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Implementing the Game-Based Learning Model Through the Marbel Nusantara Culture Application to Enhance Learning Motivation in Elementary School Students

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ABSTRACT

This study aimed to improve students' learning motivation through the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application in Pancasila Education on the topic of Unity in Diversity. The study employed the Kemmis and McTaggart Classroom Action Research model, conducted in two cycles consisting of planning, action, observation, and reflection. The participants were 22 fifth-grade students of SD Negeri 3 Kenanga. Data were collected through teacher and student activity observations and a learning motivation questionnaire. The questionnaire data were analyzed using quantitative descriptive analysis, while the observation and reflection data were analyzed using qualitative descriptive analysis. The findings showed that students' learning motivation increased from 65.91% in the pre-cycle to 88.95% in cycle I and remained in the very high category at 89.36% in cycle II. The observation results also indicated that students became more active, confident, collaborative, and focused during the learning process, while the teacher managed the learning activities more effectively. These findings indicate that the implementation of Game-Based Learning supported by the Marbel Nusantara Culture application can support improvements in students' learning motivation and create a more active, interactive, and enjoyable learning process in Pancasila Education.

1. Introduction

Education is a fundamental process that prepares individuals to lead meaningful lives and contribute positively to society. According to Hastuti et al. (2026), education plays an essential role in developing high quality human resources who are able to adapt to the rapid changes and challenges of the modern era. Beyond providing knowledge, education also equips learners with the competencies required for active participation in social life. This perspective is consistent with

Dewey (as cited in Mu'minin et al., 2023) who describes education as a lifelong process of experience that continuously supports individual growth. Likewise, Ningsih et al. (2026) emphasize that education extends beyond knowledge transfer by fostering rational thinking, responsibility, and moral awareness. Furthermore, Jean Piaget (as cited in Pakpahan and Saragih, 2022) argues that education is closely linked to learners' cognitive development, in which students actively construct knowledge through interaction with their environment. Therefore, education should not merely focus on transmitting information from teachers to students' but should facilitate learners in developing their own understanding and cognitive structures.

Karaman (2024) explains that adapting to the school environment is one of the primary challenges faced by elementary school, particularly when entering a new learning setting. Students are required to adjust to classroom activities, school regulations, and social interactions, which may lead to emotional and social adjustment difficulties. Similarly, Mumtaz and Sarah (2025) argue that academic anxiety is influenced by both internal factors, such as individual characteristics, and external factors, including previous learning experiences and family parenting practices. These conditions may reduce students' concentration, self-confidence, and learning motivation, ultimately affecting both academic achievement and psychological well-being if left unaddressed. In responding to these challenges, teachers play a vital role, Nurmadina et al. (2026) emphasize that teachers are not only responsible for delivering instruction but also for fostering students character, moral values, and social skills. Despite continuous technological advancements in education, the teacher's role remains essential in supporting students' holistic development.

Mawardah et al. (2023) explain that educational challenges in elementary school arise from various interconnected factors. As the foundation of formal education, elementary school play an essential role in developing students' cognitive abilities, attitudes, and character, making the quality of learning experiences crucial for future academic success. Nevertheless, Walianti et al. (2026) identify several persistent challenges, including low learning interest and motivation, difficulty maintaining concentration, and boredom during classroom activities. These conditions indicate that learning has not consistently provided engaging and meaningful experiences for students.

Similarly, Anggraini and Sukartono (2022) state that low learning motivation is reflected in limited classroom participation, low engagement in learning tasks and discussions, and minimal responsiveness to instructional materials. If these challenges are not addressed effectively, they may hinder not only students' academic achievement but also their character development and readiness to succeed at higher levels of education. Based on classroom observations conducted at SD Negeri 3 Kenanga, the learning motivation of fifth-grade students was found to be relatively low. Asmelawati et al. (2026) state that interactive learning media that provide immediate feedback to students are capable of enhancing learning motivation while improving their understanding of the instructional content. This was reflected in students limited enthusiasm during lessons, low participation in classroom activities, and declining interest when instruction was primarily teacher-

centered. Consequently, students showed limited engagement in the learning process and less than optimal understanding of the learning materials. According to Habsy et al. (2023), motivation is a key factor in successful learning because it promotes students interest, enthusiasm, and persistence in achieving learning objectives. Students with strong intrinsic motivation generally demonstrate more positive learning attitudes and a greater willingness to understand the subject matter.

Djalila (2022) explains that low learning motivation is strongly influenced by psychological factors that affect students' readiness, interest, and enthusiasm during the learning process. When students experience psychological barriers, they are less likely to participate actively and show lower interest in classroom activities. Similarly, Darmawan et al. (2026) argue that low learning motivation may lead to boredom, reduced enthusiasm, and limited effort to achieve optimal learning outcomes. To address these challenges, the Game-Based Learning model offers an effective instructional alternative. According to Minisa et al. (2025), Game-Based Learning increases students engagement by providing more interactive and enjoyable learning experiences. Likewise, Wiseza (as cited in Rohmani et al., 2023) states that this model integrates educational content, entertainment, and game elements into a unified learning process. In addition, Laili et al. (2026) found that innovative learning media enhance students motivation and active participation. These findings are consistent with Mutiasari et al. (2026) who reported that well-structured learning activities involving active student participation create more meaningful learning experiences and improve students understanding of the learning materials.

Therefore, the implementation of the Game-Based Learning model is considered a highly relevant approach to enhancing students' learning motivation in the Pancasila Education subject for fifth-grade elementary school. This learning model not only provides a more enjoyable learning experience but also integrates educational values that are appropriate to students' developmental stages. Accordingly, this study aims to improve students' learning motivation through the implementation of the Game-Based Learning model, thereby creating a learning environment that is more enjoyable, interactive, and free from intimidation. Such a learning environment enables students to feel more comfortable, communicate with greater confidence, and participate more actively throughout the learning process. Ultimately, this active engagement is expected to enhance students' learning motivation while supporting the achievement of the intended learning objectives.

2. Methodology

Data Collection

This study employed the Classroom Action Research method to improve students' learning motivation through the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application. Classroom Action Research was selected because it focuses on improving instructional practices

through a continuous cycle of planning, action, observation, and reflection. According to Machali (2022), Classroom Action Research is a research approach that involves observation and reflection to continuously enhance the quality of instruction. The participants were 22 fifth-grade students of SD Negeri 3 Kenanga. The study was conducted in two cycles consisting of planning, action, observation, and reflection. During the planning stage, the researcher prepared teaching modules, learning media in the form of the Marbel Nusantara Culture application, and research instruments. The instructional activities were then implemented according to the prepared plan, followed by observation and reflection to support improvements in the subsequent cycle.

Research Design

In this study, the researcher employed the Classroom Action Research model developed by Kemmis and McTaggart. The selection of this model was based on its characteristic self-reflective spiral cycle, which enables the improvement process to be carried out systematically. The model begins with planning, followed by action, observation, reflection, and replanning as the basis for developing solutions to learning problems. According to Kemmis and McTaggart, the implementation process of Classroom Action Research can be illustrated in Figure 1:

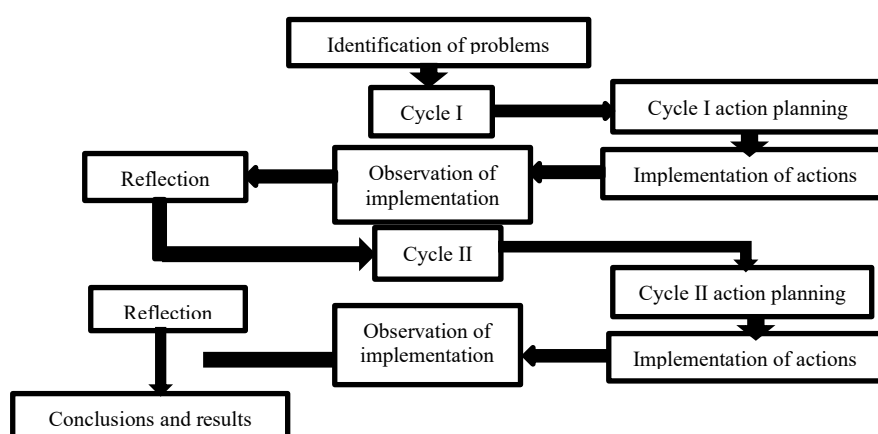


Figure 1. Kemmis and McTaggart Model Cycle

The Kemmis and McTaggart model adopts a spiral system that begins with planning, followed by action and observation. The reflection and replanning stages then serve as the basis for identifying solutions to the problems encountered during the learning process.

Instrument

The research instruments consisted of instructional materials, observation sheets, and student questionnaires. The instructional materials included the following: a teaching module and the Marbel Nusantara Culture application, which were designed to support the implementation of the Game-Based Learning model. According to Sukmawati et al. (2022), systematically designed instructional materials supported by appropriate learning media can facilitate the achievement of

learning objectives and enhance the quality of students' learning experiences. The next instrument was the observation sheet for teacher and student activities, which was used to collect data on the implementation of the learning process, the teacher's implementation of the Game-Based Learning model syntax, and students' participation throughout the learning activities. According to Widodo et al. (2022), observation sheets are effective instruments for obtaining factual data regarding the implementation of the learning process. The results of observations of teacher and student activities were subsequently described to provide an overview of the various activities, responses, interactions, and conditions that occurred during the learning process. The descriptive observation results were used as a basis for reflection to determine the implementation of the learning process and identify areas for improvement in the subsequent cycle.

This study also employed a student questionnaire to measure students' learning motivation following the implementation of the Game-Based Learning model. The questionnaire consisted of 20 statements using a four-point Likert scale with the response options strongly agree, agree, disagree, and strongly disagree. According to Suhudi et al. (2024), questionnaires are effective instruments for measuring students' learning motivation. The questionnaire data were subsequently analyzed based on the predetermined success criteria. Further details regarding the assessment criteria for the student learning motivation questionnaire are presented in Table 1:

Table 1. Percentage of Learning Motivation

Assessment Criteria	Description
81%-100%	Very High
61%-80%	High
41%-60%	Medium
21%-40%	Low
≤20%	Very Low

Overall, the instructional materials, observation sheets, and student questionnaires were used in an integrated manner to obtain comprehensive research data. Each instrument served a distinct purpose while complementing one another in describing both the implementation process and the outcomes of the instructional actions. The data collected from each instrument were analyzed in accordance with the research objectives to provide information regarding the implementation of the learning process and changes in students' learning motivation across each research cycle. Through the use of systematic and well-structured instruments, this study was expected to generate valid, objective, and reliable data.

Data Analysis

The data collected in this study were analyzed using two approaches: quantitative descriptive analysis and qualitative descriptive analysis. Quantitative descriptive analysis was used to analyze the data obtained from the student learning motivation questionnaire, which were presented in the form of scores, percentages, and achievement categories. Through this analysis, the researcher was able to determine

students' levels of learning motivation and identify changes that occurred following the implementation of the instructional intervention in each research cycle. Meanwhile, qualitative descriptive analysis was used to provide a description of the implementation process of the actions undertaken during the study. The qualitative data were obtained from teacher and student activity observations and reflection records collected throughout the research process. The results of teacher and student activity observations were subsequently described to identify the activities, participation, interactions, and conditions that occurred during the learning process.

This analysis was used to provide a more comprehensive description of the learning process and to serve as a basis for improvement in the subsequent cycle. The use of both analytical approaches was intended to provide a comprehensive description of both the process and the outcomes of the implemented actions. The combination of quantitative and qualitative descriptive analyses was also applied in the study conducted by Wijayati (2023), who examined the implementation of the Game-Based Learning model to improve students' learning motivation. By integrating these two approaches, the research findings could provide information regarding changes in students' learning motivation as well as the conditions that occurred during the learning process.

3. Results and discussion

Before implementing the classroom action, a pre-cycle stage was conducted to identify the initial level of students' learning motivation in fifth-grade students at SDN 3 Kenanga in the Pancasila Education subject, particularly on the topic of Unity in Diversity. The participants in this study consisted of 22 students, including 11 male students and 11 female students. The pre-cycle stage was carried out as an initial problem identification process to determine the students' level of learning motivation prior to the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application. Data on students' learning motivation were collected through a questionnaire administered to all 22 students who attended the learning activities. The questionnaire consisted of 20 items developed based on three dimensions of learning motivation: autonomy, competence, and relatedness.

The pre-cycle stage was conducted to identify the initial condition of students' learning motivation before the intervention was implemented. Based on the preliminary classroom observations, the learning process in Pancasila Education, particularly on the topic of Unity in Diversity, was still predominantly teacher-centered and relied on the lecture method. Students tended to participate passively, with only a few actively asking questions or expressing their opinions. Classroom interactions remained limited, and students' learning motivation had not yet developed optimally. Several students appeared hesitant to respond to the teacher's questions, while others showed low enthusiasm because the learning activities were relatively monotonous. At this stage, the researcher measured students' initial learning motivation using a questionnaire consisting of several learning motivation indicators. The data obtained served as baseline data to identify changes in students'

learning motivation following the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application in cycle I and cycle II. A summary of the pre-cycle learning motivation questionnaire results is presented in Table 2:

Table 2. Results of Students Pre-Cycle Learning Motivation

Stage	Number of Students	Total Score	Maximum Score	Percentage	Category
Pre-cycle	22	1.160	1.760	65.91%	High

As presented in Table 2, the learning motivation questionnaire results show that students' learning motivation in the pre-cycle stage reached 65.91%, which was categorized as high. Although this result was within the high category, it had not yet met the predetermined success indicator of the study. This finding indicates that students had not fully engaged actively in the learning process. This condition was consistent with the preliminary classroom observations, which showed that the learning process was still predominantly teacher-centered, limiting students' opportunities to participate in discussions, express their opinions, and collaborate with their peers. Several students remained passive and showed low enthusiasm during the learning activities. These findings indicate the need for instructional improvement through a more interactive and student-centered learning environment. Therefore, the Game-Based Learning model supported by the Marbel Nusantara Culture application was implemented to enhance students' learning motivation by providing more meaningful, engaging, and enjoyable learning experiences. The pre-cycle results were subsequently used as baseline data to evaluate changes in students' learning motivation in cycle I and cycle II.

The planning stage in cycle I was developed based on the problems identified during the pre-cycle stage. The researcher prepared the teaching module, students worksheets (LKPD), observation instruments, learning motivation questionnaires, and the Marbel Nusantara Culture application as the instructional media. This planning aimed to transform the learning process from a teacher-centered approach into a student-centered approach by engaging students in game-based activities, group discussions, and collaborative problem-solving tasks. The planning stage constituted the initial phase of the classroom action research prior to the implementation of the instructional intervention. In classroom action research, planning plays a crucial role because it serves as the foundation for determining the instructional strategies and actions required to address the problems identified during the preliminary stage. Therefore, the learning activities designed for cycle I were expected to create a more interactive, engaging, and meaningful learning environment that could enhance students' learning motivation throughout the instructional process.

The action stage was implemented over two instructional meetings using the Game-Based Learning model. The lesson began with an apperception activity, during which the teacher activated students' prior knowledge and communicated the learning objectives. Subsequently, the teacher guided the students in using the

Marbel Nusantara Culture application as the primary instructional media. Through educational game-based activities, the students learned about the cultural diversity of Indonesia, completed interactive quizzes, participated in group discussions, and presented the results of their discussions. Throughout the learning process, the teacher acted as a facilitator by providing guidance, encouragement, and continuous support to ensure that all students actively participated in the learning activities. To provide a clearer illustration of the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application in cycle I, documentation of the learning activities is presented in Figure 2:



Figure 2. Implementation of Game-Based Learning in Cycle I

The documentation of the learning activities in cycle I shows students working collaboratively in groups using the Marbel Nusantara Culture application, while the teacher actively facilitated and guided each group throughout the learning process. The documentation demonstrates that the Game-Based Learning model was implemented in accordance with the planned instructional procedures, enabling students to actively interact with both the learning media and their group members. In addition, the documentation illustrates students' enthusiasm in participating in educational game-based activities, engaging in group discussions, and collaborating to complete the assigned tasks. These visual findings support the observation results, indicating increased student participation and engagement during the learning process and suggesting that the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application began to have a positive impact on students' learning motivation in cycle I.

The observation results indicated that the implementation of the learning process in cycle I was carried out effectively. The students began to demonstrate enthusiasm during the learning activities, actively participated in group discussions, and showed interest in the educational games provided through the Marbel Nusantara Culture application. Compared with the pre-cycle stage, the classroom atmosphere became more dynamic because the students were provided with opportunities to learn through direct experiences. Nevertheless, several students were still hesitant to express their opinions, while others were easily distracted when using the learning media, indicating the need for more intensive guidance from the teacher. Overall, the observation results showed that the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application was able to

create a more active, interactive, and enjoyable learning process. Although several students still required guidance to improve their self-confidence and maintain their focus during the learning activities, students' overall participation in cycle I showed positive improvement.

The improvement in students' learning activities during the instructional process was consistent with the results of the learning motivation questionnaire. Following the implementation of the Game-Based Learning model in cycle I, the percentage of students' learning motivation increased from 65.91% in the pre-cycle stage to 88.95%, which was categorized as very high. This improvement indicates that the use of educational games enhanced students' interest in the learning process. Game-based activities, group discussions, and interactive quizzes provided a more enjoyable learning experience, enabling students to become more active, enthusiastic, and motivated to participate in the learning activities. The learning motivation questionnaire results showed an improvement in cycle I, with an average percentage of 88.95%, which was categorized as very high. The detailed results are presented in Table 3:

Table 3. Survey Results on Learning Motivation Cycle I

Session	Number of Students	Total Score	Maximum Score	Percentage	Category
Session 1	22 Students	1.550	1.760	88.07%	Very High
Session 2	21 Students	1.510	1.680	89.88%	Very High
Cycle I Average		3.060	3.440	88.95%	Very High

These findings indicate that, in general, the students demonstrated a good level of learning motivation throughout the learning process using the Game-Based Learning model supported by the Marbel Nusantara Culture application. The students showed a strong interest in the learning activities, which were delivered through educational games, making them more enthusiastic about participating in each stage of the instructional process. Based on the observation results and the learning motivation questionnaire, the implementation of the Game-Based Learning model in cycle I had a positive impact on students' learning motivation. The reflection conducted at the end of cycle I revealed that several students were still hesitant to express their opinions and some experienced difficulty maintaining their focus while using the application. These findings became the basis for revising the instructional strategy in cycle II by providing clearer game instructions, increasing teacher guidance, and strengthening classroom management. These improvements reduced students confusion during the learning process, encouraged more active participation, and created a more supportive learning environment. Consequently, students demonstrated greater confidence, collaboration, and enthusiasm, which contributed to the increase in learning motivation during cycle II.

The planning stage in cycle II was developed based on the reflection results from cycle I. The researcher continued to implement the Game-Based Learning model supported by the Marbel Nusantara Culture application while making several

improvements, including providing clearer game instructions, improving classroom management, encouraging passive students to participate, and strengthening teacher guidance during group discussions. The instructional scenario was also refined so that each stage could be implemented more systematically within the allocated time and all students could have equal opportunities to actively participate in group discussions and educational game-based activities. At this stage, the researcher also prepared the teaching module, observation instruments, learning motivation questionnaire, and instructional media for cycle II. These improvements were developed based on the evaluation of cycle I to address the remaining challenges and optimize the learning process in cycle II, with the expectation of further improving students' learning motivation.

The implementation of the instructional action in cycle II was more well-structured than in the previous cycle. The teacher provided more detailed explanations of the game rules, guided the students while using the Marbel Nusantara Culture application, and offered greater opportunities for all students to participate in discussions and express their opinions. More intensive guidance enabled the students to better understand the learning procedures, resulting in a more effective and conducive learning process. In addition, the students appeared more confident in participating throughout each stage of the lesson and demonstrated better collaboration in completing group tasks, allowing the learning objectives to be achieved more effectively. These findings are consistent with the study conducted by Rumanti et al. (2026), which demonstrated that innovative learning integrated with digital technology has a positive impact on students engagement in the learning process. The classroom activities conducted during the implementation of cycle II are presented in Figure 3:



Figure 3. Implementation of Game-Based Learning in Cycle II

The documentation of learning activities in cycle II shows that students participated more actively and purposefully in the learning process. Each group collaborated to complete the challenges provided through the Marbel Nusantara Culture application, while the teacher provided guidance to students who encountered difficulties. The documentation also shows an improvement in the quality of interactions among the teacher, students, and learning media compared with cycle I, supporting the finding that the instructional improvements enhanced the

effectiveness of the learning process. The observation results in cycle II also indicated improved student activities compared with cycle I. Students appeared more confident in answering questions, actively participated in discussions, collaborated well with their peers, and remained more focused throughout the learning process. The teacher also managed the classroom more effectively, allowing all stages of the lesson to be implemented as planned. These improvements indicate that the instructional revisions based on the reflection results from cycle I successfully enhanced the overall quality of the learning process.

The observation findings were further supported by the results of the learning motivation questionnaire, which showed a further improvement in cycle II. Although the increase was not as substantial as that observed in cycle I, the findings indicate that students' learning motivation was successfully maintained and further improved following the refinement of the instructional actions based on the previous reflection results. This improvement suggests that the enhancements made in the planning, implementation, and classroom management stages had a positive impact on students' learning motivation. The learning motivation questionnaire results showed an improvement in cycle II, with an average percentage of 89.36%, which was categorized as very high. The detailed results are presented in Table 4:

Table 4. Survey Results on Learning Motivation Cycle II

Session	Number of Students	Total Score	Maximum Score	Percentage	Category
Session 1	22 Students	1.580	1.760	89.77%	Very High
Session 2	21 Students	1.494	1.680	88.93%	Very High
Cycle II Average		3.074	3.440	89.36%	Very High

Based on the observations conducted throughout the learning process, the students who had tended to be passive in cycle I demonstrated positive changes in cycle II. These students appeared more confident in answering questions, expressing their opinions, and interacting with their group members. Meanwhile, several students who tended to be hyperactive continued to exhibit similar characteristics. However, they became easier to guide and manage during the learning activities. Compared with the average learning motivation percentage of 88.95% achieved in cycle I, the percentage increased to 89.36% in cycle II. Although the increase was relatively modest, the findings indicate that the instructional improvements implemented in cycle II were effective in maintaining and further enhancing students' learning motivation.

The reflection results in cycle II indicated that most of the challenges identified in cycle I had been successfully addressed. The students became more active, more confident, and more enthusiastic in participating in the learning activities. The teacher was also able to manage the classroom more effectively, resulting in a more conducive learning environment and providing all students with equal opportunities to participate throughout the instructional process. The improvement in students' learning motivation, as evidenced by both the observation findings and the learning motivation questionnaire results, demonstrated that the implementation of the

Game-Based Learning model supported by the Marbel Nusantara Culture application was effective in enhancing students' learning motivation. Since the predetermined success indicators of the study had been achieved, the Classroom Action Research was concluded at the end of cycle II. To illustrate the development of students' learning motivation throughout each research cycle, a summary of the learning motivation questionnaire results is presented in Figure 4:

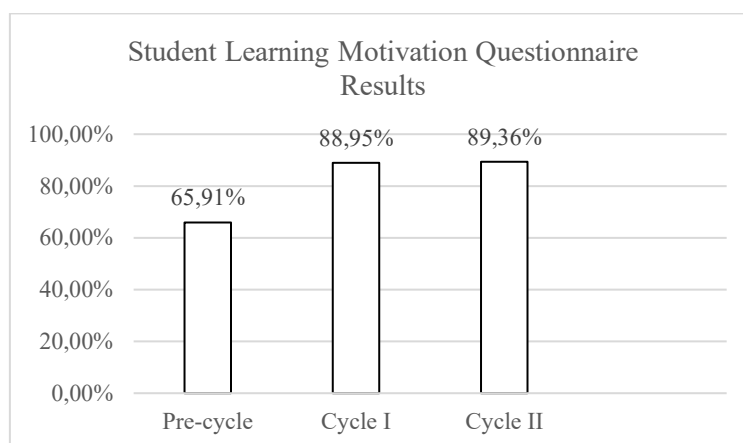


Figure 4. Students' Learning Motivation Questionnaire Results

Figure 4 presents a summary of the students' learning motivation questionnaire results obtained during the pre-cycle stage, cycle I, and cycle II. Based on the questionnaire results, students' learning motivation showed a consistent improvement across each research cycle. In the pre-cycle stage, the percentage of students' learning motivation was 65.91%, which was categorized as high. Following the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application in cycle I, the percentage increased to 88.95%, which was classified as very high. Furthermore, after refining the instructional actions based on the reflection results from cycle I, students' learning motivation increased further to 89.36% in cycle II and remained within the very high category.

The improvement in students' learning motivation in cycle I indicates that the implementation of the Game-Based Learning model began to have a positive impact on the learning process. The use of the Marbel Nusantara Culture application created a more engaging, interactive, and enjoyable learning environment through group discussions, interactive quizzes, various challenges, and collaboration, thereby fostering students' curiosity, self-confidence, and active participation compared with the pre-cycle condition. These findings are consistent with Purba et al. (2026), who reported that the use of educational technology can enhance student interaction, create more contextual learning experiences, and encourage students' active engagement in every learning activity. Although students' learning motivation improved, the observation and reflection results showed that some students were still reluctant to express their opinions, required guidance when using the application, and had difficulty maintaining their focus. Therefore, improvements were implemented in cycle II by providing clearer instructions,

increasing guidance for each group, encouraging passive students to participate, and strengthening classroom management to create a more structured learning environment.

The instructional improvements implemented in cycle II had a positive impact on students' learning motivation. This was reflected in the increase in the learning motivation percentage to 89.36%. Although the improvement was relatively modest compared with cycle I, the findings indicate that students' learning motivation was successfully maintained and continued to improve following the refinement of the instructional process. The students became more confident in expressing their opinions, participated more actively in group discussions, remained more focused throughout the learning activities, and demonstrated greater enthusiasm when using the Marbel Nusantara Culture application. Therefore, the improvement in students' learning motivation in cycle II was not only reflected in the questionnaire results but was also supported by the positive changes in students' learning behaviors observed throughout the instructional process.

Overall, Figure 4 demonstrates that the implementation of the Game-Based Learning model supported by the Marbel Nusantara Culture application was able to improve students' learning motivation progressively from the pre-cycle stage to cycle II. The improvement was not solely attributed to the use of game-based instructional media but was also the result of continuous refinements made throughout each stage of the Classroom Action Research. The planning stage focused on designing instructional activities that addressed students' learning needs, the action stage provided active and enjoyable learning experiences, the observation stage identified both the strengths and the challenges encountered during the learning process, and the reflection stage served as the basis for planning improvements in the subsequent cycle. The integration of these stages resulted in a progressively more effective instructional process, ultimately leading to an improvement in students' learning motivation and the successful achievement of the predetermined research objectives.

4. Conclusion

This Classroom Action Research conducted in the fifth-grade of SD Negeri 3 Kenanga demonstrates that implementing the Game-Based Learning model supported by the Marbel Nusantara Culture application effectively enhanced students' learning motivation in the Pancasila Education subject, particularly on the topic of Unity in Diversity. The success of the intervention was reflected not only in the increased engagement of students throughout the learning process but also in the positive changes in their learning behavior across each research cycle. Students became more actively involved in classroom activities, demonstrated greater confidence in expressing their ideas, collaborated more effectively with their peers, and showed higher enthusiasm for learning. The successful implementation of the intervention was supported by the systematic execution of each stage of the Classroom Action Research, including planning, action, observation, and reflection. The reflection conducted at the end of each cycle provided valuable

feedback for improving the subsequent instructional strategies, enabling the researcher to address the challenges identified during the learning process and continuously enhance the quality of classroom instruction.

Furthermore, integrating the Game-Based Learning model with the Marbel Nusantara Culture application created a more interactive, collaborative, and student-centered learning environment. The use of Game-Based Learning encouraged students to learn through meaningful and enjoyable experiences while promoting active participation throughout the instructional process. These learning experiences contributed to the development of stronger learning motivation and supported a more effective and meaningful learning environment. In conclusion, the Game-Based Learning model supported by the Marbel Nusantara Culture application can serve as an effective and innovative instructional strategy for enhancing students' learning motivation in elementary school, particularly in Pancasila Education. The findings also imply that integrating digital learning media with student-centered instructional approaches can contribute to improving the quality of classroom learning.

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