Gamification in Da'wah: Conceptual and Practical Studies

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ABSTRAK

Kajian dakwah saat ini sudah sedemikian berkembang pesat dengan menggunakan beragam media berbasis teknologi. Sudah tidak terlalu relevan jika kajian dakwah hanya sekedar mengikuti kajian dengan datang ke Majelis Ilmu saja. Para da'i/pendakwah memiliki beragam cara kreatif dan juga tentunya menarik, seru dan edukatif untuk menghilangkan rasa jenuh dan bosan yang kadang menerpa dalam kajian-kajian dakwah, terutama jika dikhususkan pada anak - anak atau remaja yang pemikirannya tanpa batas dan *out of the box*. Berbagai metode inovasi dalam penyampaian dakwah telah diperkenalkan untuk membuat materi-materi dakwah dapat berdampak pada objek dakwah/mad'u. Salah satu metode yang mendapat perhatian saat ini adalah metode gamifikasi. Gamifikasi secara sederhana adalah cara atau pendekatan menggunakan elemen-elemen game untuk menyelesaikan masalah selain game. Pertanyaannya adalah apakah metode gamifikasi ini dapat (dan cocok) untuk digunakan dalam penyampaian dakwah Islam. Dengan demikian, artikel ini bertujuan untuk mengidentifikasi metode gamifikasi dalam kaitannya sebagai salah satu metode dalam penyampaian dakwah Islam hari ini secara teoritis maupun praktis. Penelitian ini menggunakan pendekatan studi kualitatif dengan metode pengolahan data dilakukan dengan metode melalui studi pustaka. Berbagai data dalam yang ada dianalisis menggunakan metode analisis isi. Artikel ini menemukan bahwa gamifikasi menjadi salah satu metode dakwah yang dapat digunakan dewasa ini. Dakwah dengan menggunakan gamifikasi dapat memberikan alternatif penyampaian materi/konten dakwah, menjadi lebih menarik, menyenangkan dan efektif. Walaupun menggunakan mekanika permainan, menerapkan gamifikasi tidak selalu harus membuat sebuah games –meski identikdengan (video) game, tetapi yang penting ialah bagaimana membuat proses dakwah (penyampaian materi dakwah) dapat lebih menyenangkan serta dapat membangun keterikatan dengan (atau tanpa) disadari oleh para pelaku dakwah.

Kata kunci *:* Gamifikasi, Dakwah, Kajian, Metode

ABSTRACT

Da'wah studies are currently growing rapidly by using a variety of technology-based media. It is no longer relevant if the study of da'wah is just following the study by coming to the Science Council. The da'i/preachers have a variety of creative ways as well as of course interesting, fun and educative to relieve boredom and boredom that sometimes hits in da'wah studies, especially if it is devoted to children or teenagers whose thoughts are limitless and out of the way. box. Various methods of innovation in the delivery of da'wah have been introduced to make da'wah materials have an impact on the object of da'wah/mad'u. One method that is currently receiving attention is the gamification method. Gamification is simply a way or approach to using game elements to solve problems other than games. The question is whether this gamification method can (and is suitable) to be used in the delivery of Islamic da'wah. Thus, this article aims to identify the method of gamification in relation to it as one of the methods in the delivery of Islamic da'wah today both theoretically and practically. This research uses a qualitative study approach with data processing methods carried out by means of literature studies. Various existing data were analyzed using content analysis method. This article finds that gamification is one of the da'wah methods that can be used today. Da'wah by using gamification can provide an alternative delivery of da'wah material/content, becoming more interesting, fun and effective. Even though using game mechanics, applying gamification does not always have to make a game – even though it is identical to (video) games, but what is important is how to make the da'wah process (delivery of da'wah material) more fun and can build bonds with (or without) being realized by the perpetrators. da'wah

Keywords: *Gamification, Da'wah, Study, Method*

INTRODUCTION

The development of human civilization today has been so advanced. Thus, there are many things in human civilization (elements of culture), without exception, which are also affected. In this case, the development of human civilization that is growing rapidly, one of which is the development of technology.

If it is associated with da'wah, then the latest advances in technology today have brought and put forward new innovative approaches that also challenge conventional approaches in the world of da'wah. The emergence of digital (based) technology has led to the development of various methods of delivering da'wah. Digital da'wah then developed into a new way of delivering da'wah material with the aim of making da'wah more interesting and engaging, especially if it is aimed at the millennial generation (digital native) (Prensky, 2001). One method that is starting to emerge as one of the trends in the world of da'wah today is the gamification method.

Gamification is a method of applying game design elements in a non-game context. This method can also encourage someone to engage in boring activities for more interesting activities (Marisa, et al, 2020). In its application, gamification has been proven to increase user interest and motivation when carrying out activities (Zichermann and Cunningham, 2011).

Regarding the relational relationship between the use of technology in the religious field, there is a change in the trend of religious orientation of contemporary Islamic society in Indonesia, which in this case means the emergence of new media in seeking religious knowledge. These new media include internet, film, video, online media, and various other print media. These media tend to be more functional in the new generation of Indonesian Muslims. In fact, there is a prediction that 50 percent of Muslims (Indonesia) in the future will seek religious knowledge through print and internet media (Sakai, 2012). This is also reinforced by the research conducted by the Center for the Study of Islam and Society (PPIM) UIN Syarif Hidayatullah Jakarta in 2017 which states that the most dominant source of religious knowledge for millennials is the internet, from blogs, websites, to social media, where the presentation touches on the figure is 54.87 percent. Meanwhile, sources of religious knowledge through recitation are

only 14.31 percent (Khairani, et al, 2021).

In the context of da'wah, games -and their derivatives (which in this case is gamification)- can be an alternative media for da'wah to insert values -intrinsically, or even convey Islamic messages - extrinsically, if managed properly. In the end, games can be considered as a medium that can be used in Islamic da'wah activities, especially considering that games have a participatory dimension. However, there are still very few Muslims, especially the da'i, who use games as a medium for their da'wah (Prayogi, 2021).

Not many studies have reviewed how the gamification method is used specifically for da'wah purposes. Several existing studies, such as Arditya Prayogi's writing entitled "Analysis of the Use of Video Games as a Media for Da'wah", in the Hikmah Journal only provide a theoretical and practical basis on how the concept of using video games is widely used and has not provided a further description of gamification as part of a game. widely associated with da'wah. Thus, this article can be a further

elaboration of the concept of using games in da'wah, specifically how gamification is applied in da'wah so that it can again make conceptual and theoretical contributions.

RESEARCH METHODS

The writing of this article was carried out using qualitative research methods and supported by a literature review method by dissecting various matters related to gamification and its relation to da'wah. The analysis is based on extracting library data/literature studies from several literature sources (written). The writing was carried out through a process of extracting data from various reference sources that discussed various activities related to the use of the gamification method and its various impacts in previous research, which were published in public media.

RESULTS AND DISCUSSION

Gamification in Da'wah: Theoretical Study

An approach that uses game components to solve non-game problems is defined by the term gamification. Gamification has various important elements such as points, badges, leaderboards, levels, narration, feedback, task lists, avatars and social graphs (Marczewski, 2013: 4).

Nevertheless, gamification conceptually contains many definitions and elements that are different from each other, which until now there is no widely accepted definition (Marisa, et al, 2020).

Picture 1. Understanding Game and Gamification

Gamification can provide solutions in various fields in order to increase user motivation. For example in the business world, where gamification can be applied by creating (process) employee performance by setting organizational intranets to improve communication and collaboration, or managing sales competitions and scoreboards in real-time to increase revenue and motivate staff to work more effectively (Marisa , et al, 2020).

In the world of da'wah, gamification can be interpreted as a process of changing existing activities or studying activities and making content like games/games.

The basic idea behind gamification is to increase the motivation of an activity. With increased motivation, it can provide a pleasant experience and change user behavior (Huotari & Hami, 2012). Gamification can be an alternative delivery method that has an impact on the current development of da'wah. Theoretically, the gamification method in da'wah can be designed as a mechanical game that combines game elements/elements with various elements of both formal and informal da'wah.

Regarding gamification elements, at least the majority elements contained in gamification include: points, badges, leaderboards, levels, and scenarios. These four elements can be said to be "principal elements" because they are used to track or measure the progress or improvement of players, although in many other literatures, gamification elements also take various forms as can be seen in the table below (Zichermann and Cunningham, 2011).

However, of the many elements of gamification that are used to attract and motivate someone to use a product/service and have a positive effect, the most important element in gamification is feedback. Feedback then becomes something important to underline. Feedback is important to find out to what extent the effect of a product/service on a person and keeps the person concerned interacting with the

product/service, although there is also a view that the most important element of gamification is points, remembering with points, someone will be motivated to can compete in obtaining other elements of gamification (Sitorus, 2016).

The application of the elements of gamification, -both points, and feedback in the world of da'wah, thus becomes relevant. Da'wah delivered by da'i to mad'u, using gamification elements will make da'wah "fun" and ultimately encourage motivation to continue using it. In fact, not only da'wah, if we can apply gamification in every aspect of life, then our lives will be more enjoyable.

Although it can be an alternative method of da'wah, however, the gamification method also has obstacles. The main thing is, this method has no long term effect/only temporal. With this in mind it is therefore important to study the long-term effects of gamification methods in order to better assess whether and under what circumstances game design elements shape user behavior in long-term evaluations. It is also necessary to know the saturation point of the actors/users in the gamification

system so that the goal of gamification can motivate or demotivate (Marisa, et al, 2020), especially in the world of da'wah.

Gamification in Da'wah: Practical Study

The use of the gamification method also still raises pros and cons regarding whether it can be used in all fields or only limited to certain domains. Gamification is the use of game mechanics (or video games) to provide practical solutions by building specific group engagement (Kapp and Cone, 2012).

In this case, if you agree that gamification can be used, then the use of gamification in da'wah can practically be interpreted as the use of game principles in the context of da'wah to increase involvement (*da'i* and *mad'u*) in da'wah. Gamification can lead to addiction at a certain level so that the parties involved in it will carry out continuous interaction and create a strong affinity. Gamification also works by making technology more attractive, encouraging users to engage in desired behavior, showing the way to mastery and autonomy, helping to solve problems and not becoming a distraction, and taking advantage of the human psychological tendency to engage in games (Jusuf, 2016).

Gamification in da'wah can be done in two ways. First, simulating da'wah from the real world to the virtual world; or adapt the

virtual world to the real. The first way can be done by designing da'wah into (video) games to make it more interesting. In this case, without neglecting various other Islamic games, the Sholeh Children's Game can be called a form of gamification – in a video game platform that needs attention. This game itself was developed by Agate Studio based in Bandung. This game is specifically intended for children so it is packaged quite interestingly and interactively with animated images and sound effects. One of the modes in the game, namely adventure (Quest as part of the gamification element), contains the journey of Ali -the main character- with his friends. Along the way, players must complete a number of challenges that are inserted various basic teachings of Islam.

Picture2. Anak Sholeh Game

If then the first method requires large resources, then gamification in da'wah can be done in the second way, namely adapting game elements

in the (process) of da'wah. In this case, - besides video games-, the method of gamification in da'wah in a lighter form can be applied in da'wah management, such as in mosque management.

Although (in principle) it can be applied without technology, if you look at such practices, it can be concluded that the da'wah gamification method in its implementation is very dependent on the development of technology and internet networks, especially those based on digital computer technology (digital computer based). It can be concluded that gamification in da'wah practice can be part of the da'wah method, using application-based information technology media. Da'wah then, in a more detailed form, can be a da'wah strategy, especially considering that strategy has an important role in the success of da'wah itself.

The forms of practical activities using the gamification method in da'wah as above, of course, are still in the form of perspectives which of course are not standard things. It should be realized, as a method, gamification is only a "tool" which of course has pros and cons in its application. So, beforehand it is necessary to conduct a feasibility test – as well as the perception and support of related parties so that the gamification method can become the main choice according to the times and not only as an alternative method of da'wah.

CONCLUSION

The development of technology today has been so rapid in line with the growth of human civilization. In this case, humans make technology as a tool to facilitate their lives. No exception in the field of religion/religion, which if it is associated with the process of spreading it, da'wah is an effort made by humans as an activity in the spread of a religious teaching.

The gamification method then becomes one of the alternative methods of delivering da'wah that can be used along with the development of the technology. In simple terms, gamification in da'wah itself means efforts/methods to include various game elements in da'wah activities with the main aim of growing interest/breaking boredom.

Theoretically, the gamification method in da'wah can be designed as a game mechanic that combines game elements/elements with various elements of da'wah. The use of the gamification method (in the form of the inclusion of gamified elements) in da'wah is realized with the consideration that there are some things/materials of da'wah that are difficult to convey given the complexity of understanding the religion of Islam. So, conceptually gamification can be an alternative method of da'wah, although the gamification method also has problems where this method does not have a long-term effect/only temporal.

Practically, the gamification method is realized in two ways, firstly by simulating da'wah from the real world to the virtual world or adapting the virtual world to the real world and secondly by adapting game elements in the (process) of da'wah. Practice in the first attempt can be taken by designing da'wah into (video) games to make it more interesting. Sprinkle with all problems related and related to the topic of da'wah.

As a result, although it is not yet popular and there may still be pros and cons related to the method of gamification and its various derivatives, as a "way" gamification can bridge the need to play the implementation (obligation) of da'wah as well as gamification can be used as an alternative method of delivering da'wah and Islamic da'wah strategies. Not only to achieve the goal, but it is also hoped that it can remove some assumptions about games that tend to be negative, and will be replaced by their positive influence in spreading the values of Islamic teachings.

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