



THE INFLUENCE OF APPLYING GAMIFICATION LEARNING MODELS ON STUDENTS' MOTIVATION TO LEARN INDONESIAN STUDENTS

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ARTICLE INFO	ABSTRACT
Article History Receive : 07-03-2025 Revision : 07-05-2025 Accept : 30-06-2025	This study aims to determine the effect of the gamification learning model on the learning motivation of sixth-grade students in learning the Indonesian language. The type of research used is quantitative with a quasi-experimental research design; this design was chosen because the researcher used two classes or control group design, namely the experimental class and the control class. This research was conducted at UPT SDN 066652. The sample in this research consisted of 44 people from two classes, A and B. Data collection was obtained through direct field observation. The data obtained from the observations will be analyzed using SPSS. Gamification is the use of game-based thinking elements to provide effects or motivation to students when solving problems. The aim of gamification is to evoke not only curiosity but also positive emotions such as competitiveness, enjoyment, optimism, and pride in the results achieved. The motivation to learn is an effort that arises within oneself to engage in learning activities, ensure the continuity of learning activities, and provide direction to those learning activities in order to achieve the desired goals. Therefore, this research aims to determine the "Effect of applying gamification learning models on the motivation to learn IPAS in sixth-grade students."
Keywords	Gamification, Learning Motivation, Learners

1. INTRODUCTION

Learning is a process that requires planning, strategy, and evaluation, as well as involving teachers as facilitators and students as participants in the learning activities. (Didik et al., 2023). Essentially, educators need to plan learning activities wisely so that learners can achieve their learning goals. Sugihartono describes learning as a conscious effort by educators aimed at transmitting knowledge by organizing and creating a learning environment that includes various ways to enable students to participate in learning activities (Pambudi et al.,

2022). Learning, on the other hand, is an individual process of acquiring information, skills, and understanding through interaction. Throughout the learning activity process, students often experience a decrease in motivation due to boredom during the learning activities (Ibad et al., 2024).

Learning, which is a process of activities aimed at changing the behavior of students, is influenced by many factors. Among these is the factor of motivation, which serves as an effort in achieving achievement. A good motivation in the learning process will yield good results as well. In

other words, if there is diligent effort combined with strong motivation, then a learner will achieve good performance. This means that the intensity of student motivation will greatly determine their achievement in learning (Yogi Fernando et al., 2024).

Actual observations show that students' learning motivation is quite low due to the lack of choice in learning methods. The most commonly used learning methods are lectures, discussions, and question-and-answer sessions. The lecture method, which only uses one-way communication and does not engage students in thinking, can have a negative impact, as students' thinking does not develop and they may lose interest in learning (Suarmi, 2020). Regarding learning outcomes due to the lack of innovation in teaching. Therefore, in teaching, teachers need to consider whether the learning they have been conducting so far is appropriate. Another solution to this problem is to choose teaching methods that motivate students to actively learn in class. This is especially true when studying science, particularly in science education at the elementary school level (Tyaningsih et al., 2022).

The problem of learning the Indonesian Language in elementary schools so far has been that teachers have difficulty in developing learning media that can be packaged in a concept of learning and playing (Sanuhung et al., 2022). Many students still feel easily bored with learning activities because teachers do not use engaging learning media during the learning process (Qulub, T., & Renhoat, 2019). Thus, in the end, it will affect student learning outcomes (Rachmadyanti, 2021). Student learning outcomes did not improve, so they fell within the minimum completeness criteria (KKM) target (Budi Santoso, 2022) (Twiningsih, 2023).

To support this, it is necessary to develop students' motivation to participate in Indonesian language learning in a fun and enthusiastic manner. Learning motivation is an effort that arises within oneself to engage in a learning

activity, ensures the continuity of the learning activity, and gives direction to the learning process so that the desired goals are achieved (Oktiani, 2017). Learning motivation can be mediated by oneself or external environmental influences, such as the enjoyable teaching style of the teacher, innovative learning media, and the presence of supporting facilities (Nurdiansyah, 2015) (Megah et al., 2023). Therefore, there is a need for gamification-based learning methods to enhance students' learning motivation.

According to Kapp, gamification is the use of game-based thinking elements to provide effects or motivation to students when solving problems. Gamification aims to evoke not only curiosity but also positive emotions such as competitiveness, enjoyment, optimism, and pride in the results achieved. Ismail stated that gamification can train children's concentration, evoke emotions, and enhance memory (Qurrotaini et al., 2021). One of the most important factors for the success of gamification is the educator's ability to keep them motivated and engaged (Ibad et al., 2024).

Learning outcomes are statements about what is known, understood, and can be demonstrated by students after completing a learning process. In several literatures, the term 'competence' is associated with learning outcomes (Abuaiadah et al., 2019) (Ibad et al., 2024). Based on the context explained above, this study aims to determine the 'Effect of the application of gamification learning models on motivation to learn IPAS among sixth grade students at SDN 066652'.

2. RESEARCH METHOD

The type of research approach in this study is quantitative research with a quasi-experimental design. Quantitative research is based on the collection and analysis of data in numerical form to explain, predict, and control the phenomena of interest (Leo, 2013). Quantitative research emphasizes its analysis on numerical data processed using statistical methods. With the quantitative method, the significance of the

relationship between variables will be obtained. The design used in this research is a control group design, which involves studying two research samples: the experimental group and the control group, both of which are subjected to pre-test and post-test treatments. This design can be illustrated as follows.

Table.1
Pretest-Posttest Control Group Research Design

Grup	Pre-test	treatment	Post-test
Eksperimen	K1	X	K2
Control	K3		K4

The population in this study consists of students in class VI A totaling 21 and class VI B totaling 23 from UPT SD 066652. The sampling technique used in this study is total sampling, which is a sampling technique where the number of samples is equal to the population. The reason for taking total sampling is because the population size is less than 100. The sample in this study consists of 44 people from two classes, A and B.

The data collection technique in this research uses non-test instruments; non-test instruments are assessment tools that are typically used to obtain specific information about the condition of test participants without using a test. This means that the answers provided by test participants cannot be categorized as correct or incorrect answers like the interpretation of test answers (Rufaedah & Himmawan, 2023). is the questionnaire, a tool used to collect data through a series of questions designed with the aim of measuring research variables (Ardiansyah et al., 2023). Before conducting the research, the instrument used undergoes a construct test first, which is the validity test. Validity testing is a test used to evaluate the effectiveness of a measuring tool or measuring medium in collecting data (Said et al., 2023). Then it is analyzed using the Shapiro-Wilk normality test, homogeneity test, and Independent Samples Test hypothesis test.

3. RESULT

This research aims to analyze the effect of using the gamification learning model on the motivation to learn Indonesian among sixth-grade students. Data was obtained through a questionnaire distributed before and after the treatment using the gamification learning model. Here are the results of the data analysis from the research.

The results of the Pretest and Posttest data for the Experimental class and the Control class.

Nama	Pretest	Posttest
ADR	47	55
AHM	49	62
AIS	47	57
AQ	55	58
BST	47	59
CEL	54	57
GLG	50	59
KY	41	41
M Z	48	65
M.D	52	53
M. F	44	54
M.FRA	49	52
MTR	42	54
NDR	56	58
RFF	54	57
RG	43	54
RKH	48	55
RSS	48	59
SLS	48	59
STR	51	58
SN	51	54

Tabel.2
Pretest and Posttest of the Experimental Class

Nama	Pretest	Posttest
AG	47	54
AH	49	47
AHM	58	60
ALV	51	61
ALY	47	47
BLK	56	57
BILQ	53	54
DI	55	56
DWI	57	51
FDH	43	49
INN	51	56

M. E	50	48
M. F	49	52
M. FTH	43	45
NR	62	60
NZ	54	63
NUR	54	61
OEMR	53	57
RN	55	54
RA	32	36
SPRI	48	42
SR	50	55
SDU	59	61

Tabel.3**Pretest and Posttest of the control Class**

From the results of the table above, it can be seen the results and categories of the learning interest data from the Pre-test and Post-test in the experimental class and control class of the students. The average scores for the Pre-test and Post-test can be seen in the following table.

Questionnaire	Average
Pretest of the Experimental class	48,76
Posttest of the Experimental Class	56,19
Control class pretest	51,13
Posttest Control Class	53,30

Table.4**Average Questionnaire Sheet****Normality test**

Normality test is a statistical test used to examine the assumption of normal distribution in data. A population is said to be normally distributed if the average value clusters in the middle. (Ardiansyah et al., 2023). This normality test comes from the pretest and posttest of the control class and the experimental class. This research was conducted using the Shapiro-Wilk test, due to the number of participants being 44. The results of the normality test can be seen in the following table:

Tests of Normality**Table 5 normality test pretest (experimental class and control class)**

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	class	Statistic	d f	Sig.	Statistic	d f	Sig.
score	experimental	.145	21	.200*	.965	21	.615
	control	.128	23	.200*	.936	23	.146

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality**Table 6 normality test posttest (experimental class and control class)**

		Kolmogorov-Smirnov ^a		Shapiro-Wilk			
	class	Statistic	Df	Sig.	Statistic	Df	Sig.
score	experimental	.178	21	.080	.862	21	.007
	control	.149	23	.200*	.946	23	.236

Based on the results of the normality test table for the research variables above, it can be seen that not all variables have a significance score greater than 0.05. The significance score for the experimental class pretest is 0.615, the control class pretest is 0.146, the experimental class posttest is 0.007, and the control class posttest is 0.236. This indicates that all variables are normal.

method, students are given a posttest questionnaire to measure their learning motivation. This posttest is used to see whether there has been an increase in the students' motivation to learn.

In the control class, the researcher first distributed a pretest to the students in the form of a questionnaire before starting the learning process. The purpose of the pretest is to assess the students' learning motivation. After conducting the pretest, the researcher carried out the learning using the usual teaching model that teachers employ in the classroom, which is the question-and-answer model. Furthermore, after the learning was completed, the researcher distributed a questionnaire containing a posttest; the purpose of the posttest is to determine how the students' learning motivation changed from before to after the learning.

The learning model is an example used by experts in outlining the steps in implementing learning. The learning model is a template or pattern used as a guideline in structuring the steps for conducting learning in the classroom (Darmawan Harefa, 2023)

Gamification is a learning concept that combines games, aesthetics, and thinking skills to attract attention, motivate, promote learning, and solve problems. Furthermore, Kapp divides gamification into two types, namely structural gamification and content gamification. Structural gamification is the application of game elements to encourage learners without any changes to the content. The content is not changed into a game at all, only its structure is altered.

Gamification is a concept widely used in the business and education sectors to enhance user motivation in utilizing the system. The actual definition of the gamification concept is the integration of game techniques into non-game content and engaging interactions. According to Kapp & Cone (2012), gamification is defined as the concept of using game mechanics, aesthetics, and game thinking to engage individuals, motivate action, enhance learning, and solve problems. (Jeskris Lawalata et al., 2020)

According to (Jingga Pramesti Pujianingsih et al., 2024), learning with the gamification model has several benefits in education, including:

1. Learning becomes more enjoyable.

2. Encourages students to complete their learning activities.
3. Helps students to focus more and understand the material being studied.
4. Provides opportunities for students to compete, explore, and excel in the classroom.

In the research that has been conducted, it can be seen that the gamification learning model is beneficial for the motivation of students during the learning process. By using the gamification learning model, students are more active, their motivation to learn increases, and they pay more attention during the learning process. The gamification model can be used in the classroom as a learning model because it has many advantages, namely, learning becomes more enjoyable, it encourages students to complete their learning activities, helps students to focus and understand the material being studied better, and provides opportunities for students to compete, explore, and achieve in class. (Didik et al., 2023)

5. CONCLUSION

The gamification learning model has a positive influence on students' learning motivation. Gamification can create a more engaging, enjoyable, and interactive learning atmosphere so that students are more motivated to learn. Based on the data management above, the sig. value (2-tailed) obtained is $0.114 > 0.05$. Therefore, as per the decision-making process in the Independent Sample Test, it can be concluded that H_a is rejected and H_o is accepted, which means the research is not empirically significant.

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