



The Effect of Gimkit-Assisted Game-Based Learning on Improving Student Learning Outcomes in Indonesian Language Lessons for Grade V at UPTD SD Negeri 85 Parepare

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ABSTRACT

This study aims to determine the differences in learning outcomes and the effect of Game-Based Learning assisted by Gimkit on Indonesian language learning outcomes among fifth-grade students at UPTD SD Negeri 85 Parepare, motivated by students' low learning achievement in this subject. A quantitative approach with a quasi-experimental Nonequivalent Control Group Design was employed, involving 32 students from class VA (experimental) and 33 students from class VB (control). Data were collected through multiple-choice pretest-posttest and analyzed using ANCOVA, with posttest as the dependent variable, pretest as the covariate, and learning group as the independent variable. Results showed Sig. = 0.009 (<0.05) and a partial eta squared of 0.105 (moderate category), concluding that Gimkit-assisted Game-Based Learning significantly improved students' Indonesian language learning outcomes.

INTRODUCTION

Indonesian language instruction is one area that requires a design that is both engaging and enjoyable. At the elementary school level, this subject plays a crucial role in developing students' language proficiency—encompassing listening, speaking, reading, and writing skills—as well as fostering creativity and polite communication habits (Sarah & Alwi, 2025). Teachers are expected to possess a deep mastery of the curriculum and subject matter while simultaneously designing innovative and engaging teaching methods to encourage greater student participation during lessons (Tarom et al., 2023).

In practice, however, Indonesian language instruction at UPTD SD Negeri 85 Parepare remains dominated by conventional teaching methods, such as lectures and group discussions. While teachers have begun to incorporate technology—utilizing platforms like Quizizz or other educational websites—these practices are sporadic and inconsistent. This situation is reflected in the Odd Semester Final Summative (SAS) results for the Indonesian language subject among fifth-grade students. Class VA recorded an average score of 51.29, with two students scoring ≥ 75 , 14 students scoring between 55 and 74, and 18 students scoring below 55. Meanwhile, Class VB achieved an average score of 62.11, with six students scoring ≥ 75 , 20 students scoring between 55 and 74, and eight students scoring below 55. These data served as the basis for selecting the research sample and demonstrated that student learning outcomes in the Indonesian language need improvement through the implementation of more effective and engaging learning models.

Given these conditions, it is necessary to implement a learning model capable of enhancing student engagement and optimizing the use of technology in the learning process. One alternative model is Game-Based Learning (GBL). GBL has proven effective by integrating technology with game-based learning activities, thereby enabling students to gain a deeper understanding of the subject matter (Arrahman et al., 2024).

One tool suitable for implementing game-based learning is Gimkit, an online platform that combines game elements with educational questions, allowing students to review material through interactive quizzes featuring various engaging options (Ariana et al., 2025). Unlike similar platforms such as Quizizz and Wordwall, Gimkit features a unique point system that allows students to purchase items or continue playing, creating a more interactive and challenging learning environment. Teachers can also switch between game modes on Gimkit without needing to change platforms or create new quizzes.

Based on the foregoing, this study aims to determine the difference in Indonesian language learning outcomes between the control and experimental classes following the use of Gimkit-assisted Game-Based Learning, as well as to examine the effect of Gimkit-assisted Game-Based Learning on improving student learning outcomes in the experimental class during Indonesian language instruction for fifth-grade students at UPTD SD Negeri 85 Parepare.

THEORETICAL REVIEW

Game-Based Learning

Game-Based Learning (GBL) is an instructional approach that integrates game elements into the learning process. Elements such as competition, challenges, and rewards play a role in boosting student participation and emotional engagement, thereby helping students grasp the material in a meaningful and contextual manner (Ervina et al., 2025). GBL offers various benefits, such as making learning more engaging and interactive, providing immediate feedback to students, and fostering collaboration and healthy competition, all of which can enhance student motivation and engagement in the learning process (Andika et al., 2025).

Several previous studies indicate that the implementation of Game-Based Learning (GBL) is effective in improving student learning outcomes. Research conducted by Wulandari & Hasim (2025) demonstrated that the implementation of GBL led to improved learning outcomes in the IPAS (Natural and Social Sciences) subject among fourth-grade students at SD Negeri Campur Asri; the students' average score rose from 44.13 in the pre-test to 76.30 in the post-test. Another study by Ully & Dewi (2022) showed that Quizizz-assisted GBL had a positive impact on student learning outcomes at SMKN 5 Padang, finding that the experimental class achieved an average score of 81.32, which was higher than the control class average of 74.63.

Gimkit

Gimkit is a digital platform featuring effective and innovative digital-based quizzes and games for delivering course material, thereby creating a more enjoyable learning experience (Ariana et al., 2025). Compared to other quiz platforms, Gimkit offers several advantages: it presents engaging games, provides rewards that encourage students to retake quizzes, offers various challenges that boost learning enthusiasm, and imposes no time limits, allowing students to complete quizzes at their own pace (Amelia, 2024).

Research conducted by Damayanti & Zakaria (2025) demonstrates that Gimkit has a positive impact on student learning outcomes at MA Subulul Huda Darma; pre-test scores rose from 58.91 to 81.09 in the post-test. These findings reinforce the premise that integrating Game-Based Learning (GBL) with the Gimkit platform can lead to different learning outcomes compared to conventional instruction.

Learning Outcomes

Learning outcomes are behavioral changes in students that can be observed and measured through shifts in knowledge, attitudes, and skills. These changes signify improvement and positive development compared to the prior state—for instance, moving from a lack of knowledge to acquiring it (Siregar, 2024). According to Bloom's taxonomy, learning outcomes comprise three domains: cognitive, affective, and psychomotor (Yulianto, 2021).

H1: There is a difference in student learning outcomes between those taught using Gimkit-assisted Game-Based Learning and those taught using

conventional instruction in Indonesian language lessons for fifth-grade students at UPTD SD Negeri 85 Parepare, after statistically controlling for students' initial ability (pre-test scores).

Based on the theoretical framework previously outlined, the conceptual framework for this study is as follows: the independent variable is Game-Based Learning assisted by Gimkit, and the dependent variable is student learning outcomes in Indonesian language instruction.

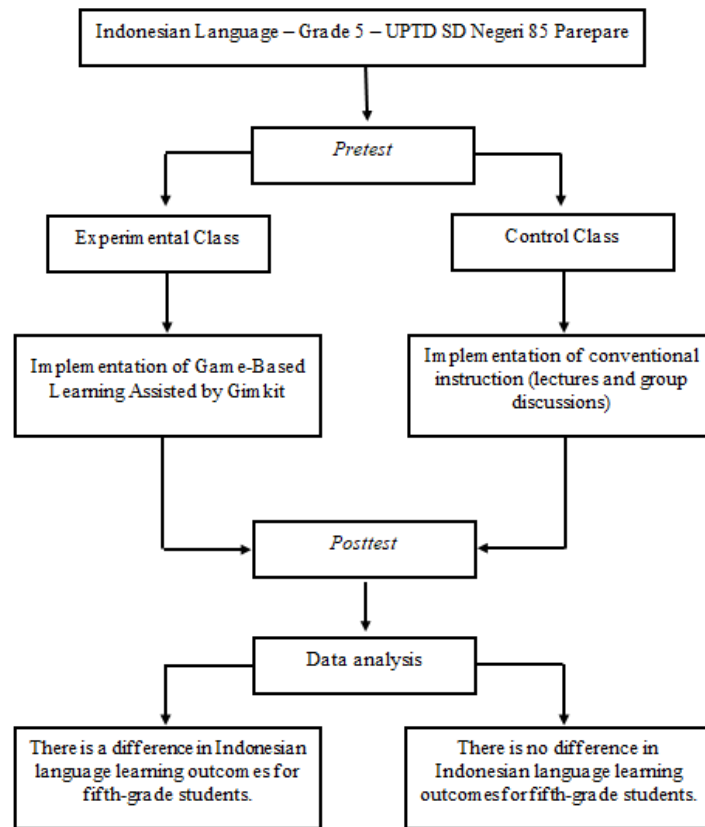


Figure 1. Conceptual Framework

METHODOLOGY

This study employs a quantitative approach using a quasi-experimental design, specifically the Nonequivalent Control Group Design. The study population comprises all fifth-grade students at UPTD SD Negeri 85 Parepare during the 2025/2026 academic year – specifically classes VA and VB – totaling 68 students. A non-probability sampling technique known as saturated sampling (or total population sampling) was used; given the relatively small population size, the entire population was included in the study sample.

Data were collected via multiple-choice tests administered as pretests and posttests and subsequently analyzed using descriptive and inferential statistical techniques. Hypothesis testing was conducted using Analysis of Covariance (ANCOVA), with the posttest serving as the dependent variable, the pretest as the covariate, and the learning group as the independent variable. The hypothesis is accepted if the significance value (Sig.) is ≤ 0.05 , indicating a

significant difference in learning outcomes between the experimental and control groups after statistically controlling for the students' initial abilities.

RESULTS AND DISCUSSION

In class VA, one student was absent for both the pretest and the posttest, and another student participated only in the pretest; consequently, both were excluded from the analysis. In class VB, one student was absent for both the pretest and the posttest and was likewise excluded from the analysis. Thus, the sample size analyzed in this study consisted of 32 students in the experimental class and 33 students in the control class.

Descriptive Statistic

The results of the descriptive statistical analysis of student learning outcomes in the experimental and control classes are presented in the following table.

Table 1. Pretest and Post-test Descriptive Statistics

Class	Test	N	Mean	Sd	Average N-Gain
Experimental	Pretest	32	54,69	21,995	0,334 (medium)
	Posttest	32	71,41	16,374	
Control	Pretest	33	50,30	15,509	0,225 (low)
	Posttest	33	61,82	14,460	

The experimental class showed an average increase of 16.72 points, falling into the medium N-Gain category, whereas the control class showed an average increase of 11.52 points, falling into the low N-Gain category. Thus, in descriptive terms, it can be stated that the treatment administered to the experimental class resulted in greater improvement in learning outcomes, although this conclusion is not yet based on inferential statistical test results.

Hypothesis Testing

Based on the descriptive statistical analysis, a difference in mean learning outcomes was observed between the experimental and control classes following the intervention. Subsequently, the analysis proceeded to inferential statistics, involving prerequisite tests such as tests for normality, homogeneity, linearity, and homogeneity of regression coefficients. Once all prerequisites were met, hypothesis testing was conducted using ANCOVA to determine whether there was a difference in learning outcomes between the experimental and control classes after controlling for students' initial ability (pretest scores).

Table 2. ANCOVA test results

Source	Sum of Squares	df	F	Sig,	Partial Eta Squared
Pretest	8508,717	1	81,236	0,001	0,567
Model_Pembelajaran	763,725	1	7,292	0,009	0,105

The analysis results indicate that the significance value for the difference between learning groups is 0.009. Since this value is less than 0.05 ($0.009 < 0.05$), H_1 is accepted. This demonstrates that, even after accounting for students' initial abilities (pretest scores) in the analysis, a significant difference in learning outcomes remains between the experimental and control classes. The magnitude of the learning group's effect on learning outcomes—controlled for pretest scores—is indicated by a partial eta squared value of 0.105, which falls into the moderate category. Thus, it can be concluded that the implementation of Gimkit-assisted Game-Based Learning significantly influences the Indonesian language learning outcomes of fifth-grade students at UPTD SD Negeri 85 Parepare.

Differences in Indonesian Language Learning Outcomes between Control and Experimental Classes

Based on preliminary research data, the students in both the experimental and control groups were found to be comparable prior to the start of instruction. This means both groups possessed similar initial proficiency levels; consequently, any difference in scores observed at the end of the study could be attributed solely to the differing teaching methods, rather than to one group having been more capable from the outset. Nevertheless, since student assignment was not entirely randomized, the possibility remains that external factors beyond the classroom setting may have also played a role.

Incorporating game elements made the learning atmosphere more enjoyable and challenging, leading to greater student enthusiasm for Indonesian language lessons. This contrasted with the control class, which utilized conventional teaching methods. Despite the use of varied instructional approaches—such as group discussions and student worksheets—some students in the control class remained disengaged, lacked focus, or even became drowsy during the lesson. These differing conditions impacted learning outcomes; the experimental class achieved greater improvement in learning results compared to the control class. Furthermore, analysis revealed that—after controlling for students' initial proficiency levels—Gimkit-assisted Game-Based Learning yielded superior results in Indonesian language learning compared to conventional instruction.

Through Game-Based Learning (GBL), students unconsciously reinforce the material by repeatedly engaging with it during gameplay. Gimkit awards points for correct answers—which can be used to purchase in-game gear or energy—thereby motivating students to keep attempting to answer. These findings support the view of Pitriani et al. (2024) who state that Game-Based Learning is an instructional model that integrates game elements into the learning process. With this model, students grasp the material more easily because the content is presented in an engaging, interactive, and enjoyable manner. Presenting material through games can also alleviate boredom, encouraging students to participate more actively in the lesson. Therefore, Game-Based Learning can be implemented as an integral part of the core instructional activity, rather than merely as a supplementary activity.

The Effect of Gimkit-Assisted Game-Based Learning on Improving Student Learning Outcomes in the Experimental Class during Indonesian Language Instruction

Research findings indicate that the implementation of Gimkit-assisted Game-Based Learning has a moderate impact on student learning outcomes. This demonstrates that instruction using Gimkit enables students to better understand Indonesian language material—specifically regarding main ideas, topic sentences, and supporting sentences—compared to conventional instruction.

There are several compelling reasons why the implementation of Game-Based Learning using Gimkit is highly effective for improving learning outcomes. First, the application's features—such as point systems, scoring, and challenges—successfully stimulate students' competitive spirit and enthusiasm.

Game-based learning can create an enjoyable learning atmosphere, helping students feel more relaxed and less afraid of making mistakes. Gimkit allows the same questions to reappear; students who initially answered incorrectly have the opportunity to encounter similar questions again, thereby strengthening their understanding of the material compared to merely receiving an explanation. This aligns with the explanation provided by Ariana et al. (2025) who describe Gimkit as an online learning platform that integrates game elements to help students recall previously learned material.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis and discussion, it can be concluded that there is a difference in Indonesian language learning outcomes between the experimental class—which utilized Gimkit-assisted Game-Based Learning—and the control class—which did not use Gimkit—after statistically controlling for students' initial proficiency (pre-test scores). These findings demonstrate that Gimkit-assisted Game-Based Learning significantly improves Indonesian language learning outcomes, with an effect size falling into the moderate category.

The implementation of Gimkit-assisted Game-Based Learning requires effective classroom management. Teachers are advised to prepare necessary facilities and infrastructure—such as devices and internet connections—prior to the lesson and to establish clear rules to ensure a conducive learning environment.

FURTHER STUDY

Despite yielding positive results, this study has several limitations regarding its implementation. First, the limited instructional time—consisting of three sessions, each lasting 2×35 minutes—necessitated shortening the discussion and material reinforcement phases at the end of the lessons. Furthermore, the application of this method relied heavily on electronic devices and a stable internet connection; in practice, some students had to share devices or encountered network issues. The scope of the study was also relatively limited, as it focused solely on specific subject matter within a fifth-grade class

at UPTD SD Negeri 85 Parepare; consequently, the findings cannot be readily generalized to other topics, grade levels, or schools.

Regarding methodology, class assignment was not randomized; instead, the class with the lower initial score was designated as the experimental group. This approach entails the risk of selection bias and other external factors – such as student characteristics or study habits – that lie beyond the researcher's control and could potentially influence the final results. Finally, although the test instruments (pre-test and post-test items) underwent validation, their suitability was not supported by comprehensive statistical testing – such as analyses of validity, reliability, or item difficulty – indicating that the quality of the measurement tools requires improvement in future research.

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