

# The Impact of Game Based Learning on Student's Learning Motivation: Systematic Literature Review on Challenges

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## Abstract

Game Based Learning is a method that emphasizes games in its implementation. This method combines abstract and theoretical materials with concrete media, or in the form of digital games through websites or applications. Nowadays, there are more and more types of software that support game-based learning, some examples are, Kahoot, Quiziz, Padlet, Liveworksheet, and others. This Study Literature Review (SLR) research aims to analyze the influence of the GBL method on student learning motivation, as well as the challenges that occur in its implementation. Researchers took data from database information platforms such as GoogleScholar and ResearchGate with a period of 2000-2025. The results of the analysis of articles and discussions conducted on learning with the GBL method have been proven to increase student learning motivation, as well as increase curiosity in learning. Research on the influence of the GBL method on learning is still rarely carried out because the majority of researchers focus more on developing media or educational games themselves.

## 1. Introduction

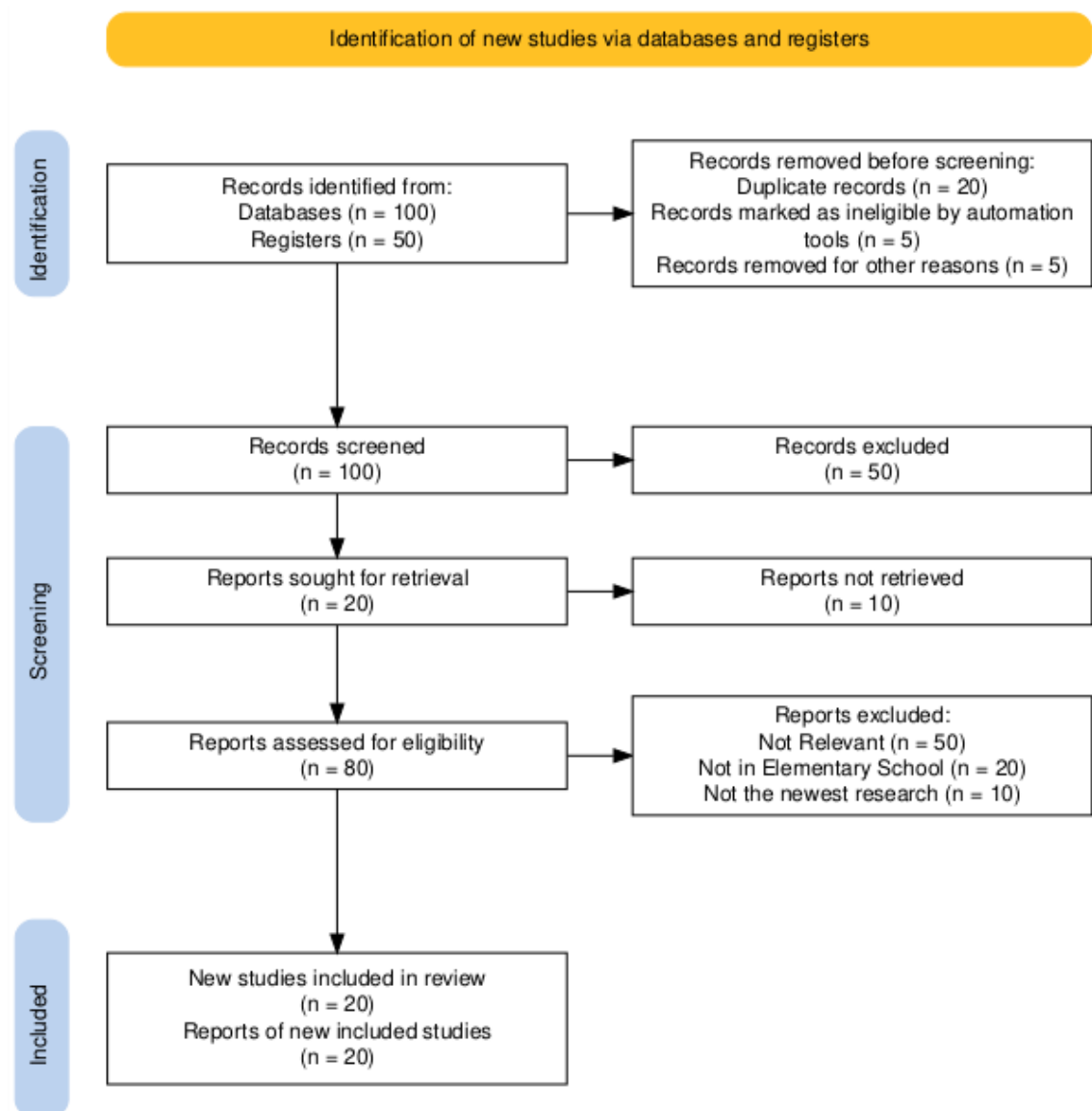
Learning is the main component in children's development. In its implementation, it requires an appropriate approach, strategy, model, and method, adjusted to the conditions of the students, as well as the infrastructure available at the school. So that with the right method, it is hoped that students' maximum abilities can continue to be developed. This can be started by creating an exciting classroom atmosphere, making students actively participate in it and making an impression on students. Active learning is often defined as student-centered learning, by presenting activities that can motivate students to think creatively, innovatively, critically, and enjoyably. If in its implementation, students can play an active role both through their minds and psyches, uniting their thoughts and feelings into a work with encouragement and direction from the teacher, then the students can be said to be actively participating in learning (Danika Pranata, n.d.). In addition, one important aspect is needed that is often overlooked by teachers, namely Motivation.

Motivation is an important aspect in students, because with motivation and interest in learning, students can maximally develop their abilities both in academic and non-academic aspects. So that later it is expected, students can improve their abilities in learning in the classroom and excel in academic fields according to their interests outside the classroom. Because, based on the statement by Wina Sanjaya, there are several cases where children who are less prominent or less successful in both academic and non-academic fields are not smart enough, but because they have little motivation or drive to be active in class. So, this is one of our challenges as teachers. Motivation is often defined as a pattern or motive of behavior that someone does to achieve a goal (Isti Septianing et al., 2024).

The two emergencies and challenges above, through this research, the author wants to examine more deeply the effect of the Game Based Learning method in increasing students' understanding and motivation to learn, through articles that will be researched further. After this research, the author hopes that educators will be motivated to continue to develop and implement the Game Based Learning method in learning. In addition, readers are expected to be more aware of other innovative methods that should be applied to create a fun and interactive learning atmosphere.

## 2. Method

The method used in this study is the qualitative method SLR (Systematic Literature Review), which is done by collecting, identifying, reviewing, recording, and evaluating through information and literature studies that have been carried out based on previous studies (Barry, Merkebu, & Varpio, 2022). Researchers collect information through electronic databases and e-books to collect articles that have been published via Google Scholar and ResearchGate in the period 2000-2025. This study uses sources from previous articles as references and studies that are credible and relevant to the title of the study, which discusses the influence of the Game Based Learning method on Student Learning Motivation, and presents various implementations based on articles that have been reviewed. This method was chosen by the author because of the author's desire to explore the implementation and influence of the Game Based Learning method on education and motivation. The author collects 10 articles for the variable independent and 10 articles for the variable dependent, then the author will analyze more deeply the relevant articles and present different solutions based on the subject and object of the research. Penelitian ini menggunakan metode analisis kualitatif tematik, dengan And here's the Prism Table to describe the analyze of my Research break down.



### 3. Results and Discussion

Classical learning or learning that uses the lecture method is still often applied to convey theoretical material by utilizing teacher-centered learning, or (Teacher Centered Learning). However, unfortunately this method is considered not effective enough to create fun learning and keep students motivated. In this approach, learning tends to be monotonous and does not involve student participation in it. Teacher Centered Learning, teachers only provide information in one direction, because the transfer of knowledge is only carried out from educators to students. Apart from that, this approach makes students individualistic and does not hone their critical thinking skills, because of the lack of opportunities given to them to discuss with peers and reconstruct knowledge in their own way (Isti Septianing, Lina Melati, Nabila Deo Cantika, & Wannuraniza Destiani, 2024).

In the 21st century and the industrial revolution, educators are required to be able to innovate to develop students' competencies and abilities, including creative thinking skills and critical thinking skills. At the same time, student-centered learning, or often called Student Centered Learning (SCL) emerged. In contrast to TCL where learning tends to be monotonous and one-way, in the SCL concept students play an active role in learning. Students are required to be able to reconstruct the knowledge they have gained through discussions, group problem solving, debate activities, etc. So that they do not swallow the knowledge they obtain raw. In its implementation, SCL in the output or learning outcomes that students will later achieve not only develops their cognitive abilities but also pays attention to affective and psychomotor aspects. This is in line with Nata Wijaya's statement in the Ministry of National Education, he states that active learning is where students can mobilize their physical activity, intellectual, mental and emotional aspects.

As technology and science develop, the learning media and methods used are also increasingly varied, one example is the Game Based Learning method, which is currently being practiced in learning, from elementary schools to universities (Prananda et al., n.d.). Game Based Learning is a learning method that uses games as a learning medium. In this case, teachers can combine learning material that students do not yet understand with games both in digital form and physical games by utilizing the resources available around them.

Various types of software with the concept of gamification are also increasingly being discussed and used. Among them, there are Kahoot, Quizizz, Live worksheets, Educandy, Augmented Reality (AR), and many more. This kind of digital game is suitable for implementation in elementary schools, especially for students in higher classes, which in this case are children who are in grades 4 to 6 of elementary school. Because, at this age they can control and understand how to use cell phones or digital devices wisely. So, in its implementation, teachers must also pay attention to and supervise students' use of digital devices (Dwanda Putra et al., 2024).

Meanwhile, for students in the lower grades of elementary school, teachers can still use game-based learning using the Game Based Learning method and utilizing media that is concrete, simple and practical in its creation and use. Teachers also must adapt to existing infrastructure and resources. One example is the use of game boards, mathematical snakes and ladders, flashcards, number cards, and many more. Apart from that, teachers can also take advantage of the resources around them by using them as learning media. One example is a program initiated by students from Indonesian universities, namely "Edu Game for Rural Indonesia" (Nor, Sari, & Ahmad, 2022).

This program aims to reach remote areas in Indonesia so that they can also experience learning using game-based learning methods. This educational game will later be adapted to the potential and conditions in the region. One that has been successfully developed is an educational game about agriculture. In this game, students can learn about various techniques regarding agriculture and

management of local natural resources, and with this game, students can learn the importance of preserving the surrounding environment. So, students can love the environment more, and they have the potential to develop the agricultural potential in their area, through this educational game (Rahmatussyfa, n.d.).

With a learning method that applies this kind of game, students' critical thinking skills and motivation in learning will be improved, because students are required to be able to solve a problem or puzzle that has been provided in game-based learning. This kind of game-based learning is very suitable to be implemented in elementary schools because the method is fun and can make learning more exciting with the challenges and rewards provided. With this method, students tend to be challenged to complete the mission of the game given, the learning provided will also be more impressive to students, because they will easily remember material that was previously explained abstractly and then facilitated and supported with the help of various game-based media.

### 3.1. Challenges and solutions from Game-Based Learning Method

The implementation of GBL in learning has various characteristics and strategies, adjusted to the problems, available infrastructure, and the needs of students in schools that implement it. Researchers have collected 20 articles that have corresponded to the research title. Furthermore, the researcher sorted and re-analyzed it into 10 articles that discussed the implementation of the Game Based Learning method in elementary schools. Furthermore, the articles that have been analyzed will then be resorted and adjusted according to the article title and the purpose of writing. Some examples include the use of quizzes with various challenges that can increase students' adrenaline and enthusiasm, the use of applications that invite students to love their environment more, and others that will be discussed further by the author in Table.1 below.

**Table 1. Articles Choosing Strategy**

Discussions Category	Research	Research Result
Start from 2020-2025	Google Scholar and	20
Relevant Article	ResearchGate	10
Have a different result solution		7
Articles that got analyze further		7

The author has grouped the sections according to the topic of discussion and the title of the research to determine the specifics in analyzing the selected articles, namely various types of learning that use GBL and its effect on students' learning motivation. The selected articles present different implementations and solutions regarding the challenges of GBL and their impact on learning. A more in-depth analysis is presented in the following Table.2.

**Table 2. Implementation of GBL and its Impact on Student's Learning Motivation**

Articles	Method	Research Result	Solution
Game-Based Learning: Solusi Cerdas untuk Meningkatkan Kualitas Pendidikan Anak di Daerah Terpencil (Rahmatussyfa, n.d.)	Study Review Literature	This article explains the challenges in implementing GBL in learning, namely limited infrastructure and facilities, especially in remote areas in Indonesia. Insufficient assistance and attention from the government makes this even more difficult, because many students living in remote areas of Indonesia still have not been able to experience decent education. This is indicated by the lack of teacher	Innovation and renewal in the field of education cannot start alone, so in this case cooperation and awareness from various parties are needed. One of the innovations offered based on this article is an innovation carried out by a freshman from the University of Indonesia, namely "EduGame for Rural Indonesia." This program was initiated to disseminate educational games that are easily accessible and accessible to all levels of society, especially the outermost areas. This program adapts to

Articles	Method	Research Result	Solution
		competence, difficult internet access, and the still minimal use of technology in the outermost areas of Indonesia, as well as the prevalence of monotonous and unvaried learning because they have difficulty accessing platforms or applications to support game-based learning. (Rahmatussyfa, n.d.)	conditions in the field. This is shown by the application development program that teaches students to be able to love their environment more and introduces students to the potential of their region.
Pengembangan Media Puzzle Game Materi Gaya untuk Kelas IV Sekolah Dasar (Defi, Abidin, & Susilaningsih, 2021)	Lee and Owens Method	Based on this article, the learning that is carried out tends to be one-way (Teacher Centered) without any interaction with students, so that students tend to be passive and do not understand the material because the teacher only transfers knowledge in one direction. This type of learning can also reduce student learning motivation, because learning seems boring due to the lack of interaction between students, as well as teachers and students	The solution that can be provided based on this article is to develop a digital educational game media based on gamification that is easily accessible and played by students, namely "Puzzle". The media developed focuses on the needs of students at SD Islam AL-Huda, namely the material on Force in Physics in Grade IV of Elementary School. Based on the article that has been analyzed, the "puzzle" game that has been developed has been proven to increase student learning motivation, because it contains challenges that can arouse students' curiosity. This is indicated by the results of the questionnaire which shows that material experts and media experts mostly gave answers with a score of (3) with good criteria, and weight (4) with Very Good criteria. The same is true for students who gave a satisfactory score on the assessment questionnaire, namely weight (3) with good criteria, and (4) with very good criteria.
Game Based Learning (GBL) sebagai Inovasi dan Solusi Percepatan Adaptasi Belajar pada Masa New Normal (Cinta, Wibawa, Mumtaziah, Sholaihah, & Hikmawan, 2021)	Descriptive Research	The Covid-19 pandemic has changed many aspects of our society's life in various aspects, one of which is education. Through this study, the author wants to examine the role of GBL and its effectiveness in supporting students to be able to adapt to learning in the New Normal era, where learning is carried out offline again, adjusting to the conditions of the pandemic at that time. One of the challenges experienced by the author is the lack of knowledge of the target sources regarding Game Based Learning, but many of them are already familiar with some of the software, one of which is Quiziz.	The author offers and introduces the Game Based Learning method as an innovation for teachers to be able to increase student motivation and adaptation in the new normal era. This is because GBL can help minimize students' boredom and stress, because learning is packaged in games that can increase their motivation and interest in learning.
Pendampingan Model Pembelajaran Inovatif menggunakan Kahoot! Sebagai Digital Game Based Learning di KKG Sekolah Dasar (Inggriyani,	Experiment	Based on the article, the main problem is the lack of educator skills in KKG regarding innovative and renewable learning methods. So, it is feared that	In this article, the media used is Kahoot! The researcher provides training and mentoring for KKG teachers to improve their competence. The researcher and team provide a workshop to

Articles	Method	Research Result	Solution
Fazriyah, Hamdani, & Purbasari, 2020)		students may lack motivation in learning and can have an impact on students' lack of understanding of the material presented. In addition, in the 21st century, innovative methods and learning are needed to improve students' critical and creative thinking skills. So, this is one of the challenges for teachers in teaching in this era of increasingly rapid technological development.	create an innovative learning model RPP and the steps to implement it in learning. The teachers seemed enthusiastic and excited following the guidance. This guidance helps increase students' knowledge about the formation of RPP and more innovative learning models.
Pendampingan Pembelajaran IPAS di SDN Benteng 01 Ciampea Melalui Game Kartu Perubahan Wujud: Upaya Meningkatkan Interaktivitas dan Motivasi Belajar Siswa (Tamami Putri, & Aisah, 2024)	Experiment	Some complex problems regarding learning presented in the article written by the author Most of them are almost the same as the problems experienced by teachers who do not have enough experience and skills in creating innovative learning and involving students in its implementation. So that this has an impact on the low interest and motivation of students to learn or study science material. Based on the results of the author's observations and interviews, he found that at SDN Banteng 01 Ciampea Bogor, West Java, learning is still dominated by a classical style using the lecture method, which method is still less able to accommodate the various learning styles of students who tend to be diverse. (audio-visual, visual, audio, and kinesthetic). In addition, teachers also pay less attention to the characteristics of students' speed in receiving knowledge. Where there are children who are fast in receiving knowledge, but there are also those who take a little longer to process it (Inggriyani et al., 2020), so this can create a gap and can hinder their overall learning development (Tamami et al., 2024). In addition to the problems presented above, there are several other problems found by the author. Among them, the lack of participation and parents in supporting children's learning at home, the lack of teacher skills in managing and creating a supportive classroom atmosphere, to the limited facilities owned	Responding to the complex problems that have occurred at SDN Benteng 01 Ciampea, through this article, the author conveys that guidance has been carried out for educators to create creative learning innovations and actively involve students. Through this community service activity, the author introduces a concrete game-based learning media according to the material that is less of a student's interest, namely the IPAS material on the chapter on Changes in the Form of Objects and is innovated using a more active and enjoyable method, namely Game Based Learning. The author innovates "Game Cards" as a teacher's aide in learning. Based on the results of the success and effectiveness test of the "Game Cards for Changes in the Form of Objects" media that has been implemented, learning has become more interactive and not monotonous. Students also become more enthusiastic and enthusiastic in participating in learning. Based on the results of observations of the implementation of media in classroom learning, the media used (Game Cards) can help students understand the material on Changes in the Form of Objects. This is shown by evidence that most students have been able to explain the concept of changes in the form of objects better and have shown progress in implementing the concept of changes in the form of objects in different contexts. Students can also interact with learning media according to their learning style. However, there are some obstacles in its implementation, namely that there are some students who are less able to apply the concept of changes in the form of objects in different and more complex situations, but this can be overcome and minimized with teacher guidance

Articles	Method	Research Result	Solution
		by schools in concrete media to support learning.	for these students, teachers can provide case studies or other concrete examples that are easier for them to understand.
<p>Penggunaan Media Pembelajaran Papan Peluang dan Cross Math untuk meningkatkan Kemampuan Numerasi Siswa melalui Program Kampus Mengajar (Sinar, n.d.)</p>	Qualitative Descriptive	<p>Concrete learning media in the form of opportunity boards and Cross Math are applied to help students understand student numeracy material. This media will greatly help improve students' understanding and motivation to learn because mathematical concepts and materials that tend to be abstract are packaged using exciting games that stimulate their desire and sense of knowing. The media applied are divided into two, namely the Opportunity Board and Cross Math. As the name implies, the Opportunity Board media helps students to better understand the concept of opportunity more interactively. While CrossMath is a media in the form of a mathematical puzzle that helps students improve their arithmetic skills.</p>	<p>The media applied are divided into two, namely the Chance Board and Cross Math. As the name implies, the Chance Board media helps students to better understand the concept of opportunity more interactively. While CrossMath is a media in the form of a mathematical puzzle that helps students improve their arithmetic skills. Both media have been proven to improve students' understanding of arithmetic and opportunity in mathematics learning. One of the reasons is because the media used is quite interesting and interactive, besides that it is also quite easy to apply because a user guidebook is provided, as well as student directions if there are students who have difficulty using the learning media. The effectiveness of the media is also This is supported by the results of the pre-test and post-test that have been carried out, namely in the pre-test before using the learning media, numeracy competency was obtained by 17%, while in the post-test on 20 students, students' numeracy competency increased to 26%</p>
<p>Pengembangan Word Scramble Game Tentang Politik Islam sebagai Media Pembelajaran Siswa Kelas V SD(Zurhaida, Nurfitriya, &amp; Nur Aeni, 2022)</p>	D&D (Design and Development)	<p>Based on the researcher's analysis, most students feel bored because the material presented is monotonous, because the teacher only uses the lecture method, whereas today students are required to be more active in learning, and learning is more centered on students (Student Centered Learning). In addition, it was also found that the characteristics and needs of students regarding this material vary. So, teachers are required to be able to adjust the delivery of material, learning methods, and approaches and strategies that are adjusted to the learning style, skills, and initial knowledge of students regarding this material. So as a follow-up, researchers analyze learning objectives adjusted to the goals that will be achieved by students. Analysis of learning objectives is also considered quite important because both researchers and educators can adjust to the</p>	<p>Based on the results of the analysis that has been done, the researcher developed the "Word Scramble" Game media as a learning aid and adjusted to the needs and learning objectives to be achieved by students, based on the researcher's previous analysis. Based on the results of the "Word Scramble Game" media implementation questionnaire in learning, the results showed that students enjoyed answering questions in the game and with this game, they felt helped to understand Islamic Politics material in a fun and easier to understand way. In addition, students can also learn while playing with the help of this game, and this method as we know is Game Based Learning. In addition, when viewed from the teacher's perspective, the Words Scramble Game is very helpful both in delivering material and quizzes, because of its easy use and access. So that both teachers and students can easily use it for learning at home or learning in class.</p>

Articles	Method	Research Result	Solution
		material that will be given and applied to the media.	

Based on the articles that have been analyzed, we can observe that the media and types of implementations of the Game Based Learning method vary. This is adjusted to the conditions in the field, the infrastructure and facilities available, the circumstances and needs of students in learning. In Table.2, the discussion focuses on the implementation of learning using the GBL method and its influence on student learning motivation. Of the seven articles, they put forward different solutions, based on the subject and object of their research. Based on the articles that have been analyzed above, the majority raise one main problem, namely the prevalence of boring and monotonous learning methods so that this has an impact on low student learning motivation (Kurniati & Khasanah, 2023).

Nowadays, innovative and creative learning is increasingly encouraged, and teachers are ultimately required to be able to create fun learning but can still help students understand the material being studied. From the results of the analysis of the articles that have been carried out, the majority have succeeded in increasing student learning motivation, as well as helping them to understand the material presented by the teacher. To support this, various innovations in learning media such as interactive websites and educational game applications are increasingly emerging. In addition, mentoring and training of teacher competencies are also important, so that in this case the role of the community and government also plays a role in creating innovative and creative learning. One of them is shown by the innovation of UI students with their program "Edugame for Rural Indonesia" (Rahmatussyfa, n.d.) as well as mentoring for KKG teachers (Inggriyani et al., 2020) and the government program, namely Kampus Merdeka (KM) in the article that has been explained above (Tamami et al., 2024).

Based on the results of the analysis of the articles that have been discussed previously, they present different solutions based on the objects and subjects of their research. Based on the findings, it is explained that the first and third articles show that the game-based learning method is timeless and can be applied to even the smallest places. Equal education and learning innovation that is not boring need to be applied. This is shown by the two articles, where in the first article they discuss the innovation of Educational Games for the outermost regions in Indonesia. In addition, the GBL method is also applied in the new normal era to create more enjoyable learning and as a form of implementation of technological developments in learning.

Developing teacher competencies is also important in implementing the GBL method in learning. This is stated in articles 4 and 5 which provide training and assistance to teachers regarding more active and memorable learning for students, because today there are still many teachers who only rely on classical learning methods in explaining difficult and quite complex learning, so that students often feel bored and do not understand the material presented. This is also stated in articles 2, 6 and 7 which develop interactive game-based learning media to create a fun and memorable learning atmosphere for students. As in article 7 which develops media for Islamic political material in grade 5 of Elementary School, which helps students understand material that tends to be complex, with the help of a game, namely the Word Scramble Game.

### 3.2 Conclusion

Based on the results of the analysis in the articles above, it can be concluded that the GBL learning method is suitable for application at all levels of education, especially at the Elementary School level where most students are in the concrete operational development phase. So, they need learning that is interspersed with games and methods that can increase their motivation in learning. In its implementation, teacher innovation and creativity in packaging fun and memorable learning for students requires attention from education observers, students working in the fields of technology and education, parental cooperation, and the government as providers of infrastructure,

services, and facilities so that later innovative learning and being able to develop student competencies optimally can be realized. Based on the analysis that has been done, the Game-Based Learning method can continue to be developed for innovation and interactive media. This is because active and memorable learning for students can help them understand the material in a fun and memorable way for them. This research is still limited to the national scope in studying the implementation of the GBL method. Thus, it is hoped that further research can cover a wider scale, not only in the regional scope, but also can study the implementation of GBL in various countries. In addition, attention is also needed for the provision of media and innovation of learning methods in the outermost regions of Indonesia, in addition to equalizing education, this can help students to recognize and develop the potential of their region.

### Author Contributions

To promote transparency, we encourage authors to provide an author statement file detailing their specific contributions to the paper using the relevant CRediT roles, which is: Conceptualization; Data curation; Formal analysis; Funding acquisition; Investigation; Methodology; Project administration; Resources; Software; Supervision; Validation; Visualization; Roles/Writing - original draft; Writing - review & editing. Authorship statements should list authors' names first, followed by their respective CRediT role(s). Rahayu Listiani: Conceptualization, Methodology, Software, Writing, Editing, Visualization and Investigation. Candra Utama: Data curation, Supervision, Software, Validation, Reviewing and Editing.

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