of the instructional games that can be used in teaching and learning exercises.

Students are permitted to respond to questions exclusively through the utilization of Baamboozle, directly from the Zoom interface or the screen that is projected onto an LCD projector within the classroom environment. The instructor serves as the game's facilitator, guiding the students through the activity. Subsequent to the completion of all questions by the students, a discussion session ensues. The instructor reserves the right to pose inquiries related to the subject matter.

In the learning process, students will carry out an evaluation (assessment) by conducting a summative assessment with the objective of measuring the student's learning achievement and the extent to which they have reached the end of the learning unit. Constructively, the preparation of the assessment has adjusted the student's learning achievements, namely showed in Table 1. In compiling a summative assessment, there are at least questions and scoring guidelines as listed in the Table 2. Assessment Scoring Guidelines showed in Table 3.

Table 1. Construction of Learning Outcomes/KI-KD for *Fiqh* Subjects

KI (Core Competencies)	3. Recognize knowledge (factual, conceptual, and procedural) derived from an interest in science, technology, art, and culture as it relates to events and phenomena that are apparent.
KD (Basic Competencies)	3.3. Analyzing the provisions of the five obligatory prayers
	3.4. Analyzing the provisions of congregational prayer

Table 2. Question Instrument

No	Question	Answer
1	The reading of the prayer while prostrating is…	سُبْحَانَ رَبِّىَ الأَعْلَى وَبِحَمْدِهِ
2	Prayers performed together are called …	*Shalat berjama'ah*
3	Mention the last pillar of prayer…	*Tertib*
4	*Sunnah* Hai'at is …	*Sunnah* practices in prayer that do not need to be replaced with prostration for sahwi if forgotten
5	The prayer reading during the I'tidal position is …	رَبَّنَا لَكَ الْحَمْدُ مِلْءَ السَّمَوَاتِ وَمِلْءَ الْأَرْضِ وَمِلْءَ مَا شِئْتَ مِنْ شَيْءٍ بَعْدُ
6	"*Allahu Akbar*" is the sound of the prayer reading when…	*Takbiratul Ihram*

No	Question	Answer
7	The term prayer performed alone is called...	*Shalat Munfarid*
8	Before praying we are obliged to perform...	*Wudhu*
9	Prayer is one of the main pillars of Islam..	Second
10	Rules of reciting ta'awudz before Reading *Surah Al-Fatihah* in prayer is...	*Sunnah*
11	The law of congregational prayer is...	*Sunnah Muakkad*
12	The law of *fardhu* prayer is...	*Wajib*
13	The *fardhu* prayer which has three *rak'ahs* is...	*Shalat Maghrib*
14	After "*Niat*" the next movement in prayer is...	*Takbiratul Ihram*
15	The prayer reading while sitting at iftirasy is...	رَبِّ اغْفِرِلِي وَارْحَمْنِى وَاجْبُرْنِي وَارْفَعْنِي وَارْزُقْنِى وَاهْدِنِى وَعَافِنِى وَاعْفُ عَنِّى
16	Reading the ifititah is included in the law... in prayer	*Sunnah*
17	If the *Imam* is male, the congregation is also 1 For men, the prayer position is ...	The position of the congregation is next to For men, the prayer position is to the right of the imam
18	What differentiates the sound of the call to prayer and *iqamah* is the pronunciation...	The sentences *Qad Qaa matisshalah tu Qad Qaa matishalaah*
19	Reading *al-Fatihah* is included in the law... in prayer ...	*Wajib*
20	If the female *imam* and *makmum* are also women standing behind them, then the prayer position is ...	the priest and the distance is not more than three cubits. the priest advances a little more
21	The total number of *rakats* of prayer ...	17 *Raka'at*
22	*Masbuq* is...	The congregation who are left behind enter the line/row during congregational prayer
23	The first pillar of prayer is ...	*Niat*
24	Andi Performing prayer without ablution, then the law is ...	Invalid / No sah
25	*Tumakninah* means ...	Pausing during shalat
26	Is it joking?joke can invalidate prayer ...	breaks the shalat
27	he way to remind the imam who forgot to read (for male clerics) is ...	Say *subhanallah* to your *makmum*
28	who missed the congregational prayer is called the *makmum* ...	*Masbuq*
29	The first pillar in prayer is...	*Niat*
30	*Sunnah Ab'ad* is ...	*Sunnah* practices in prayer which if abandoned, are recommended to do prostration for sahwi
31	Mention the obligatory prayers that are performed in 4 *rakaats* ...	*Isya, Zuhur, Ashar*
32	Saying greetings before the end of prayer time, is it valid or invalid ...	Invalid
33	The way of women which finding an imam who forgets the readings/ movements of prayer is ...	Clapping hands or *tashfiq*
34	*Mumayyiz* is ...	Child which already capable distinguish between good and bad, and between what is beneficial and what is not beneficial

Tabel 3. Assessment Scoring Guidelines

Scoring Criteria	Information
1	If you are able to answer but it is very different from the correct answer
2	If you are able to answer but there are still more than two errors from the correct answer
3	If you are able to answer but there is still one mistake from the correct answer
4	If you are able to answer according to the correct answer

If: $a1$ (first answer), $a2$ (second answer), $a3$ (third answer); The final value obtained by students is the accumulation of the obtained values multiple choice and essay divided by 3 , so Value = $\frac{a1+a2+a3}{3}$

After compiling the question construction, the next step is for the teacher to Inputor enter the question into the application Baamboozleby doing a search on an internet search site, namely https://www.baamboozle.com .Then the teacher can register (sign in)first or log in to your account (login) If you already have an account, the teacher will be directed to the displaycreate question with edit game in Figure 1.
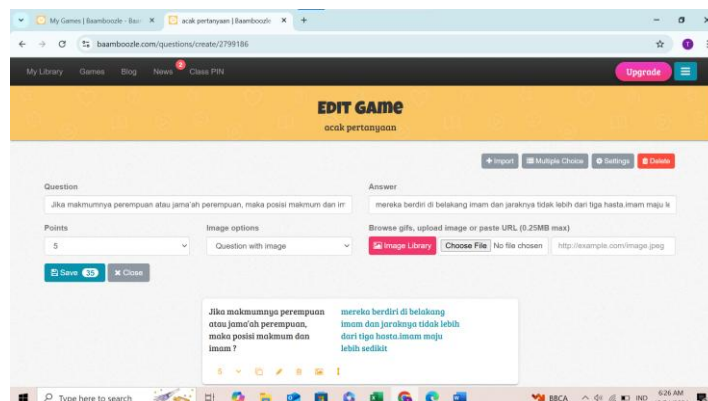

Figure 1. Bamboozle Game Edit

After the teacher has finished making the questions, the teacher is directed to start the game with game settings that can be modified according to learning needs. However, in this summative activity, the feature is not used teams because summative assessment is done individually to measure students' abilities independently. Here is a display of the game settings Baamboozle. Edit game baamboozle Figure 2.
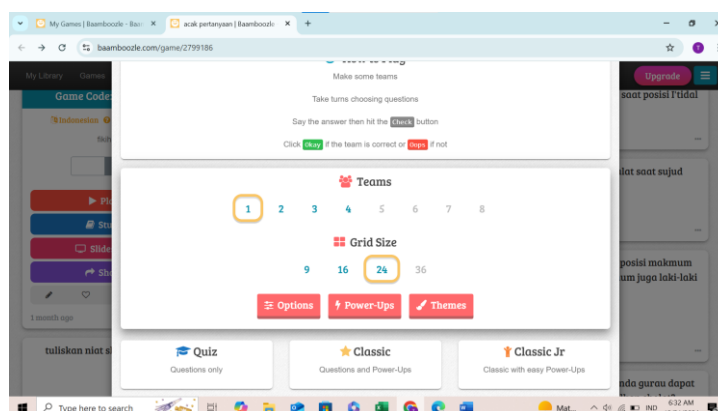

Figure 2. Edit Game Baamboozle

In the observations conducted by the researcher, Baamboozle was utilized during the summative assessment. Subsequent to the completion of the written assessment identity by all students, the subsequent step entails paying close attention to the screen shared by the teacher, refraining from engaging in any activities, and maintaining focus on the teacher. Thereafter, each student answers the question by selecting three numbers, with each number displayed containing a question. For each question, students are allotted a time limit of 30 seconds, with the objective being to facilitate their concentration on the assessment. The teacher initiates the game by displaying the Baamboozle platform on the projector screen.

The instructor will ask one child from the first team to choose a number after they have watched the screen display, which shows a sequence of numbers from 1 to 24 as shown in Figure 1. The teacher presses the number after students has chosen it, causing a question to be generated. The next step is for the student to respond to the question. A set amount of points will be awarded to the student's team if they give a satisfactory response. Until every number has been chosen, this process is repeated. Participants in the study have expressed interest in this game, stating that the lively visual components and the sense of difficulty it presents with each question are what make it so appealing.

The following interview shows the responses from students regarding the use of the platform Baamboozle as a learning tool. On the findings from 20 informants interviewed by the researcher, 15 informants indicated that learning activities increased their enthusiasm because they were exciting, not boring, could facilitate reflection on the material, were enjoyable, and were motivating because they could outperform other teams. Conversely, five respondents expressed enjoyment of the learning process, irrespective of its outcome, though they did not explicitly attribute this enthusiasm to the activities. The

researcher's analysis of the interview results suggests that the utilization of Baamboozle as a medium for learning was found to be enjoyable by all participants due to its engaging and challenging nature, which fosters a sense of accomplishment and satisfaction.

The researcher's observations supported the interview results, which were further supported by the PAI teacher's and the homeroom teacher's claims that the kids appeared more engaged, enthusiastic, and eager to respond to questions. This demonstrates how gamification with Baamboozle media can draw interest and boost students' motivation for studying. The statements of parents, demonstrate that 16 out of 20 respondents reported a discernible shift in student enthusiasm when teachers employed Baamboozle media in the classroom. According to the informants, this platform engenders a more enthusiastic learning environment, challenges students, and facilitates the comprehension of the material. However, two informants indicated that there was no discernible change in enthusiasm before and after the implementation of Baamboozle. One informant expressed uncertainty regarding the impact of the game on student engagement, while another noted that while learning through Baamboozle was more engaging, their son exhibited a decline in interest.

Discussion

Learning in the *Merdeka* Curriculum requires evaluation called assessment. Assessments are carried out every mid-semester or end of semester to measure the achievement of learning objectives holistically. In addition, assessments provide complete feedback information for teachers, students, and parents. The goal is to guide them in determining further learning strategies and as a reflection to improve the quality of learning (Alias et al., 2015; Williams-McBean, 2023). In the realm of summative assessment, there are many stages that must be implemented first. The form of tests in summative assessments is categorized into several types, such as rubrics, presentations, posters, dioramas, technology or art products, essays, collages, and dramas. The realm of summative assessment is a reference for identifying student competencies and determining graduation to the next level (Alias et al., 2015; Khlifi & El-Sabagh, 2017; Williams-McBean, 2023). Summative assessment also greatly influences student learning outcomes, which is one way to evaluate the achievement of learning outcomes (Wiyono et al., 2021).

The characteristics of summative assessment are carried out after learning ends, such as in one scope of material, the end of the semester, or the end of the school year, namely (Budiono & M.Hatip., 2023). First, The implementation is formal, so it requires the design of instruments that are in accordance with the expected competency achievements and implementation that is in accordance with assessment principles. Second, Functions as a form of school accountability to parents and students, as well as monitoring to stakeholders. Third, used by educators or schools to evaluate the effectiveness of learning programs. *Fiqih* is described as a set of standards (regulations) that govern human interactions and relationships with other animals in the Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 concerning the Graduate Competency Standards and Content Standards of Islamic Religious Education and Arabic in Madrasah. Additionally, *Fiqih* is regarded as one of the courses taught at madrasahs. at this study, *Fiqih* of worship is taught in the Education unit at SMP Islam Al-Ulum Terpadu Medan under the Ministry of Education and Culture as a local content subject. The object of research when the researcher conducted the observation was 2 materials, namely "*Shalat Fardhu lima waktu and shalat berjama'ah*".

Particularly concerning are the state of student demotivation and the availability of a *Merdeka* learning policy that gives educators the chance to address the issue by investigating different approaches, tactics, and media that can be employed. This calls for a change in the educational process, especially for students who are part of Generation Z or the Net Generation. To accommodate their tastes, which incorporate technology and digital engagement in all activities, innovation is essential. They want learning materials to be in digital format, for technology to be integrated into the facilities and learning environment, and for tests to be given online. According to what experts have seen, educators have a wide range of platforms and websites to choose from when it comes to digital game-based learning. But Baamboozle has its own special qualities and benefits, like. First, Every game is unique. The questions are selected from a pool of questions that the game developer prepared, and they are not presented in the same order. Second, teachers can modify the game to suit their students' requirements. They can, for instance, establish the time, allow students to ask questions they are unsure of, or alter the team name in accordance with the teacher's preferences. Third, since there are thousands of games created by other educators available, there is no need for preparation; the teacher only needs to look for, select, and decide which game best fits the content to be taught. Fourth, The game is adaptable; it may be played online or in person, and it can be played on a single device that has a smartboard, projector, or online learning. Fifth, No code or account is required for students to play. Sixth, teachers can quickly and simply make their own games.

The purpose of motivation in the learning process is to encourage students to be active (e.g., students' enthusiasm for completing assignments on time and desiring to obtain favorable grades) and to act as a catalyst for effort and achievement (Abdelrahman, 2020; Ghofur & Youhanita, 2017; Havidz & Mujakiah, 2023). Motivation functions as a catalyst for achievement, for students must muster the will to

actualize their aspirations and meticulously align their endeavors with predetermined objectives (Abdelrahman, 2020; Ghofur & Youhanita, 2017; Havidz & Mujakiah, 2023; Sabirli et al., 2020). This enables students to select and determine the appropriate actions to achieve their goals. The presence of motivated students is evident in their engagement with academic activities both within and beyond the confines of the school environment. This engagement is particularly pronounced when educators assign tasks that extend beyond standard school hours. Motivated students demonstrate a strong effort to complete their assignments in an optimal manner and adhere to stringent submission deadlines.

The researcher came to the conclusion that the PAI teachers in particular, who taught class VII at SMP Islam Al Ulum Terpadu Medan, employed a student-centered learning strategy and visualized learning methodologies by showcasing presentation files and videos in accordance with the RPP. Through interactions with teachers and their peers, students are given additional chances to actively participate in the entire learning process, according to the active learning concept. Every child engages in intellectual participation, especially when they are allowed to choose the question number in the game Baamboozle and then answer it. The students then actively ask questions once more as feedback on the learning process that has been finished thus far in order to make sure that every student in class VII in PAI learning contributes and actively participates in the learning process. Scholars claim that using the Baamboozle platform to pursue Islamic Religious Education meets two criteria for active learning: *Merdeka* learning. While autonomous learning happens when students choose and answer Baamboozle questions independently, active respond Q&A (Question and Answers) or closing activities.

4. CONCLUSION

Based on the previously given rationale and the results of the researchers' investigation, it can be said that using Baamboozle as an external factor has the potential to improve learning motivation. This claim is backed up by empirical data from the study that shows how effective Baamboozle is in helping students in Class VII of SMP Islam Al Ulum Terpadau Medan's PAI course with their summative exams. But it's crucial to remember that the learning resources are used only after all of the essential information has been presented or explained, not when the subject matter is first introduced. In addition, in the implementation stage of the summative assessment, students are only allowed to choose three numbers (3 questions) and their scores will be accumulated into a summative assessment score for learning in this semester regarding congregational prayer and obligatory prayer.

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