E-ISSN: 2775-7854
Jurnal Inovasi, Evaluasi, dan Pengembangan Pembelajaran (JIEPP)
Volume 6, Issue 1, April 2026, pp 21-27
https://doi.org/10.54371/jiepp.v6i1.1174

The Use of Blooket Game to Improve Sixth Grade Students' Learning Outcomes in Elementary School History

***Desi Julyka Agiansy[1], Bandeni[2]**
[1,2]Program Pendidikan Dasar, Universitas Bengkulu, Indonesia
Correspondence Email: desijulykaagiansy17@gmail.com

Article History: Submission: 2025-10-08 || Accepted: 2026-03-27 || Published: 2026-04-10

Abstract

This study examines the effectiveness of integrating the Blooket game with a deep learning pedagogical approach in improving sixth-grade elementary school students' history learning outcomes, particularly on the topic of Indonesian Historical Events during the Independence Era. The study is motivated by students' low conceptual understanding of history content, as instruction is often dominated by rote memorization. Although previous studies have explored the use of Blooket, research that specifically investigates its integration with a deep learning pedagogical approach in elementary history learning remains limited. This study employed a quasi-experimental pretest–posttest control group design involving 30 sixth-grade students, divided into an experimental group and a control group. The experimental group received instruction using Blooket designed to promote deep conceptual understanding of historical events, while the control group was taught using conventional methods. Data were collected through learning outcome tests and classroom observations. The results indicate that the posttest mean score of the experimental group (M = 87) was higher than that of the control group (M = 74). These findings suggest that the integration of Blooket with a deep learning pedagogical approach has the potential to enhance students' history learning outcomes in a more meaningful and conceptually grounded manner.

Keywords: *Blooket, Deep learning pedagogy, History learning, Learning outcomes, Elementary school.*

I. INTRODUCTION

The rapid development of digital technology has created new opportunities in education, particularly in designing learning environments that are more interactive, adaptive, and meaningful. The integration of technology in the classroom allows students to move beyond passive information receivers and become active participants in constructing knowledge through contextual learning experiences. However, in practice, history instruction at the elementary school level—especially in sixth grade—remains largely dominated by lecture-based methods and rote memorization. Such approaches tend to position students as passive learners who merely recall dates, figures, and sequences of historical events without understanding the underlying socio-political context and cause–effect relationships.

This condition contributes to several learning challenges, including low student motivation, limited historical thinking skills, and shallow conceptual understanding of historical content. Students often struggle to explain the relationships between historical events and their relevance to contemporary life. These findings are consistent with previous research indicating that history learning in elementary schools is still focused on factual information delivery rather than conceptual understanding (Wardoyo et al., 2023). In fact, history education should aim to develop chronological reasoning, analytical thinking, and reflective understanding, while also fostering students' sense of national identity and awareness.

From a theoretical perspective, history should not be viewed merely as a collection of past facts, but as an interpretative process that enables learners to understand the dynamics of events and their implications for the present and future (Majid & Rohman, 2022). Therefore, effective history instruction must provide opportunities for students to explore the meaning of events, construct timelines, analyze socio-political backgrounds, and develop critical interpretations. Nevertheless, current practices in elementary schools often remain at the level of surface learning rather than deep learning, limiting students' ability to establish meaningful connections between historical events.

To address these challenges, game-based learning has emerged as a promising approach. Research shows that digital learning games can enhance student engagement, motivation, and cognitive achievement by providing enjoyable, interactive, and competitive learning experiences (Widiantika & Haerudin, 2025). One of the widely used platforms is Blooket, which offers various quiz-based interactive games. Previous studies have demonstrated that Blooket can increase student participation and facilitate understanding through game-based challenges (Nisa, 2025), as well as improve learning outcomes through analytically engaging activities (Azmi et al., 2024). In parallel, the deep learning pedagogical approach is highly relevant for history education, particularly in topics such as Indonesian historical events during the Independence Era. This approach encourages students to move beyond memorization by understanding core concepts, analyzing cause–effect relationships, and reflecting on the meaning of historical events. Deep learning emphasizes not only *what* happened, but also *why* and *how* events shaped the course of history. Empirical evidence suggests that deep learning approaches significantly improve higher-order thinking skills and conceptual understanding (Sari & Indraswati, 2023).

The integration of Blooket with a deep learning pedagogical approach offers a strong potential to create more meaningful history learning experiences. Through interactive gameplay, students are encouraged to repeatedly engage with content, analyze information, and reflect on their understanding in a collaborative and exploratory manner. This transforms the learning process from passive memorization into active, analytical engagement. Supporting this, Wardoyo et al. (2023) highlight that game-based learning enhances both student engagement and comprehension across subjects, including history. Based on these considerations, there is a need for empirical research that examines the effectiveness of using Blooket in improving sixth-grade students' history learning outcomes on the topic of Indonesian Independence Era events through a deep learning approach. This study aims to identify the limitations of conventional history instruction, evaluate the contribution of interactive digital media, and compare learning outcomes between students who experience Blooket-based learning and those who receive conventional instruction using a quasi-experimental design. It is expected that this research will contribute both theoretically and practically to improving the quality of history education in elementary schools.

II. METHOD

This study employed a quantitative approach using a quasi-experimental pretest–posttest control group design. This design was selected because the study was conducted in naturally existing classrooms, without random assignment of individual participants. The participants consisted of 30 sixth-grade elementary school students, divided into an experimental group and a control group. The experimental group received history instruction using the Blooket game integrated with a deep learning pedagogical approach, while the control group followed conventional instruction. In this study, deep learning is defined as a pedagogical approach that emphasizes meaningful understanding through identifying key historical concepts, analyzing chronological sequences, connecting socio-political contexts, and engaging in historical reflection. Data were collected through learning outcome tests and classroom observations. The tests were administered in the form of pretest and posttest to measure students' mastery of the topic *Indonesian Historical Events during the Independence Era*. Observations were conducted to document students' participation, historical analysis skills, and their ability to explain historical content. Prior to implementation, the instruments were developed based on learning indicators and validated to ensure alignment with the research objectives.

The research procedure was carried out in three stages. The first stage involved preparation, including identifying learning problems in history instruction, developing research instruments, validating the instruments, and designing instructional scenarios for both the experimental and control groups. The second stage was the implementation of the experiment, which began with administering the pretest to both groups. Subsequently, the experimental group participated in Blooket-based history learning designed with a deep learning pedagogical approach, while the control group received conventional instruction. During this stage, classroom observations were also conducted. The final stage involved administering the posttest to measure students' learning outcomes after the intervention, followed by data analysis and conclusion drawing. Data analysis

was conducted using both descriptive and inferential statistics. Descriptive analysis was used to examine the mean learning outcomes of students in both groups, while inferential analysis employed an appropriate statistical test to determine the significance of differences in learning outcomes between the experimental and control groups.

III. RESULTS AND DISCUSSION

A. Results

1. Group Learning Outcomes

To examine the impact of the implemented learning intervention, an analysis of students' learning outcomes was conducted by comparing the pretest and posttest scores of both the experimental and control groups. The pretest was administered to determine students' initial understanding of the topic *Indonesian Historical Events during the Independence Era*, while the posttest was conducted after the instructional treatment to measure the extent of learning improvement. The comparison between these two sets of scores allows for the identification of changes in students' cognitive achievement as a result of the different instructional approaches applied in each group. Specifically, the experimental group received Blooket-based learning integrated with a deep learning pedagogical approach, whereas the control group followed conventional instruction. The results of this comparison provide an initial descriptive overview of the effectiveness of the intervention in enhancing students' history learning outcomes. The detailed pretest and posttest results for both groups are presented in Table 1.

Table 1. Group Learning Outcomes

Group	Pretest	Posttest	Gain	Interpretation
Experimental	62	87	25	High Improvement
Control	62	74	12	Moderate Improvement

Based on Table 1, it is evident that the experimental group experienced a substantially higher improvement in learning outcomes compared to the control group. Both groups initially had the same average pretest score of 62, indicating a relatively equal baseline level of understanding prior to the intervention. However, after the learning process, the experimental group achieved a mean posttest score of 87, while the control group reached only 74. The gain score of 25 in the experimental group reflects a high level of improvement, whereas the control group showed a moderate gain of 12. This difference suggests that the integration of the Blooket game with a deep learning pedagogical approach significantly enhances students' understanding of historical concepts.

The findings indicate that interactive and game-based learning environments, when combined with deep conceptual approaches, can effectively promote meaningful learning. In particular, the use of Blooket appears to support students in actively engaging with historical content, facilitating better comprehension and retention of material related to the Indonesian Independence Era.

2. Students' Learning Activities

This study not only focused on students' cognitive learning outcomes but also examined their learning activities as an essential indicator of the effectiveness of the instructional approach. Learning activities reflect the level of student engagement during the learning process, including how actively students participate, analyze information, and communicate their understanding. In the context of history learning, these aspects are particularly important because meaningful understanding requires active involvement rather than passive memorization. The integration of Blooket with a deep learning pedagogical approach was expected to create a more interactive and engaging learning environment. Through game-based activities, students are encouraged to participate actively, respond to challenges, and interact with content dynamically, while deep learning directs them to analyze, connect, and reflect on historical concepts.

To capture these differences, observations were conducted in both the experimental and control groups based on three key aspects: participation, historical analysis, and the ability to explain the material. The results are presented in Table 2.

Table 2. Students' Learning Activities

Aspect	Experimental	Control	Result
Participation	88%	62%	Experimental more active
Historical Analysis	85%	58%	Experimental more capable
Explaining Material	91%	65%	Experimental better

B. Discussion

The findings of this study demonstrate that the integration of the Blooket educational game with a deep learning pedagogical approach in history instruction, particularly on the topic of Indonesian Historical Events during the Independence Era, has a substantial impact on both students' learning outcomes and learning activities. The pretest results indicate that the initial abilities of the experimental and control groups were relatively equivalent, with both groups achieving a mean score of 62. This baseline equivalence strengthens the internal validity of the study, suggesting that the differences observed in the posttest results can be attributed primarily to the instructional intervention rather than pre-existing differences.

Following the implementation of Blooket-based learning, the experimental group showed a significant increase in performance, with the mean posttest score rising to 87, compared to 74 in the control group. This considerable gap in improvement indicates that the use of interactive game-based learning environments can enhance students' conceptual understanding more effectively than conventional teaching methods. Features embedded in Blooket, such as competition, scoring systems, time constraints, and instant feedback, appear to play a critical role in reinforcing historical concepts through repeated exposure, active engagement, and deeper cognitive processing. These findings are consistent with previous studies (Widiantika & Haerudin, 2025), which report that game-based learning improves cognitive achievement by increasing students' attention, participation, and sustained concentration during the learning process.

Beyond cognitive outcomes, the study also reveals a significant enhancement in students' learning activities within the experimental group. The level of active participation reached 88%, substantially higher than the control group's 62%, indicating that the use of Blooket successfully fostered a more engaging and interactive classroom environment. Similarly, students' historical analysis skills improved to 85% in the experimental group, compared to only 58% in the control group. This suggests that game-based learning, when integrated with deep learning principles, does not merely increase engagement but also promotes higher-order thinking skills, such as analyzing cause–effect relationships and understanding the chronological structure of historical events. These findings are supported by research from Nisa (2025) and Azmi et al. (2024), which highlights that Blooket facilitates deeper conceptual elaboration and more meaningful learning experiences compared to traditional lecture-based methods.

Furthermore, the ability of students to explain historical material (retelling) also showed a marked improvement in the experimental group, reaching 91%, compared to 65% in the control group. This indicates that the use of Blooket supports not only short-term memory retention but also the development of conceptual understanding through deep learning processes. In this context, deep learning involves connecting new knowledge with prior understanding, enabling students to construct meaning rather than merely memorize information. This aligns with the perspective of Wardoyo et al. (2023), who argue that deep learning encourages students to focus on meaning-making and conceptual understanding rather than surface-level memorization.

From a theoretical standpoint, the effectiveness of this approach can also be explained through cognitive and constructivist learning theories. According to constructivist principles (Piaget, 1972; Vygotsky, 1978), learning occurs when students actively engage in constructing knowledge through interaction and reflection. In the case of Blooket, students are continuously challenged to respond to questions, evaluate their answers, and reflect on feedback, which promotes active cognitive engagement. Additionally, the immediate feedback provided by the

game facilitates metacognitive processes, allowing students to identify misconceptions and adjust their understanding in real time. The integration of Blooket with a deep learning pedagogical approach also enhances students' historical understanding in a more comprehensive manner. Students in the experimental group demonstrated a better ability to explain the background of the Proclamation of Independence, identify key historical figures such as Soekarno, Hatta, and Ahmad Soebardjo, and organize the sequence of events before and after independence more coherently. Moreover, they were able to analyze relationships between historical events, such as the connection between Japanese occupation, the power vacuum, and the momentum leading to the Proclamation. These findings reinforce the argument proposed by Majid and Rohman (2022) that effective history learning should engage students in analytical activities that develop historical thinking skills.

Overall, the findings of this study confirm that the use of Blooket provides a more engaging, challenging, and meaningful learning experience for students. The deep learning approach is effectively facilitated through game-based activities that require analysis, reflection, and integration of knowledge. As a result, students demonstrate significant improvements not only in learning outcomes but also in motivation, engagement, and retention of historical concepts. Therefore, Blooket can be recommended as an effective instructional medium for elementary history education, particularly in topics that require chronological reasoning and analytical understanding, such as the Indonesian Independence Era. Its integration with a deep learning pedagogical approach offers a promising strategy for transforming traditional history instruction into a more active, meaningful, and student-centered learning experience.

IV. CONCLUSION

Based on the findings of this study, the use of the Blooket game as a learning medium integrated with a deep learning pedagogical approach demonstrates superior outcomes compared to conventional instruction in teaching Indonesian Historical Events during the Independence Era to sixth-grade elementary students. The experimental group achieved higher mean posttest scores than the control group and exhibited better learning activities across key aspects, including participation, historical analysis, and the ability to explain the material. These findings indicate that the integration of Blooket with a deep learning pedagogical approach has strong potential to support more interactive, meaningful, and engaging history learning. Moreover, this approach promotes deeper conceptual understanding among elementary school students, suggesting its effectiveness as an innovative instructional strategy for enhancing both the learning process and outcomes in history education.

REFERENCES

Ariani, D., & Supardi, Z. A. (2022). *Model pembelajaran sejarah untuk meningkatkan kemampuan berpikir kronologis di sekolah dasar*. Jurnal Pendidikan Dasar Indonesia, 7(2), 112–123.

Arikunto, S. (2019). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.

Azmi, S. U., Mulyadiprana, A., & Setiadi, P. M. (2024). Pengaruh penggunaan media games Blooket terhadap hasil belajar siswa materi sumber daya alam. *Pendas: Jurnal Ilmiah Pendidikan Dasar*.

Branch, R. M. (2021). *Instructional design: The ADDIE approach*. Springer.

Brown, P., Roediger, H., & McDaniel, M. (2020). *Make it stick: The science of successful learning*. Harvard University Press.

Darmawan, D. (2020). *Teknologi pembelajaran berbasis TIK*. PT Remaja Rosdakarya.

Fathurrohman, M. (2021). *Model-model pembelajaran inovatif*. Ar-Ruzz Media.

Gikas, J., & Grant, M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education, 19*, 18–26.

Joyce, B., Weil, M., & Calhoun, E. (2022). *Models of teaching* (9th ed.). Pearson.

Kristin, F. ., & Ubaidila, S. N. (2024). Penerapan Model Pembelajaran Project Based Learning untuk Meningkatkan Hasil Belajar IPAS Siswa Kelas IV Sekolah Dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *4*(3), 371–380. https://doi.org/10.54371/jiepp.v4i3.531

Majid, A., & Rohman, C. (2022). Pembelajaran sejarah berbasis berpikir historis pada jenjang sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*.

Maretha, N. D., Laksana, R. B., & Noviati, N. (2024). Implementasi Pembelajaran P5 Tema Kearifan Lokal terhadap Keterampilan Kreatif Siswa Kelas IV Sekolah Dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *4*(3), 517–523. https://doi.org/10.54371/jiepp.v4i3.581

Mulyasa, E. (2021). *Implementasi kurikulum merdeka belajar*. Bumi Aksara.

Nisa, V. Z. (2025). Efektivitas implementasi Blooket sebagai platform pembelajaran berbasis permainan dalam pembelajaran biologi di SMA. *Sindoro: Cendikia Pendidikan*.

Prensky, M. (2001). Digital game-based learning. *Computers in Entertainment, 1*(1), 21–32.

Rahmawati, F., & Sari, W. (2021). Pemahaman konsep dalam pembelajaran matematika melalui pendekatan representasional. *Jurnal Inovasi Pendidikan Dasar, 5*(3), 144–152.

Rizaluddin, R. (2025). Pengaruh Penggunaan Media Pembelajaran Interaktif Berbasis Aplikasi Articulate Storyline 3 terhadap Hasil Belajar Siswa. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *5*(2), 252–258. https://doi.org/10.54371/jiepp.v5i2.994

Rosyid, A., & Santoso, H. (2020). Penerapan model pembelajaran aktif untuk meningkatkan motivasi belajar sejarah siswa sekolah dasar. *Jurnal Ilmu Pendidikan, 25*(1), 77–86.

Safitri, A., Wulandari, D., & Herlambang, Y. T. (2022). Proyek Penguatan Profil Pelajar Pancasila: Sebuah Orientasi Baru Pendidikan dalam Meningkatkan Karakter Siswa Indonesia. *Jurnal Basicedu*, *6*(4), 7076–7086. https://doi.org/10.31004/basicedu.v6i4.3274

Sugiyono. (2020). *Metode penelitian pendidikan: Kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sulwana, S., & Vebrianto, R. (2025). Evaluasi Penggunaan Protal Genially berbasis Pembelajaran Interaktif pada Topik Pertumbuhan Ilmu Pengetahuan Masa Bani Abbasiyyah. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *5*(2), 177–185. https://doi.org/10.54371/jiepp.v5i2.831

Sutanto, R. (2023). Pembelajaran sejarah Era Kemerdekaan melalui pendekatan analisis kronologis. *Jurnal Kajian Pendidikan Sejarah, 11*(2), 88–99.

Utami, D., & Rohendi, E. (2021). Penerapan game-based learning untuk meningkatkan minat dan pemahaman siswa pada pembelajaran tematik. *Jurnal Kreatif, 8*(4), 210–219.

Wardoyo, C., Satrio, Y. D., & Ma'ruf, D. (2023). Effectiveness of game-based learning in modern education. *KnE Social Sciences*. https://doi.org/10.18502/kss.v8i15.14162

Wati, H. B., Listyarini, I., Sudiyono, S., & Artharina, F. P. (2024). Efektivitas Model Pembelajaran Teams Games Tournament terhadap Hasil Belajar Pendidikan Pancasila dan Kewarganegaraan. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *4*(1), 105–112. https://doi.org/10.54371/jiepp.v4i1.385

Widiantika, W., & Haerudin, D. A. (2025). Efektivitas model Game Based Learning menggunakan aplikasi Blooket dalam meningkatkan hasil belajar siswa. *Indo-MathEdu Intellectuals Journal, 6*(5), 8199–8206.

Widodo, A. (2022). Pembelajaran sejarah berbasis digital untuk meningkatkan kemampuan analisis siswa sekolah dasar. *Jurnal Pendidikan Sejarah Indonesia, 5*(1), 33–47.

Wulandari, R., Adlika, N. M., & Anasi, P. T. (2025). Analisis Hasil Implementasi Metode Pembelajaran diluar Kelas pada Mata Pelajaran Geografi Kelas X. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *5*(1), 60–64. https://doi.org/10.54371/jiepp.v5i1.651