

## SMART TV AS AN INNOVATIVE LEARNING MEDIA BASED ON MULTIPERSPECTIVE GAMIFICATION SYSTEM: AN IMPLEMENTATION OF QUALITY EDUCATION

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### ABSTRAK

Pendidikan di Indonesia menghadapi berbagai tantangan, terutama terkait kualitas pembelajaran. Kendala utamanya adalah kurangnya interaktifitas dalam metode pembelajaran konvensional, yang kini semakin diperburuk oleh dampak pandemi COVID-19 terhadap kesenjangan pendidikan. Dalam mengatasi tantangan ini, penggunaan *smart TV* sebagai media pembelajaran dan konsep gamifikasi menjadi inovasi yang menonjol. Penelitian ini bertujuan untuk mengisi kesenjangan literatur dengan merancang dan mengimplementasikan inovasi media pembelajaran berbasis *smart TV* dengan sistem gamifikasi multiperspektif di Madrasah Ibtidaiyah Islamiyah (MII) Pringlangu Kota Pekalongan. Metode penelitian yang digunakan adalah studi lapangan dengan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi di MII Pringlangu Kota Pekalongan. Hasil Penelitian menunjukkan bahwa implementasi media pembelajaran *smart TV* berbasis gamifikasi multiperspektif di MII Pringlangu Kota Pekalongan memiliki dampak positif pada kualitas pendidikan. Inovasi ini bukan hanya meningkatkan keterlibatan siswa tetapi juga membuka potensi untuk pengembangan model pembelajaran di lembaga pendidikan lainnya, berkontribusi pada peningkatan kualitas pendidikan secara keseluruhan di Indonesia.

**Kata Kunci :** *Smart TV, Multiperspektif Gamification System, Pendidikan Berkualitas*

### ABSTRACT

*Education in Indonesia faces various challenges, particularly concerning the quality of learning. The main obstacle is the lack of interactivity in conventional teaching methods, further exacerbated by the impact of the COVID-19 pandemic on educational disparities. To address these challenges, the use of smart TVs as a learning medium and the concept of gamification has emerged as a prominent innovation. This research aims to fill the literature gap by designing and implementing a smart TV-based learning media innovation with a multiperspective gamification system at the Islamic Elementary School (Madrasah Ibtidaiyah*

*Islamiyah or MII) in Pringlangu, Pekalongan City. The research methodology employed is a field study with a descriptive qualitative approach. Data were collected through observations, interviews, and documentation at MII Pringlangu, Pekalongan City. The results of the research indicate that the implementation of the smart TV-based learning media with a multiperspective gamification system at MII Pringlangu has a positive impact on the quality of education. This innovation not only enhances student engagement but also opens up potential for the development of learning models in other educational institutions, contributing to an overall improvement in the quality of education in Indonesia.*

**Keywords:** *Smart TV, Multiperspective Gamification System, Quality Education*

## **INTRODUCTION**

Education in Indonesia is a sector continually faced with various challenges. Despite significant progress in increasing access to education, the quality of learning remains a major issue that requires serious attention. The main constraint lies in the lack of interactivity in conventional teaching methods, often hindering students' interest and involvement. The impact of the COVID-19 pandemic further highlights inequalities in access and participation in learning, exacerbating educational disparities in various regions (Arindiono & Ramadhani, 2013).

Education plays a crucial role in shaping character and the quality of human resources. The development of Information and Communication Technology (ICT) has brought significant changes to the education sector, opening up new opportunities to enhance the effectiveness of the learning process. One prominent innovation is the use of Smart TV as a learning medium. Smart TVs not only present information in engaging audio-visual formats but also provide access to various educational applications to enhance interaction and participation of learners (Tarigan & Siagian, 2015).

On the other hand, the concept of gamification has become a trend in modern learning design. Gamification creates engaging learning experiences by integrating game elements into the learning context (Mustika et al., 2018). The use of multiperspective in gamification provides varied perspectives and approaches, increasing student engagement and expanding their understanding of the subject matter.

Despite positive developments in combining Smart TV and gamification in learning, there is still limited research explaining the implementation of multiperspective gamification systems on Smart TV media in the context of formal education. Therefore, this research aims to fill this literature gap by designing and implementing a Smart TV-based learning media innovation with multiperspective gamification systems at the Islamic Elementary School (Madrasah Ibtidaiyah Islamiyah - MII) Pringlangu in the city of Pekalongan.

The selection of MII Pringlangu in Pekalongan City as the research location was made because of its characteristics representing the formal education context at the elementary level. With the implementation of this innovation, it is hoped to contribute to the development of more interactive, enjoyable, and effective learning methods in this digital era. Through the combination of Smart TV advantages and multiperspective gamification principles, this research is expected to provide a foundation for the development of learning models that can be adopted by other educational institutions, thereby enhancing the holistic quality of education in Indonesia.

In this study, the researcher employed field research or field study. This research applied a descriptive qualitative approach, with data collection methods including observation, in-depth interviews, and documentation. Interviews were conducted with the school principal, teachers, and a sample of students at MII Pringlangu in Pekalongan City regarding Smart TV learning media. These interviews were conducted to obtain information directly from the sources being studied. Observation activities were carried out by observing the learning process using Smart TV learning media. The location of this research was at MII Pringlangu in Pekalongan City.

## **DISCUSSION**

The research results indicate that the implementation of Smart TV learning media based on multiperspective gamification system at MII Pringlangu in Pekalongan City is based on the concept of holistic quality education. This concept involves the development of students' knowledge, skills, attitudes, and moral values. In the context of Smart TV, quality education is realized through multiperspective approaches and gamification systems, enhancing student motivation and participation. Continuous evaluation systems are also emphasized for accurate achievement measurement. This implementation represents a breakthrough in creating an innovative, interactive learning environment that is relevant to the times, supporting the improvement of educational quality at MII Pringlangu in Pekalongan City, and has the potential for further development in other educational institutions.

### **The Concept of Quality Education**

Education is defined as a series of processes that refer to the change in attitudes and ethics of an individual or a group through training and teaching in the process of maturation towards a better direction (Darman, 2017). Based on the Republic of Indonesia Law No.20 of 2003 on the National Education System, it is explained that the purpose of education in Indonesia is to enlighten the life of the nation, develop the potential of learners, and make individuals who believe and fear God Almighty. Education plays an essential role in improving the quality of humans in Indonesia. Therefore, in sustainable development programs, quality education is made as one of the indicators of the achievement of the program.

Quality education is education that is able to accommodate the needs of learners in all forms of learning activities. Quality education can optimize the interests and talents of learners with their strengths and limitations. The substance of quality education can be seen from the connection of learning activities carried out and the achievement of learning objectives (Elitasari, 2022).

In the context of the innovation of Smart TV learning media based on multiperspective gamification system at MII Pringlangu in Pekalongan City, the concept of quality education becomes the main foundation for assessing the effectiveness of the implementation. Quality education not only includes the

transfer of knowledge but also involves the development of skills, attitudes, and moral values. One key aspect of quality education is the application of interesting and relevant teaching methods, thus increasing the motivation and engagement of learners.

In the context of Smart TV learning media based on multiperspective gamification system, quality education can be realized through a learning approach that focuses on diverse perspectives and the use of game elements (gamification). The multiperspective approach encourages learners to see a concept or problem from various perspectives, enriching their understanding and developing critical thinking skills. Meanwhile, the gamification system adds game elements to the learning process, creating a more interactive and enjoyable learning experience.

In this regard, the implementation of Smart TV learning media based on multiperspective gamification system at MII Pringlangu is expected to improve the quality of education by providing an engaging and motivating learning environment. By combining advanced smart TV technology with innovative teaching approaches, learners are expected to be more actively involved in the learning process, gain deep understanding, and develop skills relevant to the demands of the times.

Furthermore, quality education also includes continuous and in-depth evaluation of learner achievements. Therefore, the evaluation system integrated into this Smart TV learning media needs to be carefully designed to ensure that learning outcomes can be accurately measured. Thus, the concept of quality education not only becomes a desired goal but also is realized through the implementation of innovative learning media such as Smart TV based on multiperspective gamification system at MII Pringlangu in Pekalongan City.

### **Smart TV Learning Media Design**

In a learning environment, instructional media plays a crucial role, especially in modern times like today. Instructional media is defined as everything used as a medium to deliver teaching materials effectively to learners. Through the use of instructional media, the material being studied becomes more concrete, easily understood by learners, and minimizes misconceptions (Panjaitan, Titin, dan Putri 2020). Generally, instructional media can be classified into three types: visual

media, audio media, and audiovisual media. Visual media can include images, text, diagrams, charts, and more. Audio media can be recordings or radio, while audiovisual media can include video, film, and smart TV (Susanti, Affrida, dan Fahyuni 2017).

Smart TV learning media is an audiovisual medium that utilizes Google services in the teaching and learning process. Smart TV is not a new medium in education. In the era of society 5.0 like today, the development of smart TV learning media becomes a proud innovation in education because it can collaborate with information technology connected to the internet in learning, thus aligning the applied learning with the current developments (Hamka, 2022). The use of smart TV as a learning medium can be utilized as a presentation tool replacing projectors and accessing the latest information as reference material in learning (Safitri et al., 2023).

### **Multiperspective Gamification System in Learning Context**

Multiperspective gamification system can be defined as the use of game design in a non-game context (Meyhart Bangkit Sitorus, 2016). This concept combines characteristic elements of games, such as levels, points, competition, and immediate feedback narratives, to motivate and engage learners in the learning process. In this context, gamification not only adds game elements to learning but also brings a more enjoyable, challenging, and dynamic learning experience for learners (Fitri Marisa et al., 2022).

The application of gamification in learning is driven by the understanding that learners tend to be more enthusiastic and engaged when they are involved in enjoyable and challenging activities. This theory is supported by Fakhurrazi's research, which shows that a fun learning atmosphere can increase the effectiveness of learning and retention of information by learners (Fakhurrazi, 2018). By using elements such as levels and points, gamification provides clear structure and measurable goals for learners, making them feel more motivated to achieve the set learning targets.

Furthermore, gamification also adopts a scaffolded learning approach, where learners are presented with challenges or levels of difficulty that increase as they progress in learning. This concept ensures that learning occurs progressively and in

line with the learners' abilities, so they do not feel too pressured or too easy in facing each learning challenge. By providing challenges that match the learners' abilities, gamification helps build learners' confidence and competence, and teaches them to overcome obstacles they may encounter in the learning process.

### **Implementation of Smart TV Learning Media Based on Multiperspective Gamification System at MII Pringlangu, Pekalongan City**

The implementation of Smart TV learning media based on multiperspective gamification system at MII Pringlangu in Pekalongan City creates a breakthrough in enhancing the quality of education in the institution. This learning system utilizes the sophistication of smart TV technology to present information interactively, dynamically, and game-based, thus increasing student engagement and motivation to learn.

In this implementation, smart TV is used as the main medium for presenting learning materials. Through visually appealing displays, students can easily understand complex lesson concepts. The use of multiperspective gamification system provides variation in the delivery of materials, allowing students to choose learning perspectives that suit their individual learning styles. This can enhance understanding and retention of information.

The application of gamification system also introduces gaming elements into the learning process. Students are given challenges, missions, and rewards in the form of points or levels of success, creating intrinsic motivation to learn. With gaming elements, learning becomes more enjoyable and interactive, thus motivating students to actively participate in every learning activity.

Furthermore, the success of implementing this Smart TV learning media is also reflected in the measurement of student achievements. This system allows accurate data collection on students' learning progress, facilitating a better understanding of their individual needs. Thus, teachers can provide more personalized and effective guidance according to each student's needs.

Overall, the implementation of Smart TV learning media based on multiperspective gamification system at MII Pringlangu in Pekalongan City is an important breakthrough in creating an innovative, interactive learning environment that aligns with the times. This system not only enhances the quality of education

in the institution but also opens opportunities for further development in efforts to improve the quality of education in various educational institutions.

### **Benefits and Challenges in Implementing Smart TV Learning Media Based on Multiperspective Gamification System**

First and foremost, the use of Smart TV learning media with the Multiperspective Gamification System approach brings significant benefits in enhancing student motivation and engagement. The gamification concept, such as giving points, levels, and rewards, can make learning more interesting and enjoyable for students. With gradual challenges presented, students feel motivated to achieve the set learning goals. This can result in more effective and enjoyable learning, while reducing boredom or monotony in the learning process (Wisudatul Ummi Tanjung, 2022).

Additionally, Smart TV learning media also enables easier and more flexible access to learning materials. With Smart TV technology, students can access learning materials anytime and anywhere according to their needs. This helps facilitate self-directed learning and allows students to learn at their own pace and learning styles. Thus, Smart TV learning media not only enhances student engagement but also facilitates more independent and personalized learning.

Furthermore, the use of Smart TV learning media can provide opportunities for the development of technology skills and media literacy for students. In this digital era, technology skills are becoming increasingly important to master. Through the use of Smart TV learning media, students can become accustomed to using advanced technology and learn how to effectively utilize it in the learning process and daily life. This helps prepare students for the demands of an increasingly digital and interconnected workforce (Yayuk Primawati, 2021).

However, despite the various benefits that can be obtained, the implementation of Smart TV learning media based on the Multiperspective Gamification System also faces several challenges. One of the main challenges is the readiness of infrastructure and resources required. The use of Smart TV learning media requires adequate technological infrastructure, including stable internet networks and supporting hardware devices. Additionally, skilled human resources are needed to manage and effectively utilize this technology in the learning process.



Another challenge is adoption and acceptance by all stakeholders, including teachers, students, and parents. Although Smart TV learning media can bring significant benefits, not all stakeholders may have the understanding or readiness to use it effectively. Efforts are needed to increase awareness and understanding of the benefits of using such learning media, as well as provide the necessary training and support to all stakeholders involved.

Furthermore, content management and evaluation of the quality of learning materials are also challenges that need to be addressed in the implementation of Smart TV learning media. It is important to ensure that the content presented through this learning media is relevant, accurate, and meets the learning needs of students. This requires collaboration between teachers, content managers, and education experts to ensure that the learning materials presented meet quality standards and the learning needs of students.

Therefore, although the use of Smart TV learning media based on the Multiperspective Gamification System can bring significant benefits in enhancing student motivation and engagement, it still faces a number of challenges that need to be overcome in the implementation process. Collaboration among all stakeholders is required, as well as a commitment to continuously evaluate and improve to ensure the success of using this learning media in enhancing the quality of education at MII Pringlangu in Pekalongan City.

## **CONCLUSION**

Based on the analysis and discussion above, it can be concluded that the implementation of Smart TV learning media based on the Multiperspective Gamification System at MII Pringlangu in Pekalongan City has a positive impact on enhancing the quality of education. The concept of holistic quality education involving the development of knowledge, skills, attitudes, and moral values serves as the main basis for designing and implementing this innovation. Through the multiperspective approach, students are invited to view concepts from various perspectives, while the gamification system adds game elements to enhance motivation and student participation. In the context of Smart TV, visually appealing learning material visualization, integration of information technology, and

continuous evaluation strengthen the concept of quality education. Thus, this innovation not only succeeds in increasing interactivity and student engagement but also opens up potential for the development of learning models that can be adopted by other educational institutions, contributing to the overall improvement of education quality in Indonesia.

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