



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Implementation of Gimkit to Enhance Elementary School Students' Learning Motivation in Integrated Science and Social Studies (IPAS)

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ARTICLE INFO

Article history:

Received: 02 July 2026

Accepted: 07 Sept 2026

Available Online: 15 Sept 2026

Keywords:

Gimkit,
Learning Motivation,
IPAS,
Elementary School,
Gamification

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Article Doi:

<https://doi.org/10.31258/jes.10.9.p.766-779>

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ABSTRACT

Low learning motivation remains a persistent challenge in Integrated Science and Social Studies (IPAS) at the elementary school level, largely due to conventional, teacher-centered instructional practices. This study aimed to examine the effect of implementing Gimkit, a gamification-based learning medium, on fifth-grade students' learning motivation. A quantitative pre-experimental method with a One-Group Pretest-Posttest Design was employed. The participants consisted of 30 fifth-grade students from SDN Kereo 3 Larangan selected via purposive sampling. Data were collected using a validated 4-point Likert scale questionnaire and analyzed using descriptive statistics, the Shapiro-Wilk normality test, and the Wilcoxon Signed-Rank Test. The results revealed that the mean motivation score increased significantly from 63.77 in the pretest to 68.20 in the posttest, reflecting an improvement of 4.43 points. The Wilcoxon Signed-Rank Test indicated a statistically significant difference ($Z = -4.492$, $p < 0.001$), with 86.7% of students showing higher motivation. In conclusion, the implementation of Gimkit significantly enhances elementary students' learning motivation in IPAS. Teachers are encouraged to utilize interactive gamification tools to foster learner-centered environments.

1. Introduction

The rapid progression of digital technology in the twenty-first century has fundamentally restructured educational paradigms, particularly across primary education ecosystems (Wardani et al., 2024). Technological innovation in the classroom is no longer viewed merely as an auxiliary tool for presenting static information. Instead, educational technology has evolved into a catalytic instrument capable of cultivating immersive, interactive, and cognitively stimulating learning environments (Amalia & Maknun, 2021). In Indonesia, this digital transformation

coincides directly with the implementation of the *Kurikulum Merdeka*, which explicitly mandates a shift toward student-centered learning. Under this national curriculum framework, primary school educators are encouraged to incorporate creative instructional media and interactive pedagogical models that stimulate students' natural curiosity, foster active participation, and cultivate self-regulated learning habits from an early age (Jainiyah et al., 2023).

Within this instructional landscape, learning motivation is widely recognized as one of the most decisive psychological determinants of students' academic development and cognitive performance. Motivation serves as an internal driving force and directional orientation that energizes learners to initiate, direct, and sustain goal-oriented learning behaviors (Kurniawan & Andani, 2025). Highly motivated students consistently exhibit greater enthusiasm and higher levels of classroom participation during instructional activities. Furthermore, motivated learners show marked persistence and resilience when confronting complex academic tasks (Urfatullaila et al., 2022). In addition, Nidawati (2024) emphasized that student motivation is a multidimensional construct shaped by intrinsic satisfaction, extrinsic reinforcement, learning interest, task perseverance, and a supportive educational environment. When these motivational dimensions are positively nurtured, students are far more likely to achieve deep conceptual understanding and reach optimal academic performance (Fernando et al., 2024).

Despite its crucial role, sustaining students' learning motivation remains a persistent pedagogical challenge in elementary schools, particularly within the subject of Integrated Science and Social Studies (*Ilmu Pengetahuan Alam dan Sosial* or IPAS). The integration of natural and social sciences in IPAS requires young learners to comprehend abstract natural phenomena, analyze environmental interrelations, and understand complex societal dynamics simultaneously (Fikry & Rahmatina, 2023). However, conventional instructional practices continue to dominate many elementary classrooms, relying heavily on teacher-centered lectures, passive textbook reading, and repetitive worksheet drills (Uno, 2017). Such monotonous routines frequently induce classroom boredom, reduce cognitive engagement, and diminish students' enthusiasm for scientific inquiry (Valentinna et al., 2024). Consequently, students often struggle to achieve the established Minimum Mastery Criteria (*Kriteria Ketuntasan Minimal* or KKM) and develop a passive disposition toward science learning (Ayu et al., 2024). This limitation highlights the critical need for more interactive instructional media capable of stimulating active learning (Fajira et al., 2025). This problematic scenario was also clearly observed during preliminary observations at SDN Kereo 3 Larangan, where fifth-grade students displayed noticeable passivity, reluctance to answer teacher inquiries, limited collaborative interaction, and low enthusiasm during IPAS instruction.

To address these instructional shortcomings, the adoption of gamification in education has emerged as a promising pedagogical strategy. Gamification refers to the integration of game mechanics, aesthetics, and behavioral game dynamics into non-game educational contexts (Dewi & Yuniarsih, 2020). Elements such as points, badges, real-time feedback, progress levels, and friendly competition transform

conventional instructional tasks into interactive learning challenges (Panjaitan et al., 2026). This gamified atmosphere creates a safe and stimulating learning environment that taps into students' intrinsic desire for achievement and mastery (Zahra et al., 2026). When implemented effectively, gamified learning helps lower academic anxiety, enhances student attention spans, and transforms abstract scientific concepts into enjoyable, experiential activities (Valentinna et al., 2024).

Among modern digital gamification platforms, Gimkit has gained widespread attention among contemporary educators. Gimkit is a web-based educational platform that combines real-time diagnostic assessment with interactive game mechanics, including an in-game economy, strategic upgrades, and immediate feedback systems (Suharnadi et al., 2024). Unlike standard quiz applications, Gimkit allows students to invest accumulated game points into strategic power-ups and multipliers, fostering both cognitive engagement and critical decision-making skills during gameplay (Rosa et al., 2025). Furthermore, empirical evidence confirms that the challenge-and-reward mechanism embedded in Gimkit significantly increases students' active engagement and promotes sustained enthusiasm during classroom instruction (Habibi & Jasiah, 2025).

A review of recent literature further highlights the pedagogical potential of Gimkit. Yuanta et al. (2025) reported that gamified learning using Gimkit positively influenced classroom dynamics and overall student engagement. In a related study, Oktayani et al. (2025) found that Gimkit fostered greater learner autonomy through instant performance feedback. In the context of science education, Mutmainnah et al. (2025) demonstrated that Gimkit effectively enhanced elementary students' learning motivation compared to traditional instructional approaches. This finding is strongly supported by Putri & Fajriyani (2025), who confirmed that students taught with Gimkit exhibited significantly higher motivation levels than those in conventional classes. However, despite these promising findings, existing literature reveals that the implementation of Gimkit has predominantly centered on secondary education or specific language subjects, such as Indonesian language learning (Brilliant et al., 2024) and secondary-level English instruction (Agustina et al., 2024).

Research specifically examining the integration of Gimkit into elementary-level IPAS instruction within the Indonesian *Kurikulum Merdeka* framework remains remarkably scarce (Santoso, 2022). To bridge this empirical gap, this study aims to examine the implementation and effectiveness of the Gimkit application in enhancing fifth-grade elementary school students' learning motivation in Integrated Science and Social Studies (IPAS) at SDN Kereo 3 Larangan. The findings of this research are expected to contribute meaningful empirical evidence to the literature on primary school gamification and provide elementary school educators with actionable insights for creating interactive, motivating, and learner-centered science classrooms.

2. Methodology

This study employed a quantitative approach using a pre-experimental method with a One-Group Pretest-Posttest Design. This design was used to examine changes in elementary school students' learning motivation before and after the implementation of the gamification platform Gimkit in Integrated Science and Social Studies (Ilmu Pengetahuan Alam dan Sosial/IPAS). The research procedure involved an initial measurement of students' learning motivation through a pretest (O_1), followed by the implementation of the learning intervention using Gimkit (X), and a subsequent measurement through a posttest (O_2) using the same instrument to determine changes in students' learning motivation after the intervention (Ghozali, 2021).

The study was conducted during the second semester of the 2025/2026 academic year at SDN Kereo 3 Larangan, Tangerang City, Banten Province, Indonesia. The research population comprised all fifth-grade students distributed across four classes, with a total of 114 students. The sample was selected using a purposive sampling technique based on the alignment of the instructional schedule with the research objectives and institutional recommendations. The selected sample consisted of 30 students from Class V-B, comprising 14 male students and 16 female students. The learning intervention focused on the IPAS topic "Indonesiaku Kaya Raya" and was implemented using a Game-Based Learning (GBL) approach. The learning activities utilized the web-based Gimkit platform and were supported by individual Android-based mobile devices connected to a local 20 Mbps Wi-Fi network, a classroom projector, and a teacher's laptop as the host device. The intervention was conducted through several structured learning activities. At the beginning of the lesson, the teacher explained the learning objectives, introduced the learning topic, and provided instructions regarding the use and rules of the Gimkit platform. Students subsequently accessed the private game session using their individual devices by entering the access PIN generated by the teacher. During the gamified learning activity, students answered IPAS questions aligned with the learning objectives and received points and in-game bonuses based on their responses. Gimkit provided immediate feedback regarding the correctness of students' answers and continuously updated students' rankings and learning performance. Throughout the activity, the teacher acted as a facilitator by guiding the learning process and clarifying students' misconceptions. At the end of the activity, the teacher reviewed important concepts, clarified misconceptions, and facilitated reflection on the learning activities.

Data were collected using a closed-ended learning motivation questionnaire adapted from the motivational framework developed by Nidawati (2024). The instrument measured five dimensions of learning motivation, namely intrinsic motivation, extrinsic motivation, learning persistence and perseverance, interest in learning activities, and perceptions of a supportive learning environment. The questionnaire used a four-point Likert scale consisting of 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. The initial questionnaire consisted of 30 items containing both favorable and unfavorable statements. Before being administered to the research participants, the questionnaire was pilot-tested on 30

fifth-grade students who were not included in the research sample. The pilot test was conducted to assess the validity and reliability of the research instrument (Khoerunnisa et al., 2025). Item validity was assessed using the Pearson Product-Moment correlation with the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = correlation coefficient between variable X and variable Y

N = number of respondents

$\sum X$ = total score of variable X

$\sum Y$ = total score of variable Y

$\sum XY$ = total product of X and Y scores

$\sum X^2$ = sum of squared X scores

$\sum Y^2$ = sum of squared Y scores

An item was considered valid when the calculated correlation coefficient (r-count) was greater than the critical correlation coefficient (r-table). With a sample size of 30 students and a significance level of 0.05, the r-table value was 0.361. The validity analysis showed that 24 of the 30 questionnaire items met the predetermined validity criterion and were retained for the main data collection. The reliability of the valid items was subsequently examined using Cronbach's Alpha. The reliability coefficient was calculated using the following formula:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Where:

α = Cronbach's Alpha reliability coefficient

k = number of items in the instrument

$\sum \sigma_i^2$ = sum of the variance of each item

σ_t^2 = total variance of the instrument

The analysis produced a Cronbach's Alpha coefficient of 0.832. This value exceeded the generally accepted minimum criterion of 0.70, indicating that the learning motivation questionnaire had good internal consistency and was reliable for measuring students' learning motivation. Data collection was conducted in three consecutive stages. The first stage involved the administration of the pretest before the implementation of the Gimkit-based learning intervention. The validated 24-item questionnaire was distributed to all 30 participants to measure their initial level of learning motivation. The second stage involved the implementation of the IPAS learning intervention using the Gimkit platform. During this stage, observations were conducted to document students' attention, participation, and engagement during the learning activities. In addition, a 25-item implementation questionnaire was administered to students to assess the implementation of the Gimkit-based learning activities and the consistency of the learning process with the

predetermined Game-Based Learning procedure. The third stage involved the administration of the posttest immediately after the intervention had been completed. The same validated 24-item questionnaire was administered to the same 30 participants to measure changes in their learning motivation following the implementation of Gimkit.

The collected data were analyzed using descriptive and inferential statistical techniques with the assistance of IBM SPSS Statistics. Descriptive analysis was conducted to summarize the characteristics of the pretest and posttest scores by calculating the mean, median, minimum score, maximum score, and standard deviation. Before conducting the hypothesis test, the normality of the data was examined using the Shapiro-Wilk test. This test was selected because the number of research participants was fewer than 50 students. The Shapiro-Wilk statistic was calculated using the following formula:

$$W = \frac{(\sum_{i=1}^n a_i x_{(i)})^2}{\sum_{i=1}^n (x_i - \bar{x})^2}$$

Where:

W = Shapiro-Wilk test statistic

a_i = coefficient determined based on the expected values of the ordered observations from a standard normal distribution

$x_{(i)}$ = the i th ordered observation

x_i = the i th observation

$\bar{x}$ = sample mean

n = number of observations

The normality analysis indicated that the posttest learning motivation data did not meet the normality assumption, as indicated by a significance value below 0.05. Therefore, a non-parametric statistical test was used for hypothesis testing. The Wilcoxon Signed-Rank Test was employed to determine whether there was a statistically significant difference between students' learning motivation scores before and after the implementation of Gimkit at a significance level of 0.05 (Evitasari et al., 2025). The standardized Wilcoxon Signed-Rank Test statistic was calculated using the following formula:

$$Z = \frac{T - \mu_T}{\sigma_T}$$

where:

$$\mu_T = \frac{n(n+1)}{4}$$

and

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

Where:

Z = standardized Wilcoxon test statistic

T = smaller value of the sum of positive or negative ranks

μ_t = mean of the rank sum under the null hypothesis

σ_t = standard deviation of the rank sum

n = number of non-zero paired differences

The decision criterion was based on the asymptotic significance value. The null hypothesis (H_0) was rejected when the significance value was less than 0.05, indicating a statistically significant difference between students' learning motivation scores before and after the implementation of Gimkit. Conversely, when the significance value was equal to or greater than 0.05, the null hypothesis was not rejected. The results of this analysis were used to determine whether the implementation of the Gimkit gamification platform produced a statistically significant change in students' learning motivation in IPAS learning.

3. Results and Discussion

Implementation of Gimkit in IPAS Instruction

The instructional intervention was conducted on the Integrated Science and Social Studies (*Ilmu Pengetahuan Alam dan Sosial* or IPAS) topic "*Indonesiaku Kaya Raya*" using the Game-Based Learning (GBL) framework. The implementation followed a structured sequence of learning activities consistent with the research procedure described in the Methodology section. At the beginning of the learning session, the teacher explained the learning objectives, introduced the IPAS topic, and provided instructions regarding the use and rules of the Gimkit platform. Students then joined the private game session using their individual digital devices by entering the access PIN generated by the teacher. During the gamified learning activity, students answered IPAS questions aligned with the learning objectives and received points and in-game bonuses based on their responses. Gimkit provided immediate feedback regarding the correctness of students' answers and continuously updated students' rankings and learning performance. Throughout the activity, the teacher acted as a learning facilitator by guiding the learning process and clarifying students' misconceptions. At the end of the activity, the teacher reviewed important concepts, addressed misconceptions, and facilitated reflection on the learning activities. To evaluate the implementation of the Gimkit-based learning activities, a 25-item implementation questionnaire was administered to students. The questionnaire was used to assess students' responses to the implementation of the learning activities and the consistency of the learning process with the predetermined Game-Based Learning procedure. The descriptive results of the implementation questionnaire (Variable X) are presented in Table 1.

Table 1. Descriptive Statistics of Gimkit Implementation (Variable X)

Statistic	Variable X (Gimkit Implementation)
Number of Students (<i>N</i>)	30
Mean	65.97
Median	65.50
Minimum Score	59
Maximum Score	71
Standard Deviation	2.942

As indicated in Table 1, the implementation of Gimkit obtained a mean score of 65.97, with a median of 65.50 and a relatively small standard deviation of 2.942. The scores ranged from 59 to 71, indicating that students generally reported a consistent implementation of the Gimkit-based learning activities. These findings suggest that the planned learning procedures, including participation in the Gimkit session, answering IPAS questions, receiving immediate feedback, obtaining points and in-game bonuses, and observing updated rankings, were implemented consistently during the intervention.

The relatively limited variation in students' implementation scores also indicates that the learning activities were experienced in a relatively similar manner across participants. The successful implementation of the structured Game-Based Learning procedure provided an appropriate foundation for examining subsequent changes in students' learning motivation following the Gimkit intervention. This finding is consistent with previous research suggesting that the effective implementation of technology-supported and interactive learning activities can support student engagement and motivation (Asyadi et al., 2026).

Descriptive Analysis of Students' Learning Motivation

Table 2. Descriptive Statistics of Students' Learning Motivation (Pretest vs. Posttest)

Statistic	Pretest	Posttest
Number of Students (<i>N</i>)	30	30
Mean	63.77	68.20
Median	63.50	68.00
Minimum Score	57	66
Maximum Score	68	71
Standard Deviation	2.775	1.562

Students' learning motivation was measured prior to the intervention (pretest) and following the gamified learning sessions (posttest) using a 24-item validated instrument covering the motivational dimensions established by Nidawati (2024). Descriptive statistical comparisons between pretest and posttest scores are presented in Table 2. Table 2 reveals a pronounced upward movement in the central tendency metrics of student motivation following the gamified intervention. More importantly, the standard deviation decreased noticeably from 2.775 to 1.562, demonstrating that motivation levels became substantially more homogenous across the entire cohort after the intervention. To assess the individual consistency of this motivational shift, students were categorized according to the direction of

their score changes. The categorical breakdown of these individual motivation shifts is presented in Table 3.

Table 3. Categorical Distribution of Changes in Students' Learning Motivation

Category	Number of Students	Percentage (%)
Improved	26	86.7
Decreased	1	3.3
Unchanged	3	10.0
Total	30	100.0

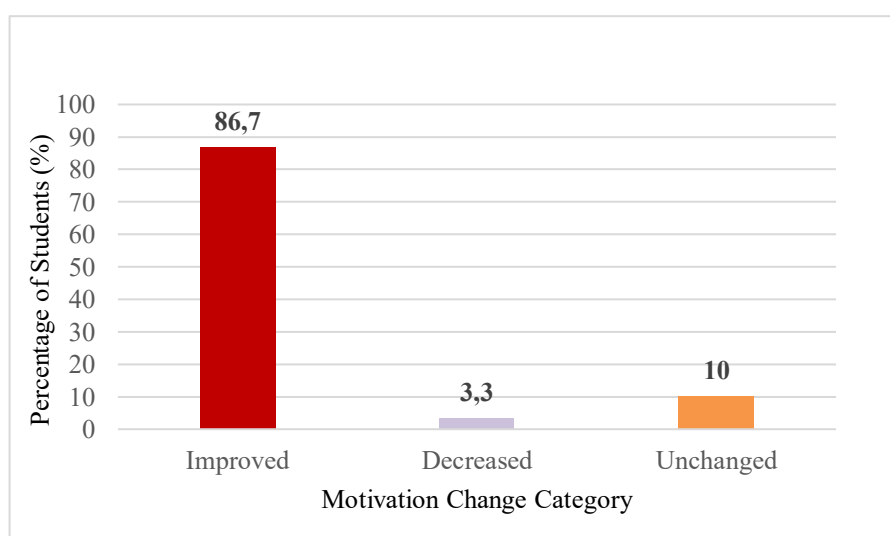


Figure 1. Distribution of Students Based on Changes in Learning Motivation

The distribution outlined in Table 3 indicates that the positive impact of the intervention was widespread across the classroom. The proportional distribution of these individual student motivation trajectories is illustrated in Figure 1. Figure 1 presents the distribution of students based on changes in learning motivation after the implementation of the Gimkit-based learning intervention. Most students experienced an increase in learning motivation, accounting for 86.7% of the participants. Meanwhile, 10.0% of students showed no change, whereas only 3.3% experienced a decrease in learning motivation. These findings indicate that the implementation of Gimkit was associated with a predominantly positive change in students' learning motivation.

Normality and Hypothesis Testing

Table 4. Shapiro-Wilk Normality Test Results

Measurement Period	Statistic	df	Sig. (p-value)	Distribution Assessment
Pretest Motivation	0.932	30	0.056	Normally Distributed ($p > 0.05$)
Posttest Motivation	0.895	30	0.006	Not Normally Distributed ($p < 0.05$)

To determine the appropriate inferential statistical technique for hypothesis testing, the distributional normality of the pretest and posttest motivation data was evaluated using the Shapiro-Wilk test. The normality test results are summarized in Table 4. Because the posttest motivation dataset violated the assumption of normal distribution ($p = 0.006 < 0.05$) as shown in Table 4, a non-parametric Wilcoxon Signed-Rank Test was conducted to determine whether the observed improvement was statistically significant. The test yielded a calculated test statistic of $Z = -4.492$, with an asymptotic significance value of $p < 0.001$. Because the empirical p-value was substantially below the significance threshold of $\alpha = 0.05$, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was supported. This statistical outcome indicates that the implementation of Gimkit was associated with a statistically significant enhancement in elementary school students' learning motivation in IPAS.

Discussion and Practical Implications

The significant increase in students' learning motivation can be explained by examining how the instructional mechanics of Gimkit interact with primary school learning processes. Traditional IPAS instruction frequently relies on teacher-centered lectures and conventional learning activities, which may result in passive classroom participation and reduced student engagement (Uno, 2017). In contrast, Gimkit integrates game-based elements, including points, in-game rewards, immediate feedback, progress monitoring, and friendly competition, into the learning process. These elements transform conventional learning activities into more interactive and engaging experiences, encouraging students to participate actively in answering questions and completing learning tasks (Panjaitan et al., 2026).

The improvement in students' learning motivation also corresponds with the multidimensional motivation framework described by Nidawati (2024). Based on the implementation of the learning activities, students demonstrated increased interest and active participation during the IPAS learning process. The “*Indonesiaku Kaya Raya*” topic was presented through interactive question-based activities, allowing students to engage directly with the learning material rather than only receiving information through conventional instruction. The gamified learning environment also encouraged students to participate in answering questions and remain involved throughout the activity (Brilliant et al., 2024).

The immediate feedback provided through Gimkit may also support students' learning persistence. During the learning activities, students received direct information regarding the correctness of their responses, enabling them to recognize mistakes and continue participating in subsequent questions. This feedback mechanism can help students remain engaged with the learning process and use incorrect responses as opportunities to improve their understanding (Habibi & Jasiah, 2025; Oktayani et al., 2025). These empirical findings support previous investigations into the educational value of gamified and interactive learning media. Consistent with Hidayati et al. (2026), the use of educational game media can contribute to stronger student motivation and engagement when learning activities

are designed to be interactive and responsive. Similarly, Mutmainnah et al. (2025) demonstrated that the use of Gimkit can support students' enthusiasm during learning activities, while Putri & Fajriyani (2025) reported that gamified learning environments can promote higher student motivation compared with conventional teacher-centered learning approaches. The present study reinforces these findings by demonstrating that the use of Gimkit was associated with increased learning motivation in an integrated IPAS learning context, where students engaged with learning materials through interactive and gamified activities.

Furthermore, this study provides practical support for the implementation of the *Kurikulum Merdeka*, which emphasizes active and student-centered learning. By placing students at the center of interactive learning activities, digital gamification can create a more participatory learning environment and encourage students to become actively involved in the learning process (Zahra et al., 2026). In this context, platforms such as Gimkit can be utilized not only as tools for assessment but also as instructional media that support formative learning activities, student engagement, and motivation in primary education.

The findings also have practical implications for elementary school teachers. The implementation of Gimkit can be considered as an alternative instructional strategy for presenting learning materials in a more interactive manner, particularly when teachers aim to increase students' participation and motivation. However, the effectiveness of gamified learning depends on the alignment between game activities, learning objectives, instructional materials, and the characteristics of students. Therefore, teachers should design Gimkit activities based on relevant learning objectives rather than using gamification solely as a form of entertainment.

Limitations and Future Research Directions

Despite the positive findings, several methodological limitations must be noted. First, this study utilized a pre-experimental One-Group Pretest-Posttest Design without a dedicated control group. Consequently, while the motivational gain following the intervention was statistically robust, external influences such as teacher enthusiasm, novelty effects, and collaborative classroom interactions cannot be entirely isolated from the treatment effect. Second, the sample was drawn from a single classroom at one elementary school, which limits the broader generalizability of the findings across diverse demographic settings. To advance the empirical literature, future investigations should implement quasi-experimental or true experimental designs incorporating randomized control groups. Furthermore, longitudinal studies are recommended to examine whether the motivational gains achieved through gamification persist over extended instructional periods or decline once the novelty effect dissipates. Finally, examining the concurrent impact of gamification platforms on higher-order thinking skills, conceptual retention, and collaborative peer dynamics would offer a more comprehensive understanding of digital gamification in elementary education.

4. Conclusion

This study concludes that the implementation of Gimkit as a gamification-based learning platform successfully enhanced the learning motivation of fifth-grade students in Integrated Science and Social Studies (IPAS). The findings indicate that the use of Gimkit created a more interactive and engaging learning environment in which students showed greater interest, participation, attention, and perseverance during the learning process. The integration of game-based elements, including interactive questions, immediate feedback, points, rewards, and leaderboards, encouraged students to participate more actively and contributed to a more enjoyable learning experience. These findings demonstrate that Gimkit can serve as an effective digital learning medium to support student-centered instruction and increase student engagement in elementary IPAS learning. The study also indicates that the use of gamification is relevant to instructional practices that encourage active participation and meaningful learning experiences. However, the study was limited by the use of a single-group research design and the involvement of participants from only one elementary school, which may limit the broader applicability of the findings. Future research should involve larger and more diverse samples and consider comparative experimental designs to further examine the effectiveness of Gimkit. Further studies may also explore its effects on learning achievement, critical thinking, collaboration, and other dimensions of student engagement.

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How to cite this article:

Rachmah, F., & Handayani, T. (2026). The Implementation of Gimkit to Enhance Elementary School Students' Learning Motivation in Integrated Science and Social Studies (IPAS). *Journal of Educational Sciences*, 10(9), 766–779.