The Influence of Game Based Learning on Student Motivation in the Digital Era: Literature Review

Mahdatul Aini Putri*, Herpratiwi, Rangga Firdaus

Department of Master Educational Technology, Lampung University
*Corresponding Author e-mail: mahdatulainiputriunila@gmail.com

Abstract: This study aims to analyze the impact of Game-Based Learning (GBL) on students' learning motivation in the digital era. The research design applied is in the form of a literature review, which collects data from various relevant national and international journals. Game-Based Learning (GBL) is an innovative teaching method that integrates game elements to create interactive, enjoyable, and effective learning experiences. The results indicated that GBL enhances intrinsic motivation among students, promotes active engagement, and develops 21st-century skills such as critical thinking, collaboration, and problem-solving. Tools such as Kahoot, Educandy, and Minecraft: Education Edition have been found to create an interactive and fun learning environment. The implementation of GBL is still hampered by issues such as the lack of technological infrastructures in schools and the lack of teacher training to integrate technology and games into the learning process in Indonesia. This study argues that overcoming these challenges will, therefore, make GBL effective in enhancing the quality of Indonesian education and in preparing children to face challenges in this digital era.

Introduction

The digital era has brought significant impacts on various aspects of life, including education. Technology is no longer merely a supporting tool but has become an integral part of the learning process, offering opportunities to create more engaging, interactive, and relevant learning experiences for students, thereby enhancing memorable learning experiences (Falsafah, 2023). One innovative approach stemming from the development of educational technology is Game-Based Learning (GBL), a learning method that integrates game elements to boost students' motivation and engagement (Hernandez, 2024).

Learning motivation plays a crucial role in the context of education. It not only determines students' interest in learning materials but also influences their resilience in facing academic challenges. According to several studies, motivated students are more active in understanding lessons, and their learning outcomes are better than those of less motivated students (Hoerudin, 2022). In Indonesia, student learning motivation often poses a significant problem. Based on the 2018 Program for International Student Assessment (PISA) report, Indonesian students' learning motivation is below the international average. This highlights the need for more innovative approaches to student learning to enhance their motivation.

This is where educational technology plays a role, with Game-Based Learning (GBL) being one of the learning approaches within educational technology that offers a solution to this problem (Barokah, 2024). By integrating game elements into learning, Game-Based Learning creates a more enjoyable learning environment and encourages students to actively participate in the learning process (Sembiring, 2023). The presence of game elements can fulfill students' needs for autonomy, competence, and social connectedness, which are key to enhancing intrinsic motivation according to Self-Determination Theory (Deci & Ryan, 1985). For example, educational games such as Kahoot, Educandy, and Minecraft: Education Edition can be used to increase student engagement.

Kahoot is one example of an educational game, allowing teachers to create interactive quizzes that students can play live in class. Features such as leaderboards and virtual rewards in this application are designed to encourage students to engage in healthy competition and support their active participation, ultimately boosting their learning motivation. Educandy is another enjoyable and interactive learning application that can enhance students' motivation and make them more interested in learning. Some of the games available on Educandy help students develop skills such as problem-solving and critical thinking. Meanwhile, Minecraft: Education Edition provides project-based learning experiences, enabling students to learn in creative and collaborative ways (Sudarmaji, 2021). However, the implementation of Game-Based Learning in Indonesia still faces several challenges. One of the main challenges is the lack of technological infrastructure in many schools, especially in remote areas.

Limited access to technological tools, such as computers or tablets, coupled with uneven internet connectivity, makes the application of Game-Based Learning infeasible in all regions. Additionally, there is a lack of training for teachers to incorporate this type of learning into school curricula. Diagnostically, many teachers still perceive games as merely a means to entertain children, without recognizing their significant educational value. On the other hand, today's students, often referred to as the digital generation, possess characteristics distinct from previous generations. They have grown up in an era where digital technology, such as smartphones, tablets, and computers, has become a part of daily life. They are more familiar with the world of digital games than with conventional learning methods like lectures or reading textbooks.

Therefore, it is not only relevant but also essential to bridge the gap between traditional teaching methods and the learning needs of students in the digital era. Game-Based Learning can also support 21st-century skill-based education, such as problem-solving, creativity, collaboration, and critical thinking. In games, students often face challenges that require strategies and teamwork to overcome. They also learn to make quick and accurate decisions in environments that simulate real-world situations (Rahmatullah, 2022). In other words, Game-Based Learning not only enhances students' motivation but also helps them develop relevant skills to address future challenges.

Although Game-Based Learning methods have been widely discussed in the literature, research on their impact on student motivation in Indonesia remains relatively limited. Most studies have been conducted in developed countries with better technological infrastructure and a more open educational culture toward innovation. Therefore, as part of educational innovation, it is also worth considering how this approach can enhance student motivation in Indonesia and how the challenges in its implementation can be addressed. This research aims to contribute to the development of educational technology in Indonesia by examining the impact of Game-Based Learning on students' learning motivation. The game elements

discussed in this study are designed to encourage children to be more engaged and motivated, such as reward mechanisms, progressive challenges, and social interactions. This research is also intended as a practical recommendation for educators and policymakers on how to effectively integrate Game-Based Learning into formal education curricula. The implementation of Game-Based Learning is also relevant to addressing challenges within Indonesia's education system, which is often considered overly focused on academic results and less attentive to the learning process. By adopting a more interactive and experience-based approach like Game-Based Learning, students can enjoy the learning process more, ultimately improving their learning outcomes. Moreover, this approach aligns with the Indonesian government's vision to promote innovation in education as stated in the National Medium-Term Development Plan (RPJMN) 2020–2024.

The issue of low student motivation in Indonesia requires innovative learning solutions to address these challenges. Game-Based Learning (GBL) is seen as a potential solution to tackle this problem, but its implementation in Indonesia still faces various obstacles, including limited facilities and infrastructure, as well as a lack of competent teachers in this field. This study aims to analyze the impact of Game-Based Learning on students' learning motivation in the digital era and examine the challenges of its implementation in Indonesia.

Research Methods

This study is a literature review. A literature review is a type of research design used to collect data sources related to the topic. The purpose of a literature review is to describe the main content based on the information gathered (Syofian, 2021). This study aims to analyze the influence of Game-Based Learning (GBL) on learning motivation in the digital era. The strategy for searching relevant articles was obtained from accredited national and international journal databases.

Result and Discussion
1. Result

Based on the results of previous researches, the following results obtained:

No.	Author Name	Title	Research Results
1	1) Almira Ulimaz 2) Brian Sebastian Salim 3) Ika Yuniwati 4) Marzuki 5) Arief Syamsuddin 6) Abu Bakar Tumpu	Peningkatan Motivasi dan Prestasi Belajar Dengan Penerapan Pembelajaran Berbasis Game	According to this study, game-based learning has a significant positive impact. The integration of game elements into learning can enhance student motivation, encourage active participation, and has the potential to improve learning outcomes (Ulimaz et al., 2024).
2	1) Baso Intang Sappaile 2) Laila Mahmudah 3) Rudy Max Damara	Dampak Penggunaan Pembelajaran Berbasis Game Terhadap Motivasi	According to this study, the use of game-based learning has a positive impact on student motivation and academic achievement. The

	Gugat 4) Baiq Fina Farlina 5) Ahmad Shofi Mubarok 6) Budi Mardikawati	dan Prestasi Belajar	integration of game elements into learning creates an engaging environment, stimulates intrinsic motivation, and improves learning outcomes. Although implementation challenges need to be addressed, the potential of game-based learning as a dynamic and effective educational innovation promises a positive shift in the learning paradigm (Sappaile et al., 2024).
3	1) Ayudia Pratiwi 2) Fadlilatul Hikmah 3) Adi Apriadi Adiansha 4) Suciyati	Analisis Penerapan Metode *Games Education* Dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar	The results of this study indicate that game-based education significantly enhances the learning motivation of elementary school students, as the implementation of game-based education helps inspire students to learn because children enjoy it when their learning activities are combined with games (Pratiwi et al., 2021).
4	1) Kireida Rona Islam 2) Kokom Komalasari 3) Iim Siti Masyitoh 4) Juwita 5) Ismi Adnin	Pengaruh Model Pembelajaran *Game Based Learning* Terhadap Motivasi Belajar Peserta Didik	The use of the Game-Based Learning (GBL) model can be a solution to address issues with traditional teaching methods. When combined with game features such as challenges, achievements, and real-time feedback, game-based learning (GBL) can enhance student engagement, learning motivation, student participation, and provide additional motivation beyond what can be achieved through traditional methods (Islam et al., 2024).
5	1) Serly Wardana 2) Endro Murti Sagoro	Implementasi Gamifikasi Berbantu Media Kahoot Untuk Meningkatkan Aktivitas Belajar, Motivasi Belajar, Dan Hasil Belajar	According to this study, the implementation of the Gamification learning model using Kahoot media can increase the learning motivation of 10th-grade Accounting students at SMK Koperasi Yogyakarta for the

Jurnal Teknologi Pendidikan:
Jurnal Penelitian dan Pengembangan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jtp/index

Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 122-131

		Jurnal Penyesuaian Siswa Kelas X Akuntansi 3 Di Smk Koperasi Yogyakarta Tahun Ajaran 2018/2019	2018/2019 academic year. This is evidenced by the learning motivation percentage in the pre-study, which was 69.88%, in Cycle I at 72.49%, and in Cycle II at 79.10%. Based on the presented learning motivation percentages, it can be concluded that learning motivation increased by 9.22% from the pre-study to Cycle II (Wardana & Sagoro, 2019).
6	Dwi Hartanti	Meningkatkan Motivasi Belajar Siswa Dengan Media Pembelajaran Interaktif Game Kahoot Berbasis Hypermedia	By using the Kahoot application, it can maintain students' sustained learning motivation, creating a more engaging, enjoyable, and less monotonous learning atmosphere. Kahoot can increase students' interest and motivation to learn, making it easier for them to understand the material provided by the teacher (Hartanti, 2019).
7	1) Isti Septianing 2) Lina Melati 3) Nabila Deo Cantika 4) Wannuraniza Destiani	Pengaruh Penerapan Game Based Learning Terhadap Motivasi Belajar Siswa Sekolah Dasar	According to this study, students who are motivated to learn will engage in learning activities effectively, allowing the learning objectives to be achieved. Therefore, efforts from teachers are needed to foster students' learning motivation, one of which is by implementing game-based learning or Game-Based Learning (Septianing et al., 2024).
8	1) Dwi Anggraeni 2) Admaja Dwi Herlangga 3) Tri Afrianto	Pengaruh *Game Based Learning* Terhadap Motivasi dan Hasil Belajar Peserta Didik Pada Mata Kuliah Pemrograman Dasar	According to this study, the implementation of the GBL learning model, which is a student-centered approach in the Basic Programming course at PTI FILKOM UB, needs to be reconsidered because the study found that neither the model nor the approach had a significant impact on student motivation and learning outcomes (Anggraeni et

Jurnal Teknologi Pendidikan:
Jurnal Penelitian dan Pengembangan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jtp/index

Januari 2025. Vol. 10 No. 1
E-ISSN: 2656-1417
P-ISSN: 2503-0602
pp. 122-131

			al., 2017).
9	1) Ita Fitriati 2) Ramdani Purnamasari 3) Nur Fitrianingsih 4) Ika Irawati	Implementasi Digital Game Based Learning Menggunakan Aplikasi Educandy Untuk Evaluasi dan Motivasi Belajar Mahasiswa Bima	Learning using a digital game-based approach is considered more effective in evaluating and motivating students to acquire knowledge compared to using non-game application approaches (Fitriati et al., 2021).
10	1) Jajang Miptah Maulana 2) Zulfa Raihanda Haidir Madan	Pengaruh Metode Pembelaharan Game Based Learning terhadap Motivasi dan Minat Belajar Siswa pada Mata Pelajaran Aswaja di SMP Plus Ma'arif Al Mushlihuun	According to this study, the use of the Game-Based Learning method can increase the learning motivation of 9th-grade students at SMP Plus Ma'arif Al Mushlihuun (Maulana & Haidir Madan, 2024).

2. Discussion

a) Definition of *Game Based Learning* (GBL)

Game-Based Learning (GBL) is an innovative learning method that integrates games into the learning process, making the learning experience more active, creative, and enjoyable. This learning method is expected to enhance student motivation in the digital era (Hermawan, 2024). Clark, R. E. (2017) states that Game-Based Learning is a learning approach that utilizes game elements such as challenges, competition, and immersion to increase student motivation and engagement. In this digital era, in line with the characteristics of today's students, who generally prefer active, creative, and enjoyable learning, Game-Based Learning (GBL) is seen as an innovative teaching method with significant potential to improve student motivation in the digital age.

The application of the Game-Based Learning (GBL) method in teaching follows several steps: 1) selecting a game related to the topic; 2) explaining the concepts; 3) setting the rules; 4) playing the game; 5) summarizing the knowledge; 6) reflecting (Sukmawati, 2022). Some interactive game-based learning applications and websites include: 1) Kahoot; 2) Educandy; 3) Minecraft: Education Edition; 4) Quizizz; 5) Wordwall; and others.

b) Definition of Learning motivation

In the learning process, learning motivation is essential, as a person without learning motivation will struggle to engage in learning activities. Learning motivation is one of the crucial aspects that must be involved in the learning process itself. Learning motivation is the external and internal drive that encourages students to participate in the learning process, with the ultimate goal of achieving the learning objectives. This change involves both the students' knowledge and behavior. Learning activities are considered successful when students are

motivated to continue learning, while they will likely be difficult to succeed if students are not motivated to engage in the learning process.

c) Encouraging the Development of 21st Century Skills

Game-Based Learning (GBL) method is said to develop skills or life skills that are crucial in facing the demands of the 21st century, including critical thinking, collaboration, and problem-solving skills. For example, the educational game Minecraft: Education Edition allows students to collaborate in teams to complete a project, which fosters collaboration and creativity among students (Sudarmaji, 2021). Other educational games such as Educandy encourage students in developing critical thinking and problem-solving skills. Additionally, Kahoot trains students to make quick decisions within a limited time, a skill that is essential in facing the dynamic workforce.

d) *Game Based Learning* Methods on Students Learning Motivation

Game-Based Learning (GBL) method, as an innovative teaching approach, has gained attention in the educational environment and is considered effective in enhancing student learning motivation. In this era, technology dominates various aspects of daily life, including education, creating opportunities to utilize various digital platforms and applications in the learning process. According to several previous studies, the use of the Game-Based Learning (GBL) method has a positive impact on increasing student learning motivation.

Ulimaz (2024) states that the implementation of game-based learning (GBL) has a very positive impact on improving student learning outcomes. In this study, the integration of game elements into the learning process not only enhances student motivation but also increases student participation, making learning more engaging, enjoyable, and reducing the feeling of boredom. Game-Based Learning provides students with the opportunity to experience more interactive learning, where they are not just passive receivers of information, but also active participants, thereby increasing their engagement in the learning process.

Additionally, Sappaile (2024) mentions that the application of the Game-Based Learning (GBL) method can create an interesting and enjoyable learning environment. Engaging and enjoyable learning can trigger intrinsic motivation in students for the learning process. Score games, achievement games, and challenges provide students with something to strive for and reward their efforts, thus increasing their motivation to continue learning. With immediate feedback and recognition for achievements, students feel more valued and motivated to actively participate in the learning process.

Overall, the implementation of game-based learning has been proven effective in reducing boredom in learning and creating a more enjoyable atmosphere, thereby boosting student motivation. This approach also provides students with the opportunity to learn in a more enjoyable and satisfying way, which ultimately improves their learning outcomes.

Conclusion

The implementation of Game-Based Learning (GBL) in the learning process is effective in enhancing student learning motivation. By incorporating interactive and enjoyable game elements, Game-Based Learning (GBL) also supports the development of 21st-century skills such as critical thinking and collaboration. Interactive game applications like Kahoot and Educandy have proven to increase student engagement in the learning process. However, the

implementation of Game-Based Learning (GBL) in Indonesia faces challenges, such as limited technological infrastructure and a lack of teacher training. Therefore, to address these issues, Game-Based Learning (GBL) has the potential to be an innovative solution to improve the quality of education and student motivation in the digital era.

Recommendation

For future researchers, it is recommended to conduct empirical studies that explore the direct impact of Game-Based Learning (GBL) on student learning motivation in various educational settings, especially in areas with limited technological infrastructure. The research could also focus on the long-term effects of GBL on students' academic performance and the development of 21st-century skills. Additionally, it is important to investigate the role of teacher training and support in successfully implementing GBL in the classroom, as well as the adaptation of GBL strategies for different age groups and subject areas.

Acknowledgement

References

Anggraeni, Dwi. Dkk. 2017. Pengaruh Game Based Learning Terhadap Motivasi dan Hasil Belajar Peserta Didik Pada Mata Kuliah Pemrograman Dasar. *Jurnal Pengembangan Teknologi Informasi dan Ilmu Komputer, 1*(1): 1-7. https://j-ptiik.ub.ac.id/index.php/j-ptiik/article/view/13440

Barokah, Awalina. 2024. Analisis Literatur: Strategi Pembelajaran Inovatif Untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *INNOVATIVE: Journal of Social Science Research, 4*(4): 13298-13315. https://doi.org/10.31004/innovative.v4i4.14667

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-determination in Human Behavior*. New York, NY: Plenum Press. https://doi.org/10.1007/978-1-4613-4446-9

Elvira Z, N., Neviyarni,. & Nirwana, H. 2022. Studi Literatur: Motivasi Belajar Siswa dalam Pembelajaran. *Eductum: Jurnal Literasi Indonesia, 1*(2): 350-359. https://doi.org/10.56480/eductum.v1i2.767

Fitriati, I. ., Purnamasari, R. ., FitrianingsihNur Fitrianingsi, N., & Irawati, I. . (2021). Implementasi Digital Game Based Learning Menggunakan Aplikasi Educandy Untuk Evaluasi Dan Motivasi Belajar Mahasiswa Bima. *Prosiding Penelitian Pendidikan Dan Pengabdian 2021, 1*(1), 307–312. http://prosiding.rcipublisher.org/index.php/prosiding/article/view/152

Hartanti, Dwi. 2019. Meningkatkan Motivasi Belajar Siswa Dengan Media Pembelajaran Interaktif Game Kahoot Berbasis Hypermedia. Prosiding Seminar Nasional: Kebijakan dan Pengembangan Pendidikan di Era Revolusi Industri 4.0.

Hermawan, W. 2024. Sosialisasi Pemanfaatan Game Base Learning (Gbl) Dalam Pembelajaran Di SMP N 2 Ngronggot. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 5(1), 1263–1269. https://doi.org/10.31004/cdj.v5i1.25109

Hernandez, J., & Ramirez, R.. (2024). Introducing pre-service teachers to game-based learning. *International Journal of Educational Technology and Learning*, *17*(1), 1–8. https://doi.org/10.55217/101.v17i1.825

Islam, Kireida Rona. Dkk. 2024. *Pengaruh Model Pembelajaran Game Based Learning Terhadap Motivasi Belajar Peserta Didik*. Jurnal IDEAS, 10(3): 619-628. https://10.32884/ideas.v10i3.1640

Kemdikbudristek. 2019. *Empat Prioritas Kemendikbud Pada RPJMN 2020-2024*. *https://bbppmpvbmti.kemdikbud.go.id/main/2019/11/19/empat-prioritas-kemendikbud-pada-rpjmn-2020-2024/*

Khairani, P., Khadavi, M., & Salsyabillah, M. (2023). Pembelajaran Berbasis Game: Manfaat, Tantangan, dan Strategi Implementasi dalam Konteks Pendidikan Tinggi Pada Akademi Keuangan Perbankan Nusantara (AKUBANK). *Jurnal Pendidikan Penggerak*, *1*(1), 1–6. https://doi.org/10.35870/jpp.v1i1.1335

Maulana, J., & Haidir madan, Z. 2024. Pengaruh Metode Pembelaharan Game Based Learning terhadap Motivasi dan Minat Belajar Siswa pada Mata Pelajaran Aswaja di SMP Plus Ma'arif Al Mushlihuun. *Jurnal Kreativitas Mahasiswa, 2*(2), 81-89. https://riset-iaid.net/index.php/jpm/article/view/1759

Permana, N.S. 2022. *Game Based Learning* Sebagai Salah Satu Solusi Dan Inovasi Pembelajaran Bagi Generasi Digital Native. *Jurnal Pendidikan Agama Katolik (JPAK), 22(2)*: 313-321. https://doi.org/10.34150/jpak.v22i1.433

Pratiwi, Ayudia. Dkk. 2021. Analisis Penerapan Metode Games Education dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar. *JagoMipa: Jurnal Pendidikan Matematika dan IPA, 1*(1): 36-43. https://doi.org/10.53299/jagomipa.v1i1.27

Pujayanti, F. H., Sumiharsono, R., & Triwahyuni , E. (2023). Pengaruh Metode Game Based Learning Terhadap Kemampuan Motorik Kasar Dan Kemampuan Sosial Emosional Anak TK (The Effect of Game Based Learning Methods on Gross Motor Abilities and Social Emotional Abilities of Kindergarten Children). *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *4*(2), 1435-1444. https://doi.org/10.62775/edukasia.v4i2.458

Rahman, Sunarti. 2021. Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar. *Prosiding Seminar Nasional Pendidikan Dasar: Merdeka Belajar Dalam Menyambut Masyarakat 5.0*. https://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1076

Rahmatullah., Ramadhani, A.R., Ahmad, M.I.S., Inanna., & Nurjanah. 2022. Media Pembelajaran Kontekstual Pembelajaran Berbasis Game Edukasi Pengaruhnya Terhadap Hasil Belajar. *Jurnal Pembelajaran Pendidikan dan Konseling Indonesia, 5*(1): 59-68. https://doi.org/10.31960/ijolec.V5i1.1723

Sappaile, B.I., Mahmudah, L., Gugat, R.M.D., Farlina, B.F., Mubarok, A.S., & Mardikawati, B. 2024. Dampak Penggunaan Pembelajaran Berbasis Game Terhadap Motivasi Dan Prestasi Belajar. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, *7*(1), 714–727. https://doi.org/10.31004/jrpp.v7i1.24682

Sembiring, Erina Hannawita Br. 2023. Game Based Learning Berbantuan Kahoot! Dalam Mendorong Keaktifan Siswa Pada Pembelajaran Matematika. *GAUSS: Jurnal Pendidikan Matematika, 6*(1): 26-40. https://doi.org/10.30656/gauss.v6i1.5708

Septianing, Isti. Dkk. 2024. Pengaruh Penerapan Game Based Learning Terhadap Motivasi Belajar Siswa Sekolah Dasar. *Khatulistiwa: Jurnal Pendidikan dan Sosial Humaniora, 4*(1): 94-103. https://doi.org/10.55606/khatulistiwa.v4i1.2722

Sudarmaji, Imam. 2021. The Effect of Minecraft Video Game on Students' English Vocabulary

Mastery. *JETAL: Journal of English Teaching and Applied Linguistics, 3*(1): 30-38. https://doi.org/10.36655/jetal.v3i1.600

Sukmawati, Widyya. 2022. Pemanfaatan Digital Game Based Learning Dengan Aplikasi Kahoot Sebagai Media Pembelajaran Interaktif Untuk Meningkatkan Hasil Belajar Peserta Didik (Studi Eksperimen Pada Materi Dinamika Kependudukan Indonesia di Kelas XI IPS SMA Negeri 2 Ciamis. *Skripsi*. Universitas Siliwangi.

Syofian, M., & Gazali, N. 2021. Kajian Literatur: Dampak Covid-19 Terhadap Pendidikan Jasmani. *Journal of Sport Education (JOPE), 3*(2): 93-102. http://dx.doi.org/10.31258/jope.3.2.93-102

Ulimaz , A., Salim, B. S., Yuniwati, I., Marzuki, M., Syamsuddin, A., & Tumpu, A.B. 2024. Peningkatan Motivasi Dan Prestasi Belajar Dengan Penerapan Pembelajaran Berbasis Game. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, *7*(1), 1962–1976. https://doi.org/10.31004/jrpp.v7i1.25604

Wahyu Hoerudin, C. (2022). Upaya Guru Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran Bahasa Indonesia. *Jurnal Al-Amar: Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen Dan Pendidikan*, *3*(1), 32–41. https://ojs-steialamar.org/index.php/JAA/article/view/103

Winatha, K.R., & Setiawan, I. M.D. 2020. Pengaruh Game-Based Learning Terhadap Motivasi dan Prestasi Belajar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *10*(3), 198–206. https://doi.org/10.24246/j.js.2020.v10.i3.p198-206

Wardana, S. & Sagoro, E. M,. 2019. Implementasi Gamifikasi Berbantu Media Kahoot Untuk Meningkatkan Aktivitas Belajar, Motivasi Belajar, Dan Hasil Belajar Jurnal Penyesuaian Siswa Kelas X Akuntansi 3 Di Smk Koperasi Yogyakarta Tahun Ajaran 2018/2019. *Jurnal Pendidikan Akuntansi Indonesia, 17*(2): 46-57. https://journal.uny.ac.id/index.php/jpakun/article/view/28693