GLOBAL JOURNAL BASIC EDUCATION

Website: https://jurnal.sainsglobal.com/index.php/gjp ISSN: 2828-6383 , DOI: 10.35458

The Influence Of Using Baamboozle Educational Game Media On Science And Social Studies Learning Motivation Of Grade V Students At UPT SD Negeri 130 Mattaropurae, Bone Regency

Muliadi[1], Rosmalah[2], Andi Nurfathimah Zahrah[3]

[1] Universitas Negeri Makassar, Indonesia

[2] Universitas Negeri Makassar, Indonesia

[3] Universitas Negeri Makassar, Indonesia

Article

Keywords:
Baamboozle; IPAS; ; Interactive Media; Learning Motivation

Article History
Received: Feb 11, 2026
Reviewed: Mar 12, 2026
Accepted: Apr 11, 2026
Published: May 20, 2026

Abstract

The problem in this study is the low motivation for learning Science and Social Studies (IPAS) among fifth-grade elementary school students. This research is a quantitative study of the pre-experimental type, aimed at determining the effect of using Baamboozle educational game media on the learning motivation for Science and Social Studies in the fifth grade. The research design used is a one-group pre-nontest post-nontest design, with a sample of 16 students selected through Non-Probability Sampling techniques. The data collection techniques used were pre-nontest and post-nontest in the form of questionnaires. Data analysis techniques were carried out using descriptive and inferential statistical analysis. Based on the results of the data analysis, the students' average pre-nontest score before using Baamboozle was 50.94, which is in the low category. After using Baamboozle, students' learning motivation increased with an average post-nontest score of 70.38, which is in the high category. The hypothesis test results show a significance value of less than 0.05 at a 5% significance level. The conclusion of this research is that the use of Baamboozle educational game media has a positive and significant effect on the learning motivation for Science and Social Studies among fifth-grade students at UPT SD Negeri 130 Mattaropurae, Bone Regency.

INTRODUCTION

Education is an essential means to guide human development toward self-maturity. Through the educational process, every individual acquires a foundation of knowledge, skills, and life values that guide them toward living a meaningful, wise, and responsible life. This effort is formalized through regulations, one of which is

stated in the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 47 of 2023, Article 15, regarding Education Management Standards. It stipulates that: 1) Education Management Standards include: a) Planning of educational activities; b) Implementation of educational activities; and c) Supervision of educational activities. 2) Education management standards are implemented by Education Units at the levels of: a) Early childhood education; b) Basic education; and c) Secondary education (Permendikbudristek, 2023).

The use of learning media is a crucial element as it helps teachers deliver material more clearly, attractively, and in a way that is easily understood by students. This applies to Science and Social Studies (IPAS), which often contain abstract concepts that require media assistance to become more concrete and relatable to students' daily experiences. The presence of appropriate media not only facilitates understanding but also arouses student motivation by increasing curiosity, active involvement, and the drive to explore further knowledge. This is closely related to student motivation; according to Diandaru (2023), learning motivation is an urge that triggers an individual to perform specific activities due to internal or external supporting factors that influence the learning process, guiding individuals in learning activities and fostering enthusiasm and determination to achieve expected results.

However, reality shows a gap between ideal and actual conditions. Based on pre-research results conducted on August 19 and 20, 2025, in Grade V at UPT SD Negeri 130 Mattaropurae, Bone Regency, it was found that student motivation remains low. Data indicates that out of 16 students, the majority (approximately 44%) fall into the low category, while only 19% possess high motivation. This lack of enthusiasm necessitates innovative solutions based on interactive media to trigger internal and external drives, encouraging students to be more active in the learning process.

The effectiveness of the Baamboozle game media in increasing learning motivation has been proven by several relevant recent studies. A study by Andriyani et al. (2024) states that the use of this media has a significant impact on student motivation during the learning process, as evidenced by increased enthusiasm and involvement. Similarly, Tasmara et al. (2025) indicated a positive impact on student motivation at the elementary school level, reflected in their classroom participation. Finally, Wicaksono (2025) reinforces this argument by demonstrating significant motivation increases and differences in learning outcomes compared to conventional methods, based on the level of student engagement throughout continuous learning.

Based on this background, this study formulates three primary questions: first, what is the profile of IPAS learning motivation among Grade V students at UPT SD Negeri 130 Mattaropurae, Bone Regency, before the use of the Baamboozle educational game? Second, what is the profile of their motivation after the use of the game? Third, is there a significant difference in IPAS learning motivation before and after the use of the Baamboozle educational game? Generally, this research aims to analyze the influence of Baamboozle on student motivation. Specifically, it seeks to identify the students' motivational profiles before and after treatment and to prove whether there is a significant difference in motivation resulting from the use of the media.

This research is expected to provide theoretical contributions to the development of educational science regarding the use of Baamboozle. Practically, these findings can serve as evaluation material for teachers in selecting appropriate IPAS learning media and help increase student motivation through interactive processes. Additionally, this study is expected to serve as a scientific reference for future researchers exploring educational media in elementary schools.

The importance of media as an intermediary is explained by Tarigan (2025) as a means of delivering messages or teaching materials to achieve formulated competencies within the learning subsystem. This aligns with the concept of Baamboozle, which applies a game-based learning approach by utilizing game mechanisms as a learning tool (Deandra, 2023 in Alawiyah, 2025). The application of such interactive media is closely linked to learning motivation, which according to Sardiman (2018) is an overall drive to create desire, maintain the process, and provide direction to learning activities. Through this drive, IPAS learning is expected to achieve its goal of expanding students' insights and curiosity about their surrounding environment directly.

Nurhasana (2021) states that literally, media is derived from the word 'medium', which means intermediary or messenger; media is a tool that connects the interaction between teachers and students during the teaching and learning process, which assists teachers in delivering learning materials. Aswata, (2021) Learning motivation in Science and Social Studies (IPAS) is an internal and external drive that directs students to be active and persistent in understanding natural and social phenomena, which in practice can be enhanced through the use of Baamboozle educational game media. This media performs the motivational functions of driving and directing actions by offering competition features, rewards, and interactive visuals capable of triggering both intrinsic and extrinsic motivational aspects in students. By integrating Baamboozle into IPAS learning, an external factor in the form of an enjoyable learning environment is created, significantly increasing

motivational indicators—such as the desire to succeed and active engagement—to achieve maximum learning outcomes.

METHOD

The approach used in this study is a quantitative approach, as the data processed are in the form of numbers. According to Paramita et al. (2021), a quantitative approach is an approach that focuses on collecting data in numerical form to provide an explanation of certain phenomena. This research employs a quantitative approach with a pre-experimental research design. The specific design used is the one-group pre-nontest post-nontest design, which aims to determine the effect of using Baamboozle educational game media (Variable X) on IPAS learning motivation (Variable Y). The population for this study consists of all 16 fifth-grade students at UPT SD Negeri 130 Mattaropurae, Bone Regency, for the 2025/2026 academic year. The sampling technique utilized is non-probability sampling in the form of saturated sampling (total sampling); thus, all members of the population are included as research samples.

The IPAS learning motivation variable is measured using a closed-ended questionnaire instrument with a Likert scale consisting of positive and negative statements. The questionnaire covers indicators of learning motivation, including the desire and wish to succeed, the drive and need for learning, expectations and future goals, rewards in learning, engaging activities in learning, and a conducive learning environment (Uno, 2023). The instrument is administered twice: before the treatment (pre-nontest) and after the treatment (post-nontest).

Data collection techniques involve distributing questionnaires to the entire sample to measure students' motivation levels. The acquired data are then analyzed using descriptive statistical analysis to describe variable characteristics and inferential statistical analysis to test the hypotheses. Inferential statistical analysis utilizes the paired sample t-test via the IBM SPSS Statistics version 31 program. Prior to hypothesis testing, a normality test using the Shapiro-Wilk technique is conducted as an analytical prerequisite to ensure the data is normally distributed.

RESULTS AND DISCUSSION

This research was conducted in Grade V at UPT SD Negeri 130 Mattaropurae, Bone Regency, with a sample size of 16 students who were given treatment using the Baamboozle educational game media. The results of this study present the data processing results obtained from the students' non-test instrument in the form of a questionnaire, analyzed using descriptive and inferential statistics. Descriptive statistical processing is used to present the pre-nontest and post-nontest scores of students' IPAS learning motivation, while inferential statistics are used to test the

research hypotheses. The learning motivation questionnaire in this study measures aspects including the desire to succeed, the drive to learn, future goals, rewards in learning, engaging activities, and a conducive learning environment (Uno, 2023). The descriptive and inferential statistical processing is outlined as follows.

The pre-nontest was administered on Wednesday, March 4, 2026, involving 16 students as research subjects. The data from the pre-nontest results can be seen in the following table:

Table 4.1 Description of Students' *Pre-nontest* Scores

Statistik Deskriptif	***Pre-nontest***
Sample Size (n)	16
Mean	50,94
Standard Deviation	6,807

Source: *IBM Statistics Version 31*

Based on the table above, the students' IPAS learning motivation pre-nontest scores are classified into five categories. The resulting frequency distribution and percentage of the students' pre-nontest scores can be seen in the following table:

Table 4.2 Frequency Distribution of Students' IPAS Learning Motivation Pre-nontest Scores

No.	Skor	Kategori	*Pre-nontest*	
			Frekuensi	Persentase
1	80 – 100	Sangat Tinggi	-	0%
2	66 – 79	Tinggi	3	18,75%
3	56 – 65	Sedang	6	37,50%
4	41 – 55	Rendah	7	43,75%
5	0 – 40	Sangat Rendah	-	0%
	Jumlah		16	100%

Source: *IBM Statistics Version 31*

Based on the results of the descriptive analysis performed, it can be concluded that the pre-nontest scores fall into the low category. This is evident from the table, which shows the highest percentage in the pre-nontest score distribution at 43.75%.

The post-nontest was conducted on Tuesday, March 10, 2026, with a total of 16 research subjects. Once the post-nontest data were collected, they were analyzed to obtain a descriptive overview of the students' post-nontest scores. The results of the post-nontest data can be seen in the following table:

Table 4.3 Description of Students' Post-nontest Scores

Statistik Deskriptif	***Post-nontest***
Sample Size (n)	16
Mean	70,38
Standard Deviation	4,787

Source: *IBM Statistics Version 31*

Based on the table above, if the students' IPAS learning motivation post-nontest scores are classified into five categories, the resulting frequency distribution and percentage of the students' post-nontest scores can be seen in the following table:

Table 4.4 Frequency Distribution of Students' IPAS Learning Motivation Post-nontest Scores

No.	Skor	Kategori	*Post-nontest*	
			Frekuensi	Persentase
1	80 – 100	Sangat Tinggi	-	0%
2	66 – 79	Tinggi	12	75%
3	56 – 65	Sedang	4	25%
4	41 – 55	Rendah	-	0%
5	0 – 40	Sangat Rendah	-	-
	Jumlah		16	100%

Source: *IBM Statistics Version 31*

Based on the results of the descriptive analysis performed, it can be concluded that the post-nontest scores fall into the high category. This is evident from the table, which shows the highest percentage in the post-nontest score distribution at 75%.

The comparison of the average score distribution between the pre-nontest and post-nontest stages is visually accumulated in the following pie chart:

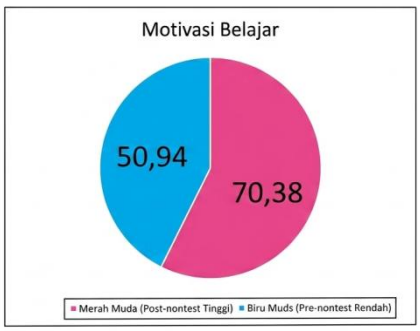

Figure 4.1 Pie Chart of Average Pre-nontest and Post-nontest Scores of Grade V Students at UPT SD Negeri 130 Mattaropurae

Subsequently, an inferential statistical analysis was conducted to test the formulated research hypotheses. Before performing the inferential statistical analysis, a normality test and a hypothesis test were carried out.

The normality test was conducted to determine whether the data were normally distributed. The normality test was processed using the IBM SPSS Statistics 31 program. This study utilized the Shapiro-Wilk test for normality. Data are considered normally distributed if the probability value (p-value) in the Shapiro-Wilk output is greater than the established significance level of 5% (0.05). A summary of the normality test results for the pre-nontest and post-nontest data in the experimental class can be seen in the following table:

Table 4.5 Normality Test Results of Pre-nontest and Post-nontest Data for Grade V Students' IPAS Learning Motivation

Data	**Nilai Probabilitas**	**Keterangan**
Pre-nontest	0,160	0,160 > 0,05 = Normal
Post-nontest	0,215	0,215 > 0,05 = Normal

Source: *IBM Statistics Version 31*

Based on the normality test results, the significance value for the post-nontest is 0.215, which means the significance value is greater than the value (0.215 > 0.05). Therefore, it can be concluded that the post-nontest data are also normally distributed.

In this study, the Paired Sample t-Test was conducted using the IBM SPSS Statistics Version 31 program by comparing the t-calculated (t_{count}) with the t-table (t_{table}). The significance level used is 5%. The test results are considered to show a significant difference between the two paired datasets if the significance value is smaller than the probability value (Sig < 0.05). A summary of the Paired Sample t-Test results for the pre-nontest and post-nontest data can be seen in the following table:

Table 4.6 Paired Sample t-Test Results of Pre-nontest and Post-nontest Data

Data	T_{hitung}	Df	T_{tabel}	Keterangan
Pretest Posttest	–8,621	15	2.13145	8,621 > 2.13145 = H_0 ditolak dan H_1 diterima.

Source: *IBM Statistics Version 31*

It is concluded that there is a significant difference in students' IPAS learning motivation before and after the use of Baamboozle educational game media. This indicates that the use of Baamboozle educational game media has an influence on the IPAS learning motivation of Grade V students at UPT SD Negeri 130 Mattaropurae.

Through this study, an evaluation was conducted on the influence of the Baamboozle educational game media in increasing IPAS learning motivation. The research findings prove that there is a significant difference in motivation outcomes among Grade V students at UPT SD Negeri 130 Mattaropurae, where the use of Baamboozle educational game media provided a positive contribution compared to the conditions prior to its implementation.

Specifically, there are more detailed benefits of media. The Directorate of Higher Education of the Ministry of National Education (Wulandari, et al., 2023) identifies eight benefits of media in the implementation of the teaching and learning process, namely:

Specifically, there are more detailed benefits of media. The Directorate of Higher Education of the Ministry of National Education (Wulandari, et al., 2023) identifies eight benefits of media in the implementation of the teaching and learning process, namely:

1. The delivery of learning materials can be standardized;
2. The learning process becomes clearer and more engaging;
3. The learning process becomes more interactive;
4. Efficiency in time and energy;
5. Improving the quality of student learning outcomes;
6. Media allows the learning process to be conducted anywhere and anytime;
7. Media can foster a positive attitude in students toward the material and the teaching and learning process;
8. Changing the teacher's role in a more positive and productive direction.

Baamboozle is a type of learning media that emphasizes games or edugames; it is similar to a quiz bowl competition, but the learning process utilizes Baamboozle (Iskandar, et al., 2022). Setiawan (2019) states that learning motivation has three functions: 1) increasing students' enthusiasm and interest in learning; 2) influencing the achievement of learning objectives, outcomes, and student performance; and 3) making the learning process more engaging and meaningful.

The profile of IPAS learning motivation among Grade V students at UPT SD Negeri 130 Mattaropurae, based on descriptive statistical analysis, shows that before the use of Baamboozle, students' motivation in the initial pre-nontest phase—with an average score (mean) of 50.94—fell into the low category. In detail, the distribution of motivation levels consisted of 3 students in the high category, 6 students in the moderate category, and 7 students in the low category.

Anggita et al. (2023) state that Science and Social Studies (IPAS) is an integrated study that guides students to develop critical and rational thinking capacities in accordance with experiences related to daily life. Meanwhile, challenges in mastering this material remain a serious concern, where Muliadi et al. (2025) state that many students face difficulties in understanding the basic concepts of IPAS and demonstrate low motivation and interest during the learning process.

Observations suggest that the low initial motivation was caused by an IPAS learning process that was still conducted conventionally with a lack of educational media. Relevant research by Rambe & Nukman (2025) states that IPAS learning in elementary schools is often perceived as monotonous due to conventional teaching methods and the lack of optimization of educational media. Consequently, students tend to be passive and lack enthusiasm in the classroom. Without varied stimulation, students’ attention is easily distracted, and they lose the passion to understand abstract material; they often lose focus and lack energy when the teacher explains material without innovative aids. This confirms that educational visual stimuli are essential.

Learning motivation takes various forms that can be implemented. Parnawi (2020) explains that forms of learning motivation can direct and arouse students' enthusiasm for learning in the classroom; these forms include competition, praise, rewards, interest, and attitude. These five elements can be analyzed as follows:

1. **Competition** or rivalry can be an effective tool to motivate students to be more enthusiastic about learning, whether in the form of individual or group competition.

2. **Praise** given at the right time can serve as a powerful motivational tool. Praise is a form of positive reinforcement that provides encouragement to students. Teachers can use praise to acknowledge and appreciate students' success in completing school assignments.
3. **Rewards** are items given to students as a form of appreciation or souvenirs; rewards can function as a motivational tool for students. Rewards are typically given to top-ranking students, such as those in first, second, or third place, aimed at encouraging them and other students to continue achieving.
4. **Interest**: Someone who has an interest in something will tend to be consistent in participating in that activity with full enthusiasm. Interest significantly influences learning activities because students who possess interest will be more motivated to learn independently without coercion. Therefore, interest becomes one of the primary motivational tools in the learning process.
5. **Attitude** reflects a person's emotional reaction, which is usually related to feelings of liking or disliking something. A student's attitude toward learning will greatly determine how they respond to instruction; thus, a positive attitude is essential to support learning success.

Descriptive statistical analysis shows that after the use of the Baamboozle educational game, the IPAS learning motivation of Grade V students at UPT SD Negeri 130 Mattaropurae—through the post-nontest phase—reached a mean value of 70.38, placing it in the high category. The details show that 12 students were in the high category and 4 students were in the moderate category. No students remained in the low or very low categories.

This condition experienced a significant improvement after the treatment. The post-nontest data showed a very significant increase in the average score to 70.38, raising the student motivation category to "High." This improvement proves a positive change in learning behavior, where the classroom atmosphere became more lively and dynamic. Students who were previously passive now demonstrate active participation, enthusiasm in completing challenges within the media, and greater curiosity toward the material being taught.

The significance of this motivational difference is influenced by the mechanics of the Baamboozle media. This media does not merely present material but packages it into a challenging educational game. Relevant research by Valentinna et al. (2024) suggests that gamification media like Baamboozle effectively increase learning motivation by creating a fun classroom atmosphere in elementary schools.

The use of this media was proven to foster feelings of enjoyment, increase enthusiasm, and encourage active participation through a competitive quiz system. The point features provided when students answer questions create a sense of pride and satisfaction that encourages them to keep exploring. High student enthusiasm was also clearly visible in the field. Even before the lesson began, students showed extraordinary excitement by asking the researcher to start learning with the Baamboozle game immediately. This proves that using media with competitive elements and visual displays can transform students' perception of IPAS—from a subject previously considered boring into an enjoyable process. This aligns with the view of Suhelayanti et al. (2023) that the use of media in IPAS learning in elementary schools serves to provide a fun learning experience, making conventionally difficult materials easier to understand.

The post-nontest results indicate that students' IPAS learning motivation improved after the use of the Baamboozle educational game. This is evident from their activeness in discussing, exchanging information, and collaborating to solve questions. Through group activities, they honed their communication and collaboration skills while learning to respect their peers' opinions.

The use of Baamboozle in Grade V at UPT SD Negeri 130 Mattaropurae has been proven to significantly increase IPAS learning motivation. These findings are consistent with Rambe & Nukman (2025), who found that boredom caused by conventional methods can be overcome through interactive media. Similarly, Valentinna et al. (2024) emphasized that gamification is effective in fostering enjoyment and active participation through competitive quizzes, making the learning atmosphere more dynamic.

According to Nurrita (2018), the use of Baamboozle in learning can create a fun and competitive classroom environment, thereby increasing the motivation of elementary school students. Overall, interactive learning activities through Baamboozle encourage active student participation in receiving and processing information. Based on the research conducted, there is a significant influence from the application of Baamboozle educational game media. This is supported by the normality test showing normally distributed data and the hypothesis test results stating that H0 is rejected and H1 is accepted.

Thus, the integration of Baamboozle educational game media is proven to have a significant influence on increasing the IPAS learning motivation of Grade V students at UPT SD Negeri 130 Mattaropurae, Bone Regency.

CONCLUSION

Based on the explanation above, it is concluded that the motivation to learn Science and Social Sciences (IPAS) of fifth-grade students at UPT SD Negeri 130

Mattaropurae, Bone Regency, before using Baamboozle educational game media was in the low category with an average pre-nontest score of 50.94. After the use of Baamboozle, it increased to the high category with an average post-nontest score of 70.38. Furthermore, there is a significant difference in the students' learning motivation before and after the implementation of Baamboozle educational game media.

ACKNOWLEDGMENTS

The author expresses her deepest gratitude, especially to her beloved parents and family, for their constant moral support and prayers that have always accompanied the author. Gratitude is extended to Universitas Negeri Makassar and the Faculty of Education for the support, motivation, and study facilities provided. The highest appreciation is given to the supervisors for their guidance and direction in the preparation of this article. The author also wishes to thank the Principal, teachers, and all Grade V students at UPT SD Negeri 130 Mattaropurae for their permission and active participation throughout the research. Finally, sincere thanks are extended to everyone who assisted the author during her university studies

REFERENCES

Alawiyah, H. (2025). The Influence of Baamboozle Learning Media on Students' Learning Interests. *Indonesian Journal of Educational Research (IJER)*, 1(3), 94–100.

Andriyani, Y., Safitri, N., & Yuniar, Y. (2024). The Use of Baamboozle Interactive Media on Elementary School Students' Learning Motivation. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 09(04), 816–824.

Anggita, A. D., Subekti, E. E., Prayito, M., & Prasetiawati, C. (2023). Analysis of Student Learning Interest in IPAS Learning in Grade 4 at SD N Panggung Lor. *Inventa: Jurnal Pendidikan Guru Sekolah Dasar*, 7(1), 78-84.

Aswata. (2021). *Learning and Instruction*. Depok: PT Raja Grafindo Persada.

Diandaru, B. H. (2023). Students' Learning Motivation in Semarang City Learning. *Jurnal Pendidikan Widya Tama*, 20(2), 185–196.

Iskandar, S., et al. (2022). The Use of the Baamboozle Application to Increase Student Learning Enthusiasm at Sofyan Elementary School. *Jurnal Pendidikan dan Konseling*, 4(6), 12052.

Muliadi, Abd. Hafid, & Adam, S. A. P. (2025). Application of the "Everyone Is A Teacher Here" method to increase IPAS learning motivation of fifth-grade students at SD Negeri 13 Biru, Bone Regency. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 11(1), 222–230.

Nurhasana, I. (2021). The Use of Audio-Visual Media in Arabic Language Subjects. *Al'Adzkiya International of Education and Social (AIoES) Journal*, 2(2), 141–151.

Nurrita, T. (2018). Development of Learning Media to Improve Student Learning Outcomes. *MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah*, 3(1), 171.

Paramita, R. W. D., Rizal, N., & Sulistyan, R. B. (2021). *Quantitative Research Methods: A Textbook for Research Methodology Course for Accounting & Management Students*. East Java: Widya Gama Press.

Parnawi, A. (2020). *Psychology of Learning*. Yogyakarta: Deepublish Publisher.

Permendikbudristek. (2023). *Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 47 of 2023 regarding Education Management Standards*. 1–16.

Rambe, S. A. S., & Nukman, M. (2025). Analysis of Factors Causing Low Student Learning Motivation in Science and Social Studies (IPAS). *Murhum: Jurnal Pendidikan Anak Usia Dini*, 6(1), 877-886.

Sardiman. (2018). *Interaction & Motivation in Teaching and Learning*. Depok: PT Raja Grafindo Persada.

Suhelayanti, Z, S., & Rahmawati, I. (2023). *Natural and Social Science (IPAS) Learning*. Penerbit Yayasan Kita Menulis.

Tarigan, E. M. (2025). *The Influence of Snakes and Ladders Media on Students' Critical Thinking Skills in Social Studies Learning Grade IV at SD Negeri 040467 Lingga 2024/2025* [Undergraduate Thesis]. Berastagi: Faculty of Teacher Training and Education, Universitas Quality Berastagi.

Tasmara, A., Wahyuni, D., Furwanti, I., Rahmawati, N., Fidella, S. C., Alfiandra, A., & Hasdawaty, E. (2025). Implementation of Baamboozle-Based Educational Games in Increasing Students' Learning Motivation. *Jurnal Educatio*, 11(1), 9–14.

Uno, H. B. (2023). *Motivation Theory and Its Measurement: An Analysis in the Field of Education*. Jakarta: Bumi Aksara.

Valentinna, C. R., Kurnianti, E. M., & Hasanah, U. (2024). Gamification Learning Media towards Increasing Elementary School Students' Learning Motivation. *Jurnal Basicedu*, 8(3), 1722-1732.

Wicaksono, V. D. (2025). The Influence of Baamboozle Media on Civic Education Learning Motivation of Grade V Elementary Students. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar (JPPGSD)*, 13(7), 1883-1897.

Wulandari, A. P., et al. (2023). The Importance of Learning Media in the Teaching and Learning Process. *Journal on Education*, 5(2), 3928–3936.