Comparison of the Use of Blooket Gold Quest Mode and Cyber Hack Mode in Sociology Learning for Grade XI at SMA Negeri 11 Makassar

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Abstract

The use of game-based learning platforms provides an alternative in the implementation of learning evaluation, but differences in game mechanics have the potential to result in variations in the accuracy of students' answers. This study aims to describe and compare the accuracy of students' answers in Gold Quest and Cyber Hack modes in Sociology learning and interpret factors that are potentially related to these differences. The study uses a descriptive-comparative quantitative approach with a repetitive measurement design involving all 32 students of class XI B SMA Negeri 11 Makassar. The research instrument is in the form of 25 multiple-choice questions on the Type and Type of Social Group material presented through both Blooket modes with a duration of 10 minutes each. The accuracy percentage data was analyzed descriptively using IBM SPSS Statistics. The results showed that the average accuracy of Gold Quest reached 89.94%, while Cyber Hack was 87.50%, with a difference of 2.44 percentage points. A total of 20 students (62.50%) experienced a decrease in accuracy in Cyber Hack, while six students (18.75%) experienced an improvement and six other students (18.75%) showed fixed accuracy. These differences have the potential to be related to the complexity of the game mechanics, attention demands, competition dynamics, and execution sequence. However, these factors cannot be determined as the direct cause of the difference in accuracy. These findings provide an empirical picture of the variation in accuracy between Blooket modes as a consideration in the selection of Sociology learning evaluation media.

Keywords: *Learning Media; Blooket; Cyber Hack; Gold Quest; Sociology.*

A. INTRODUCTION

Sociology learning at the high school (SMA) level is not only directed at mastering concepts and theories about society, but also on developing students' abilities to understand, interpret, and critically analyze various social phenomena. The Educational Standards, Curriculum, and Assessment Agency (BSKAP, 2025) emphasized that the learning achievements of Sociology Phase F include the ability to think critically and creatively, analyze social problems, and communicate the results of studies on phenomena that occur in society. In line with this, Rintia and Aryanti (2025) stated that sociological thinking skills are an important competency in building students' critical awareness of social reality. However, the development of these competencies faces challenges when learning is still oriented towards theoretical mastery of concepts without providing adequate opportunities for students to relate them to real life. The complexity of Sociology material, such as social problems, conflicts, integration, and social change, demands the application of learning strategies that are able to encourage active involvement and conceptual

understanding of students. Therefore, Sociology learning needs to be designed in a contextual and interactive manner so that students not only remember concepts, but also be able to use them to understand various social problems in daily life.

The achievement of competencies in Sociology learning needs to be supported by an evaluation process that is able to provide information about the level of mastery of concepts and the accuracy of students' understanding of the material learned. Learning evaluation not only serves to measure learning outcomes, but also serves as a basis for educators to identify learning difficulties and determine learning follow-up. The Education Standards, Curriculum, and Assessment Agency (BSKAP, 2025) emphasized that assessment is an integral part of the learning process because it serves to obtain evidence of the achievement of learning objectives and support the continuous improvement of the learning process. In line with this, Black and Wiliam (1998) show that the use of information from assessment results in a formative manner can make a positive contribution to improving the quality of learning. One of the information that can be obtained through question-based evaluation is the level of answer accuracy, which is the proportion of correct answers to all questions answered by students. Answer accuracy provides a quantitative picture of the accuracy of students' responses to the evaluation instruments used, although it cannot fully represent their overall thinking skills and conceptual understanding. Therefore, the analysis of answer accuracy is relevant to identify variations in the performance of problem work, as well as encourage the use of evaluation strategies that are able to present an interactive and engaging learning experience for students.

The use of technology in learning evaluation is growing through the application of game-based learning and gamification approaches that integrate learning activities with game mechanisms. Game-based learning utilizes games as a means to achieve learning goals, while gamification adopts game elements, such as points, challenges, rewards, and competitions, into learning activities. Both approaches provide an alternative for educators to provide a more interactive learning experience and encourage active student engagement. Barz et al. (2024) through meta-analysis research found that digital game-based learning has a positive influence on students' cognitive achievement and affective-motivational aspects, although the amount of influence is different in each aspect. In line with these findings, Dehghanzadeh et al. (2024) revealed that the application of gamification in primary and secondary education has the potential to support cognitive, affective, and behavioral learning outcomes through increased motivation, engagement, and competition between students. However, the success of the game-based approach is not solely determined by the presence of game elements, but also related to the design characteristics and mechanisms used. Li et al. (2023) show that gamification design principles, the duration of the play experience, and the learning environment are factors that moderate the variation in the results of the application of gamification in education. These findings show the importance of paying attention to the characteristics of games when used as part of the learning and evaluation process. Therefore, the use of learning platforms that provide various game modes needs to be

studied not only based on their attractiveness and interactivity, but also based on variations in students' performance when answering questions in each mode used.

One of the digital platforms that integrates game mechanics in learning evaluation activities is Blooket. This platform allows educators to present questions through various game modes that combine question-answering activities with elements of competition, rewards, and interaction between students. The use of Blooket provides an alternative to evaluating evaluation that is not only oriented towards solving problems, but also presents a more interactive work experience. Johni et al. (2024) developed a gamification-based digital quiz using Blooket in Informatics subjects and found that the media developed met the criteria for valid, practical, and effective based on the results of product testing. In line with the research, Nabila and Nurhamidah (2024) revealed that the application of Blooket in the evaluation of Indonesian language learning received a positive response from students, especially related to the ease of access, benefits, and feasibility of its use in learning. Furthermore, Nasution et al. (2025) showed that the development of Blooket-assisted evaluation tools on story materials in high school obtained expert validation results and positive user responses. These findings show that Blooket has the potential as a digital evaluation medium in various subject contexts and educational levels. In addition to providing a game-based evaluation experience, the use of Blooket allows educators to obtain accuracy data on answers that can be used to analyze students' problem performance performance. With the availability of various game modes, the use of Blooket also opens up opportunities to examine variations in answer accuracy that arise when students work on a set of questions through different game mechanisms.

Even though they are on the same learning platform, each Blooket game mode has different characteristics and interaction mechanisms so that it can result in a varied problem-solving experience. The two modes that show this difference are Gold Quest and Cyber Hack. In Gold Quest mode, students answer questions to get the opportunity to choose treasure chests that contain random rewards, such as adding, taking, or exchanging gold with other players. This mechanism integrates the accuracy of answering questions with elements of luck and competition between players (Aulia & Jasiah, 2025). Faruq and Amri (2023) also show that the Gold Quest mode can be integrated into learning in high school through game activities that involve students' participation in answering questions. Meanwhile, the Cyber Hack mode, which in previous research was known as Crypto Hack, combines the activity of answering questions with the collection of game resources as well as the hacking mechanism of other players. Sari and Jasiah (2025) explained that the mode involves additional activities in the form of challenges that emphasize students' speed, accuracy, and memory. The difference in the mechanism of the two modes has the potential to be related to variations in attention, game rhythm, and accuracy of students when answering questions. However, the relationship between game characteristics and the accuracy of answers cannot be ascertained based solely on the difference in these mechanisms. Therefore, the comparison of the accuracy of answers in the two modes is relevant to provide an empirical picture of the variation in the performance of

students' problem work in a game-based evaluation environment.

A number of previous studies have examined the use of gamification and the Blooket platform in learning with diverse methodological focuses and approaches. In the context of Sociology learning, Meta et al. (2025) through descriptive qualitative research found that the integration of the Minecraft, Quizizz, and Kahoot platforms has been applied in Sociology learning and evaluation activities in high school, although its implementation still requires development. Meanwhile, Nabila and Nurhamidah (2024) through descriptive research with quantitative and qualitative approaches showed that the use of Blooket in the evaluation of Indonesian language learning received a positive response from students, especially related to its accessibility, benefits, and feasibility of use. From the perspective of evaluating instrument development, Nasution et al. (2025) applied the Research and Development (R&D) model to develop a Blooket-assisted evaluation tool on storytelling materials in high school and obtain validation results and user responses that showed the feasibility of the media. In contrast to research oriented towards media application and development, Faruq and Amri (2023) used an experimental approach to test the use of Gold Quest mode in learning Chinese vocabulary and found a significant influence on learning outcomes. Overall, these studies show that the use of gamification has been studied through implementation, user acceptance, media eligibility, and learning outcomes. However, the reviewed study has not specifically placed the comparison of the percentage accuracy of answers between Blooket game modes as the focus of the analysis, especially when the same students use the same set of questions and the same game duration. The difference in research orientation provides the basis for the development of a comparative study that focuses more on the accuracy of students' answers in two game modes.

Although the use of Blooket in learning has been widely studied, the research examined shows that academic attention is still more predominantly directed to the effectiveness of media use, the development of evaluation instruments, and students' responses to game-based learning activities. Faruq and Amri (2023), for example, examined the effectiveness of the Gold Quest mode on Chinese vocabulary mastery, while Nasution et al. (2025) focused on the development and feasibility of Blooket-assisted evaluation instruments. In the context of Sociology learning, Meta et al. (2025) focused their study on the integration of gamification-based digital platforms in the learning process. Based on these studies, studies that specifically compared the percentage of students' answer accuracy on two different modes in the Blooket platform, specifically Gold Quest and Cyber Hack, have not yet been identified in the literature reviewed. This gap shows the need for a study that not only places Blooket as a learning medium, but also pays attention to the variations in the accuracy of answers that arise in different game mechanisms. In contrast to previous studies, this study uses a descriptive-comparative approach by comparing the accuracy of the same students' answers in both modes using identical question sets and equivalent game durations. The comparison allows the observation of variations in accuracy in the two game conditions, although the constant sequence of execution and the

repetition of the questions are factors to be considered in the interpretation of the results. Thus, the novelty of this study lies in the focus of the analysis of Blooket's intermodal answer accuracy in Sociology learning, with the characteristics of the game being used as a basis for discussing possible factors related to accuracy differences, rather than as evidence of cause-and-effect relationships.

Based on the research gaps that have been identified, the study of the comparison of the accuracy of students' answers in different game modes is important to provide a deeper understanding of the use of Blooket as a learning evaluation medium. This study was carried out on 32 students of class XI B of SMA Negeri 11 Makassar in Sociology learning by comparing Gold Quest and Cyber Hack modes using identical question sets and game durations of 10 minutes each. This study aims to describe and compare the accuracy level of students' answers in the two game modes. In addition to identifying accuracy differences descriptively, this study is also directed to interpret factors that have the potential to be related to variations in answer accuracy, especially differences in game mechanics, activity complexity, attention demands, and competition dynamics that arise in each mode. The aspect of the sequence of game implementation and the repetition of questions are also considered so that the interpretation of accuracy differences is not directly associated with the characteristics of certain modes. Through a descriptive-comparative approach, this research is expected to make an empirical contribution to the evaluation study of game-based learning as well as a consideration for educators in choosing the Blooket mode that is in accordance with the needs of Sociology learning evaluation.

B. METHOD

This study uses a quantitative approach with a descriptive-comparative method to analyze the comparison of the accuracy level of students' answers in two Blooket game modes, namely Gold Quest and Cyber Hack, in Sociology learning. The study applies a within-subject design, which is the same student follows two different game conditions. This approach is used to describe the variation in the accuracy of the answers based on the percentage of accuracy obtained in each mode. The analysis is focused on descriptive statistical comparisons without conducting significance testing or drawing conclusions about cause-and-effect relationships.

The research was carried out at SMA Negeri 11 Makassar involving all students of class XI B totaling 32 students. The determination of subjects used saturated sampling techniques because all class members were involved in the research. Research activities were carried out in Sociology learning on the material Types and Types of Social Groups. All students participated in the evaluation using two Blooket game modes so that data on the accuracy of answers from the same students in both game conditions was obtained.

The research instrument was in the form of a digital quiz consisting of 25 multiple-choice questions regarding the type and type of social group material. Data collection was carried out through two consecutive game sessions, namely Gold Quest in the first session and Cyber Hack in the second session. Both modes used an identical

set of questions with a duration of 10 minutes each. The research data was obtained through the documentation of the Blooket game results report in the form of the percentage accuracy of each student's answers. The accuracy represents the proportion of correct answers to the overall responses recorded during each game session. The accuracy data of the two modes was then compiled in pairs for comparative analysis purposes.

The data was analyzed using descriptive statistics with the help of IBM SPSS Statistics software. The analysis included the calculation of the mean, standard deviation, minimum value, maximum value, and difference in answer accuracy between the two game modes. The results of the analysis were presented in the form of tables and graphs to show the pattern of comparative accuracy of students. Furthermore, the difference in accuracy was interpreted based on the characteristics of the Gold Quest and Cyber Hack mechanics by considering aspects of the complexity of the game, attention, competition dynamics, as well as the possible influence of the order of the game and the repetition of the questions. The interpretation is supported by relevant theories and previous research, without assuming that differences in game characteristics are the direct cause of the accuracy variations found.

C. RESULTS AND DISCUSSION

1. Descriptive Analysis of Student Answer Accuracy on Gold Quest and Cyber Hack Modes

The results of the study were obtained from the accuracy data of 32 students of class XI B SMA Negeri 11 Makassar in Sociology learning on the material Type and Type of Social Groups. The measurement was carried out through two Blooket game modes, namely Gold Quest and Cyber Hack, using the same set of questions and a duration of 10 minutes each. The data was analyzed using descriptive statistics to identify differences in averages, medians, standard deviations, as well as minimum and maximum values of students' answer accuracy. The results of the descriptive statistical analysis of the two game modes are presented in Table 1.

Table 1. Descriptive Statistics of Student Answer Accuracy on Gold Quest and Cyber Hack Modes

Statistical Indicators	Gold Quest	Cyber Hack
Number of students (N)	32	32
Average (Mean)	89,94	87,50
Median	90,63	87,50
Standard deviation	7,56	6,87
Minimum score	78,13	71,88
Maximum value	100	100

Source: The results of Blooket's accuracy data processing use descriptive statistics. All accuracy values are expressed in percentage (%).

Based on Table 1, the average accuracy of students' answers in Gold Quest mode reached 89.94%, while Cyber Hack mode obtained an average of 87.50%. The comparison shows that Gold Quest has a higher average accuracy with a difference of 2.44 percentage points. The difference is also seen in the median score, which is 90.63% in Gold Quest and 87.50% in Cyber Hack. Meanwhile, Gold Quest's standard deviation of 7.56 indicates a slightly larger spread of value than Cyber Hack with a standard deviation of 6.87. The minimum score in Gold Quest was recorded at 78.13%, while Cyber Hack reached 71.88%. The maximum score in both modes reached 100%. Descriptively, the findings show that the accuracy of students' answers tends to be higher in Gold Quest mode than in Cyber Hack. However, these differences cannot be directly attributed to the characteristics of each game mode because the execution uses a fixed order, namely Gold Quest first, then Cyber Hack.

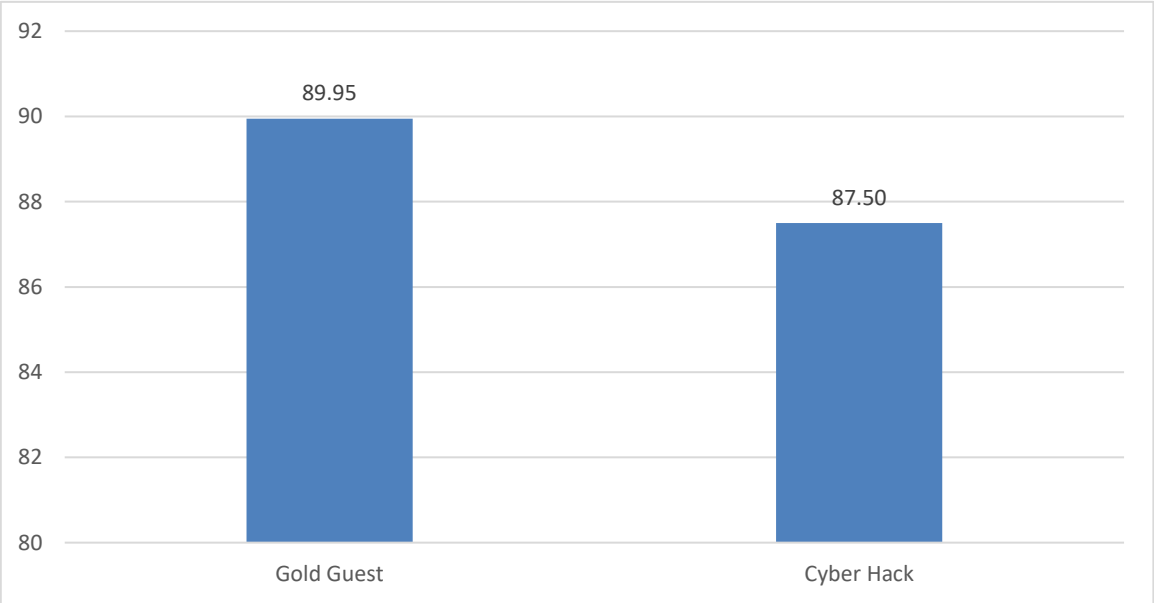


Figure 1. The Average Accuracy of Students' Answers

As shown in Figure 1, the average accuracy of students' answers in Gold Quest mode reached 89.94%, while in Cyber Hack mode it was 87.50%. The visualization showed an average difference of 2.44 percentage points, with Gold Quest showing higher accuracy descriptively. These findings illustrate the variation in the accuracy of students' answers in the two Blooket game modes used in Sociology learning.

2. Comparison of Changes in Student Answer Accuracy in Gold Quest and

Cyber Hack Mode

Analysis of changes in answer accuracy was carried out to identify patterns of differences in the accuracy of students' answers after following two Blooket game modes in succession. A comparison was made by calculating the difference in the percentage of accuracy of each student between the Gold Quest and Cyber Hack modes. The results of the analysis showed that there were three categories of changes, namely students who increased, decreased, and did not experience changes in answer accuracy. The distribution of accuracy changes from 32 students is presented in Table 2.

Table 2. Distribution of Changes in Student Answer Accuracy between Gold Quest Mode and Cyber Hack

Category Changes	Number of Students	Percentage (%)
Increased accuracy	6	18,75
Decreased accuracy	20	62,50
Fixed accuracy	6	18,75
Total	**32**	**100**

Source: Blooket accuracy data processing results (2026). Changes are calculated from Gold Quest to Cyber Hack

Based on Table 2, as many as 20 students (62.50%) experienced a decrease in the accuracy of answers when using the Cyber Hack mode compared to Gold Quest. Meanwhile, as many as 6 students (18.75%) experienced an increase in accuracy and 6 other students (18.75%) showed a fixed accuracy value. The largest decrease in accuracy was recorded at 15.62 percentage points, while the largest increase reached 21.87 percentage points. Overall, the change pattern shows that most students obtained a lower percentage of correct answers in the Cyber Hack mode. This finding is in line with the descriptive statistical results in Table 1 which shows that the average accuracy of Gold Quest is 2.44 percentage points higher than Cyber Hack. However, not all students show the same pattern of change, as can be seen from the presence of students who have improved or maintained accuracy in both modes.

The variation in accuracy shows that the use of two Blooket game modes results in different patterns of answer accuracy in students, even though they both use the same set of questions and game duration. This difference is the basis for examining the possible relationship between the characteristics of the game mechanics and the performance of the problem work. However, because Gold Quest is always played before the Cyber Hack, the influence of the order of execution, the repetition of the questions, and the condition of the learners during the game also need to be considered in interpreting the results of the research.

3. Discussion of Accuracy Differences Based on Game Mode Characteristics

The difference in the accuracy of students' answers between Gold Quest and Cyber Hack modes shows that the use of identical question sets in the Blooket platform does not always result in the same level of accuracy of answers. The results show that Gold Quest obtained an average accuracy of 89.94%, while Cyber Hack reached 87.50%. In addition, as many as 20 students (62.50%) experienced a decrease in accuracy in Cyber Hack, while 6 students (18.75%) experienced an improvement and 6 other students (18.75%) maintained the same accuracy. This pattern shows that there is a variation in the performance of problem work that can be reviewed based on the difference in the characteristics of the two game modes. Faruq and Amri (2023) show that the application of Blooket mode Gold Quest can make a positive contribution to learning Chinese vocabulary and obtain good responses from students. Although the context and indicators of the study are different, the findings show that the characteristics of the Gold Quest game are relevant to be studied in relation to learning activities. However, the difference in accuracy found in this study cannot be directly interpreted as evidence of the superiority of one of the game modes.

Judging from the game mechanics, Gold Quest has relatively simple characteristics by integrating question-answering activities and selecting chests to earn gold or interact competitively with other players. Meanwhile, Cyber Hack involves answering questions to collect resources while running a hacking mechanism that emphasizes memory and speed aspects. Based on Blooket (t.t.) documentation, Gold Quest is categorized as a game with simple complexity and high question frequency, while hacking mode has normal complexity with a lower frequency of questions. This difference allows for a variety of learners' attention demands throughout the game. Gold Quest's simpler mechanics have the potential to provide a different problem-solving experience than Cyber Hack, which requires involvement in additional activities such as hacking and managing game resources. In the context of Sociology learning on the Types and Types of Social Group material, these additional activities can theoretically be related to the division of attention between understanding questions, determining answers, and carrying out game strategies. However, this study does not measure the cognitive load or attention of students directly, so the explanation is still interpretive.

In addition to the complexity of the mechanism, competition dynamics and motivation can also be considered in explaining variations in answer accuracy. Gold Quest uses a reward system that is influenced by the element of luck through the selection of chests, while Cyber Hack adds competitive interaction in the form of hacking between players. Both mechanisms have the potential to produce different gaming experiences, including in maintaining attention and determining the priority of activities during the game. Sari and Jasiah (2024) found that the development of Blooket game media is related to increasing students' interest in learning and enthusiasm. In line with that, Nabila and Nurhamidah (2024) reported a positive response to the use of Blooket as a medium for evaluating Indonesian language learning. The findings of the previous research show that the motivational aspect is one of the important dimensions in the use of Blooket. However, the motivation and

intensity of the competition were not measured in this study, so it is not certain whether these two factors contribute to the difference in accuracy obtained by students.

Another factor that needs to be considered is the order in which the game is executed. In this study, Gold Quest was played first, then followed by Cyber Hack using a set of 25 same multiple-choice questions, with a duration of 10 minutes each. The repetition of the set of questions allowed students to gain previous experience that could help them recognize the questions and remember the answers in the second session. However, the results of the study actually showed that most students obtained lower accuracy when playing Cyber Hack. These conditions can be assessed through the possibility of changes in concentration, saturation, or different demands of game activities between the first and second sessions. In addition, the similarity of the duration of the game does not guarantee that the number of questions answered or the time used to respond to each question is always equal. Therefore, the variation in accuracy found needs to be understood as a result of two game conditions executed consecutively, not as evidence that the Cyber Hack mechanism directly causes a decrease in accuracy.

Overall, the findings of this study show that the characteristics of the game mode are relevant aspects to consider in the implementation of Blooket-based learning evaluations. Gold Quest shows a higher average accuracy of answers descriptively, while Cyber Hack presents different interaction mechanisms with memory and speed demands. These results imply that the selection of game modes should consider the evaluation objectives, the characteristics of the students, and the form of activities that the educator wants to develop. In Sociology learning, the use of different modes can be an alternative to presenting a variety of evaluation activities, but the accuracy of the answers needs to be considered as the main indicator of the performance of the problem work. Further research is suggested to use varying game order settings, record the number of responses and processing times, and involve observation data or students' responses to obtain a stronger explanation of the factors related to the difference in accuracy.

D. CONCLUSION

This study shows that there is a difference in the accuracy of students' answers between the Gold Quest and Cyber Hack modes in Sociology learning in the material Type and Type of Social Groups in class XI B SMA Negeri 11 Makassar. The results of the descriptive analysis of 32 students showed that Gold Quest produced an average accuracy of 89.94%, while Cyber Hack was 87.50%, with a difference of 2.44 percentage points. A total of 20 students (62.50%) experienced a decrease in accuracy in Cyber Hack, while 6 students (18.75%) experienced an increase and 6 other students (18.75%) showed fixed accuracy. These differences are theoretically potentially related to the characteristics of the game mechanics, complexity of activities, attention demands, and competition dynamics in both modes. However, these factors cannot be ascertained as the cause of the difference in accuracy because they are not measured

directly. Thus, the results show that the use of two Blooket game modes on the same student can produce variations in the accuracy of answers, even though they use identical set of questions and game duration.

The findings of this study provide implications for educators to consider the characteristics of game modes in choosing Blooket-based learning evaluation media, especially when the accuracy of answers is the main indicator of assessment. However, this study has limitations because it only involves one class, uses a fixed order of games, and applies the same set of questions to both modes, allowing for the effect of question repetition, concentration changes, and student saturation. Therefore, further research is recommended to involve more classes, apply variations in game sequences, and integrate observation data, learner responses, and the number of questions answered to gain a deeper understanding of the factors related to accuracy differences. Further research can also consider the use of attention and cognitive load measurement instruments to empirically test their relationship with learners' performance in each game mode.

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