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Application of Game Based Learning Model to Increase Learning Motivation of Class V Students of SDN 01 Lawawoi Sidrap

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A R T I C L E I N F O

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A B S T R A C T

This research was carried out to improve the quality of the learning process and student learning motivation in Pancasila Education subjects through the implementation of *the Game Based Learning learning model*. This study uses the Classroom Action Research (PTK) method with a qualitative approach. The subjects of this study were 17 students of class V. The research was carried out in three cycles, with each cycle consisting of one meeting that included the planning, implementation, observation, and reflection stages. Data was collected through observation, documentation, questionnaire and test techniques, which were then analyzed using data condensation, data presentation, and conclusion drawing techniques. The results in the first cycle showed that students' learning motivation was at a moderate level due to lack of enthusiasm for learning, as well as dependence on friends, so that they had not reached the KKTP. In cycle II, learning motivation increased but remained at moderate qualifications because student involvement was not even and the use of models was not optimal, so that it had not reached KKTP In cycle III, learning motivation increased to high qualifications because students showed enthusiasm, confidence, and good cooperation, so that they had achieved KKTP. Thus, it can be concluded that the application of *the Game Based Learning learning model* has succeeded in improving the learning process and learning motivation of grade V students in the Pancasila Education subject at UPTD SD Negeri 01 Lawawoi Sidenreng Rappang Regency

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INTRODUCTION

Learning is the process of a person acquiring new knowledge through experience, practice, or interaction with others and their environment. According to Hakim *et al.*, (2024) learning is the interaction between teachers and students in a learning environment that involves the teacher's professional knowledge to achieve curriculum goals. Based on Permendikbud number 103 of 2014 concerning learning in primary and secondary education, it is stated that "learning is carried out based on activities with characteristics: interactive, inspiring, fun, challenging, motivating students to participate actively, contextually, collaboratively, providing sufficient space for initiative, creativity, student independence, in accordance with talents; interest; physical and psychological abilities and development."

In line with these regulations, the learning that should take place in the classroom is learning that activates the full potential of students through a variety of activities designed to encourage active participation. Good learning requires the role of teachers as facilitators who create a safe learning environment and stimulate students' curiosity. (Iyai & Helsa 2025)

Teachers need to create a fun learning atmosphere in order to foster student motivation in participating in learning. Teachers who conduct learning like this not only increase their motivation to learn, but also make students more independent because they are directly involved and feel they have a role in learning. (Musfirah, et al. 2021)

Without strong motivation, students find it difficult to actively participate in learning. Learning motivation is an encouragement that makes a person more excited to learn so that they can get good learning results. Student learning motivation is an important factor in the success of the learning process. However, there are still many students who have low motivation to learn. (Daulay, 2024)

Pancasila subjects require motivation to learn from students so that they can understand their values, morals, and application in daily life. Rahayu (2021) stated that Pancasila Education subjects must be studied and understood from elementary school to college. Pancasila education should be able to provide students with an understanding of the development of their values, morals, attitudes and behaviors. Pancasila education is a means of introducing the ideology of the Indonesian nation, fostering the spirit of patriotism and love for the homeland, and providing an understanding of the rights and obligations as citizens.

Based on the results of interviews and observations at UPT SD Negeri 1 Lawawoi, the teacher explained that students' motivation to learn in the Pancasila Education subject is still relatively low. The teacher said that during the lesson, some students often asked when the lesson would be finished, showed

bored expressions, and lacked enthusiasm for learning. In addition, students rarely ask questions or give responses when asked, so interaction in the classroom is limited. This is exacerbated by the learning model used by the teacher, the teacher explains the material by explaining and then giving assignments without using learning media that utilizes technology in accordance with the characteristics and needs of students in today's time.

The cause of the lack of motivation to learn is caused by two factors, namely the teacher factor and the student factor. Factors from teachers include; still using a monotonous conventional learning model, less involving students in learning, lack of use of interactive media. The factors of the students are; lack of curiosity about the subject matter, lack of participation because the learning process has not fully encouraged them to be actively involved, lack of interest in learning due to the lack of use of interactive media. This problem ultimately has an impact on the low motivation of students to learn, especially in the subject of Pancasila Education.

These problems must be overcome immediately so that they do not have an impact on learning outcomes and student achievements. The solution to quality learning is to use a learning model that encourages students to actively participate in classroom activities. Learning models can create a more active, engaging, and interactive learning atmosphere, thus making students more directly involved in the learning process. This involvement has an impact on increasing learning motivation, both intrinsic motivation (motivation from within) and extrinsic (motivation from outside oneself) (Maimunah & Kusmiyati, 2024).

One model that is suitable for application is *the Game Based Learning (GBL)* learning model.This model is expected to be more active, so that learning motivation in Pancasila Education subjects can increase. *Game Based Learning (GBL)* is a way of learning that uses games as a tool to make the learning process more exciting and not boring. Playing while learning makes it easier for students to understand the material because the atmosphere is more fun. The challenges in the *game* make students more excited and challenged to learn, because they feel like they are playing, not learning. This can certainly make them more focused and motivated to follow lessons.

Based on the facts and research that has been conducted previously, it is known that the application of *the Game Based Learning* learning model can increase student learning motivation, if the model is applied properly, so the researcher conducted a similar study with the title Application of *the Game Based Learning Model* to Increase the Learning Motivation of Class V UPT SDN 01 Lawawoi Students.

LITERATURE REVIEW

Model pembelajan *Game Based Learning*

Game Based Learning is a learning model that incorporates game elements in the learning process. *The Game Based Learning learning* model is an approach that integrates game elements in a learning strategy so as to encourage active student engagement. (Rahmaniati, 2024)

The main goal of game-based learning is to foster motivation, deepen understanding of the material, and provide a fun learning atmosphere. In addition, this approach also plays a role in developing 21st-century skills, such as problem-solving, creative thinking, and teamwork. (Wulandari, 2024)

The steps of *the Game Based Learning learning model* are 1) The teacher chooses *the game* that is in accordance with the topic to be conveyed, 2) The teacher explains the main concept of the learning topic, 3) The teacher explains the rules contained in the game, 4) The student plays *the game* using the application that the teacher has recommended before, 5) The student summarizes the knowledge, experience, and things obtained from *the game* that have been played and the teacher conveys the ratings obtained by the students, so that it can motivate and encourage students to study more actively, 6) Students reflect on the learning results they have obtained.

Learning Motivation

Learning motivation is the encouragement in students that moves, maintains, and directs learning activities so that the desired learning goals can be achieved. (Nurhayati *et al.*, 2024)

Learning motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Musfirah *et al.,* (2025) said that extrinsic motivation is a learning impulse that comes from outside the student, such as grades, praise, or appreciation from teachers and parents, so that students are encouraged to learn due to external factors. On the contrary, intrinsic motivation arises from within students due to interest, pleasure, or personal satisfaction in learning, so they do voluntary learning activities without external coercion.

There are seven main factors that affect student learning, namely learning environment, learning methods, independence, goals and expectations, rewards and recognition, interests and confidence, and previous experiences. A comfortable environment and social support can increase the spirit of learning. An engaging and interactive method makes students more engaged. Independence encourages students to be more responsible in learning. Clear goals provide direction and focus, while rewards boost morale. Interest and confidence strengthen inner drive, and past experiences, both successful and unsuccessful, also affect students' motivation levels. (Saptadi *et al.,* 2023)

METHODOLOGY

This study uses a qualitative approach using a classroom action research design. The purpose of this research is to improve problems in the learning process or improve the quality of learning practices in the classroom in accordance with the systematics of classroom action research through several stages, including planning, implementation, observation and reflection. This class action research was carried out in three cycles.

Data collection is carried out through observation, questionnaires, tests and documentation. Observations were carried out to evaluate the suitability between the implementation of learning actions and the set plan. The questionnaire was used to collect data and information about learning motivation using *the Game Based Learning model* during the learning process. The test is used to measure the improvement of student learning outcomes as a supporting indicator of increased learning motivation. Documentation is used to provide visual evidence that can describe real situations and conditions in the implementation of learning.

The data analysis technique used is a qualitative data analysis technique. The qualitative data analysis technique is carried out through three steps, namely: data condensation, data presentation, and drawing conclusions. In data condensation, researchers filter relevant information, group similar data, and remove unnecessary data to make it easier to analyze and understand. In the presentation of the data, the researcher presented the data from the observation results of the implementation of *the Game Based Learning model and the data* of the student learning motivation questionnaire in the form of a table then explained in a descriptive text in accordance with the indicators that have been set, then classified in a structured manner so that it is easy to understand. In drawing conclusions, the researcher makes conclusions according to the problem formulation, so that a clear picture is obtained to answer the problem formulation.

The success indicators used are divided into two, namely the success indicators of the process and the indicators of the success of motivational results. It is said that the learning process is successful if the data from the observation of teacher and student activities reaches 76%-100% of the good category (B). The indicator of the success of the determined learning motivation results is if the questionnaire data reaches 70%-100% of the high motivation category and the results of the evaluation test data exceed the KKTP that has been set, and the average score reaches 76%-100% of the good category (B).

RESULTS AND DISCUSSION

Results of Research Cycle I

The findings of this study were obtained through the stage of classroom action research by applying the steps of *the Game Based Learning* learning model. In the first cycle, it has not reached the set indicators. The results of cycle I show that the implementation of *Game Based Learning* in the early stages has not been optimal. Based on the results of observations, teachers still do not pay attention to students' readiness before learning begins, have not provided in-depth explanations regarding the material studied, and have not been optimal in guiding students during the implementation of educational games. On the other hand, some students still have difficulty using game applications that are applied in learning. This condition causes student involvement in the learning process to not be optimal, so that it has an impact on motivation and learning outcomes that are still in the medium and sufficient categories.

These findings indicate that the successful implementation of *Game Based Learning* requires an adaptation process for both teachers and students. In the early stages of implementation, students need time to understand the mechanics of the game and integrate it with learning objectives. Therefore, the results of reflection in cycle I are used as a basis for improvement for the implementation of actions in the next cycle.

Results of Cycle II Research

After reflection and improvement on various obstacles in the first cycle, the learning results in the second cycle showed an increase in all observed indicators. This increase shows that the improvement of learning strategies carried out by teachers has begun to have a positive impact on the learning process. Teachers are more directed in delivering material and guiding students during game activities. In addition, students begin to get used to the use of gaming applications so that they can participate more actively in learning.

However, the results obtained have not reached the established success indicators. The results of the observations show that classroom management still needs to be improved, especially when there is a commotion during the activity. In addition, teachers still need to make sure that students really discuss and cooperate in completing the assignments given. Therefore, further improvements were made in cycle III to optimize the application of *the Game Based Learning* model.

Results of Cycle III Research

The improvements made based on the results of the reflection of cycle II have an impact on a significant increase in cycle III. The improvement that has occurred shows that the implementation of *Game Based Learning* is able to create a more interesting, interactive, and student-centered learning environment. Through game activities, students gain the opportunity to actively participate,

collaborate with peers, and gain direct feedback during the learning process. This condition encourages increased student involvement in learning activities which ultimately has an impact on increasing motivation and learning outcomes.

These findings show that the application of *the Game Based Learning* model is not only able to improve the quality of the learning process, but also has a positive impact on student motivation and learning outcomes.

Based on the established success indicators, student learning motivation has reached a high category with the percentage in the range of 70%–100%. In addition, the average learning outcomes have exceeded the KKTP of Pancasila Education subjects. Thus, the research was stopped in cycle III because all success indicators had been achieved.

Table 1. Comparison of Research Results in Cycles I, II, and II

Yes	Indicator	Cycle I	Cycle II	Cycle III
1	Teacher activities	66,66%	83,33%	94,44%
2	Student Activities	65,03%	75,34%	92,48%
3	Learning Motivation	55,14%	65,62%	79,49%
4	Tests	72,35%	74,37%	85,29%

Discussion

The application of the Game Based Learning learning model has a positive influence on student learning motivation in Pancasila Education subjects. During the learning process, students show more active involvement, enthusiasm in participating in learning activities, and are more enthusiastic in completing the assigned tasks. Learning packaged through game activities is able to create a fun learning atmosphere so that students do not feel pressured during learning.

These findings are in line with the opinion of Rahmaniati (2024) who states that Game Based Learning is a learning model that integrates game elements into the learning process to increase student active involvement. Through the use of games, students gain a more engaging learning experience so that their attention and participation in learning can increase. Game activities that require students to think, discuss, and solve challenges make students directly involved in the learning process.

The increase in learning motivation that occurs is also in accordance with the theory of learning motivation put forward by Uno (2024). According to Uno, learning motivation is characterized by the desire to succeed, encouragement in learning, hopes and aspirations for the future, rewards in learning, interesting activities, and a conducive learning environment. During the implementation of

Game Based Learning, these indicators are visible in student activities. Students show a desire to complete the challenges given, strive to obtain the best results, and are actively involved in learning activities because learning is presented in an interesting and fun form.

In addition, the element of appreciation contained in the game also plays a role in increasing student learning motivation. According to Musfirah et al. (2025), awards are one of the external factors that can encourage the emergence of learning motivation. In game-based learning, rewards are not always in the form of rewards, but can be in the form of scores, rankings, or recognition for students' success in completing learning challenges. This makes students encouraged to participate more actively during the learning process.

The findings of this study also show that Game Based Learning is able to create a more conducive and student-centered learning environment. Students not only receive information from the teacher passively, but play an active role in building their knowledge through the learning experiences gained during the game. This condition is in line with the opinion of Wulandari (2024) who explains that game-based learning not only aims to increase learning motivation, but also develop students' thinking, cooperation, and problem-solving skills through meaningful learning experiences.

The results of this study are strengthened by the research of Sholikha and Marwati (2023) who found that the application of Game Based Learning is able to increase student learning motivation because learning becomes more interesting and fun. Research by Pitriani et al. (2024) also shows that the use of Game Based Learning has a positive influence on student learning motivation through increased student involvement in learning activities.

Thus, the application of the Game Based Learning learning model has been proven to be able to create an active, interactive, and fun learning atmosphere. Through learning that involves elements of play, students gain a more meaningful learning experience so that their learning motivation can develop optimally.

CONCLUSIONS AND RECOMMENDATIONS

The results of the study show that the application of the Game Based Learning learning model can improve the learning process and student learning motivation in the subject of Pancasila Education. This learning model is able to create a more interesting, interactive, and student-centered learning atmosphere so as to encourage active student involvement in learning activities. Thus, Game Based Learning can be an effective alternative learning model to support the creation of meaningful learning.

Based on the findings of the research, teachers are advised to utilize the Game Based Learning model as an alternative in carrying out innovative learning and being able to increase student participation. The school is expected to provide support for the implementation of various innovative learning models through the provision of facilities and strengthening teacher competence. In addition, researchers are further advised to examine the application of Game Based Learning in different subjects and levels of education to expand understanding of the effectiveness of the model.

ADVANCED RESEARCH

The findings of this study provide an overview of the effectiveness of the application of *Game Based Learning* in improving the learning process and student learning motivation in the subject of Pancasila Education. However, this study still has limitations so that further studies are needed to expand and deepen the findings that have been obtained.

Further research is suggested to implement *Game Based Learning* with a more varied use of game media, both digital and non-digital, in order to find out the type of media that is most effective in increasing student engagement and learning motivation. The variety of game media can include interactive learning platforms, application-based educational games, or simple games that can be applied in the classroom. In addition, future research can be conducted on various levels of education, subjects, and characteristics of different students to obtain more comprehensive results.

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