

Improving Student Motivation in Learning Pancasila Education with Bamboozle Media Games in Class VII B SMP Negeri 51 Palembang

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Abstract

The use of learning media has an important role in increasing the enthusiasm and motivation of students. Interesting media can create a learning atmosphere that is more varied and not monotonous. Educational games like Bamboozle can make learning more fun and engaging. This study aims to increase the learning motivation of 31 students in class VII.B through the use of Bamboozle educational games. The method used is Classroom Action Research (PTK), with data collection techniques in the form of observation and documentation. The obtained data were analyzed descriptively and quantitatively. The results showed that the application of Bamboozle educational games was able to increase students' learning motivation. The effect can be seen from the results in cycle I, which showed a motivation level of 53% in the moderate category and experienced a significant increase in cycle II to 75% in the high category. Thus, it can be concluded that the use of Bamboozle educational games is effective in increasing students' learning motivation.



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INTRODUCTION

This century, the development of human life has undergone rapid changes, characterized by advances in science and technology. Modern life cannot ignore this development, as it significantly impacts various aspects, including the world of education. Education as the foundation of human resource development is required to be able to produce the next generation of the nation that is not only cognitively proficient but also adaptive, creative, and characterized in accordance with the needs and challenges of the times in the era of the Industrial Revolution 4.0 and towards the era of Society 5.0. Along with these developments, the use of technology and the application of innovative learning methods have become the main strategies in This The

study focuses on improving the quality of learning and encouraging student motivation, as noted by Khasanah & Alfiandra (2024).

Education, as stated in the 2003 Constitution of the Republic of Indonesia Article 1 paragraph 1, is a conscious and planned effort to create an active learning process so that students are able to develop their full potential, both spiritual and intellectual and emotional and social. In practice, effective learning is strongly influenced by students' motivation. Learning motivation acts as an internal driver that encourages learners to be actively and consistently involved in the learning process. One of the strategic efforts to increase this motivation is presenting relevant, intriguing and contextual learning media (Amini, dkk, 2024).

In the context of 21st-century education, digital technology-based media such as interactive PowerPoint, Android devices, the internet, and applications that integrate elements of educational games have been proven to increase student attention and engagement in learning (Khoiro et al., 2023). The use of appropriate media not only supports the delivery of material but also fosters curiosity and a sense of fun while learning. One of the most widely used educational game-based learning media is Baamboozle, an online quiz platform that combines interactive and competitive elements in the learning process.

Baamboozle has proven effective in creating a fun learning atmosphere, encouraging teamwork, improving communication, and stimulating students' critical and analytical thinking skills. The platform provides a quiz feature with an attractive visual display, which can be modified according to the needs of the learning material. For teachers, Baamboozle is a tool to strengthen teaching skills and improve the quality of classroom interaction. This conclusion is in line with the findings of Setiawan et al. (2019), who stated that fun learning can trigger students' enthusiasm and motivation to learn.

Compared to other educational game media such as Kahoot, Quizizz, or Wordwall, Baamboozle has unique advantages in the collaborative aspect and flexibility of direct play without requiring individual accounts or devices for students. This is a plus, especially in the context of collaborative learning in a live classroom, as students only need to see the main screen and can play in groups. According to Johnson & Johnson's (1999) theory of cooperative learning, group work involving shared responsibility and common goals can improve learning outcomes as well as strengthen social relationships among students. Baamboozle practically embodies this principle through the team game model.

The effectiveness of Baamboozle media is also reinforced by various previous studies. Research by Tasmara, Afdhol, et al. (2023) shows that the application of Baamboozle-based educational games can significantly increase students' learning motivation, with an increase of 74%, which is categorised as a high level of motivation. Similar findings were also obtained by Khoiroh, Deandra et al. (2023), who concluded that Baamboozle was able to provide a positive stimulus to learning motivation through more dynamic interactions and fun learning experiences. Meanwhile, Rahmawati &

Hasanah (2021), in their research, stated that Baamboozle is effective in overcoming online learning boredom during the pandemic because it provides a more interactive and fun learning atmosphere. From some of these previous studies, Bamboozle media has advantages over several other media games because it is collaborative and simple to play; this can also be effective in increasing students' learning motivation.

The difference between this research and the previous research is that the research will be carried out in class VII while the previous research was carried out in class VIII as well as this research will focus on the learning motivation of students. Departing from the theoretical basis and the results of these studies, the researcher identified a problem in the Civics learning process in class VII B SMP Negeri 51 Palembang, namely the low motivation of students to learn. This paper is motivated by the fact that in learning Pancasila, it is still very rare to use games-based media. More often than not, learning relies solely on textbooks or PowerPoint. Learning Pancasila, which is fundamentally rich in national values and character, requires a varied approach to prevent students from feeling bored.

Therefore, researchers consider it necessary to integrate technology-based educational games as an innovative learning strategy. The utilization of the Baamboozle web application is expected to increase students' learning motivation and become a practical and effective solution in overcoming the low active participation of students in Civics learning. In addition, this study also aims to prove empirically whether there are significant changes in learning motivation after the use of Baamboozle educational game media in learning.

METHODS

We conduct this research as Classroom Action Research, utilizing a collaborative and participatory approach. The researcher conducted the research individually. Classroom action research is a study that discusses social situations with the aim of improving the quality of action in them. The stages that must be passed are the process of review, diagnosis, planning, implementation, and professional development (Elliot in Education and Professional Training for Teachers of Regional Language Subjects, 1993). Classroom action research is an observation that is carried out by educators in their classrooms to conduct self-reflection, with the aim of improving their profession as educators so that there is an increase in student learning outcomes (Millah et al., 2023).

This study aims to enhance students' learning motivation by using Bamboozle media games. This research was conducted at SMP Negeri 51 Palembang, which is located at Jl. HM. Yusuf Senen, Sukamoro, Kec. Talang Klp., Banyuasin Regency, South Sumatra 30961, from April 15, 2025 to May 2, 2025. The population in this study was students of class VII B, which amounted to 31 people. The data for this research was collected through observation, interviews, and learning evaluations.

This research consists of II cycles and has several stages, namely, planning, implementation, observation, and reflection. Researchers used documentation and

observation to collect data, specifically focusing on Pancasila education. Researchers develop learning strategies and measuring instruments during the planning stage of the research process. When entering the implementation stage, researchers applied bamboozle learning media to evaluate the extent to which this media could increase the learning motivation of students in class VII B SMPN 51 Palembang.

During the observation process, researchers recorded various forms of student interactions and responses to the use of the media. Furthermore, during the reflection stage, researchers analysed the results to formulate corrective measures for the next cycle. This study aims to provide a comprehensive picture of the impact of using baamboozle media on increasing student learning motivation in class VII.B. Thus, the findings of this study are expected to be a reference and contribution to increasing learning motivation through the use of game-based learning media.

According to Uno (2014), as cited in Nasrah (2020), indicators of student learning motivation include the idea that motivation serves as a person's encouragement to change their behaviour positively to achieve their goals. The indicators in question include

1. The existence of desire and desire to succeed.
2. The presence of encouragement that aligns with students' learning needs.
3. The existence of appreciation in learning.
4. The existence of intriguing activities in learning.

The level of motivation to learn refers to how high or low one's desire to learn is. It can include intensity, perseverance, persistence in pursuing education, knowledge, skills, and understanding for new insights. In addition, learning motivation is influenced by several factors, such as internal ones that include individual needs, interests, and values. External factors include the learning environment, teaching, and social support. Therefore, to assist students in increasing their learning motivation, one must consider the factors that influence it. The following is a table of motivation levels according to Ridwan 2013 in (Nasrah, 2020).

Table 1. Learning Motivation Level

No	Percentage	Interpretation
1	<20.00	Very Low
2	21.00-40.00	Low
3	41.00-60	Fair
4	61.00-80.00	High

Source: Riduwan 2013 in (Nasrah, 2020)

RESULTS AND DISCUSSION

This research was conducted at SMP Negeri 51 Palembang, with the research subject of class VII.B with a total of 31 students in the class, with the material of appreciating local culture in the even semester of the 2024/2025 school year. Based on the research and data analysis carried out, the starting point for the success of the research is based on the results of observations of teacher activity and observations of student learning activeness in each cycle. Observation activities are carried out when the learning process takes place to see the learning activeness of students carried out by three observers during the learning process. The research was conducted in two stages, namely Cycle I and Cycle II, which were carried out in each cycle using bamboozle media games in the learning process. The following are the results of observations of learning activities before and after using bamboozle media games:

Pre-Cycle Classroom Action Research. Classroom action research commenced with observation activities conducted on Tuesday, April 15, 2025, during which students engaged in regular learning activities that included using PowerPoint media, watching videos, and completing LKPD tasks assigned by the teacher. From the observation, it was found that in the initial condition of students before the application of the Bamboozle game, the average motivation of students was 35%. Therefore, further learning was carried out using bamboozle media.

Based on the observation findings from pre-cycle activities, cycle 1 activities began with researchers preparing learning instruments and data collection instruments. The implementation of this research was adjusted in accordance with the design that had been made in cycle 1 and consisted of 1 meeting with 2 lesson hours (2x40 minutes). The research design includes initial activities, core activities, and a closing segment. This observation was carried out by educators. Cycle 1 results show that student learning motivation averages 53%, which falls into a sufficient category; this is due to new students becoming familiar with and engaging in the material presented through the Bamboozle game media. The following researchers show a table from cycle 1.

Table 1. Percentage Interpretation of Results Cycle 1

Learning Motivation Descriptors	Description	Percentage	Interpretation	Result
Learners are enthusiastic about completing practice questions and ask questions if they don't understand.	Observer 1	54%	Fair	53% with sufficient learning motivation interpretation
Learners actively ask questions or answer notes on the teacher's explanation.	Observer 1	52%	Fair	

Learners receive appreciation for their efforts	Observer 1	56%	Fair
Learners are active in group discussion activities	Observer 1	55%	Fair

Based on table 3, the average obtained for student learning motivation is 53%. After knowing these results, researchers and other educators did the same thing using Bamboozle media with the same material in cycle 2 by making slight modifications to the Bamboozle game. The following are the results of the implementation of cycle 2.

Table 2. Percentage Interpretation of Results Cycle 2

Learning Motivation Descriptors	Description	Percentage	Interpretation	Result
Learners are enthusiastic about completing practice questions and ask questions if they don't understand.	Observer 1	74%	Fair	75% with sufficient learning motivation interpretation
Learners actively ask questions or answer notes on the teacher's explanation.	Observer 1	75%	Fair	
Learners receive appreciation for their efforts	Observer 1	77%	Fair	
Learners are active in group discussion activities	Observer 1	75%	Fair	

Based on the results of cycle 2, it looks better in the learning process; this can be seen from the average student learning motivation of 75%. The following is a table analysing the learning motivation of students in class VII.B. SMP Negeri 51 Palembang.

Table 3. Analyzing the learning motivation

Pre-cycle		Cycle I		Cycle II	
Score	Interpretation	Score	Interpretation	Skor	Interpretation
35%	Low Motivation	53%	Moderate Motivation	75%	High Motivation

Based on table 5 that the use of Bamboozle educational game learning media in class VIII.4 SMP Negeri 38 Palembang showed a significant increase from the pre-cycle of 35% with a low category; then cycle 1, there was an increase in learning motivation of 53% with a sufficient category, and in cycle 2 there was a significant increase of 75%

with a high motivation category. So, based on these results, the research was stopped because it had achieved the desired results.

CYCLE I

The implementation of actions in cycle I consisted of four stages, namely, planning, implementation, observation, and reflection. In the planning stage, game-based learning activities were arranged so that later in the learning process, the bamboozle game media would be used, which would contain several questions and be done in groups as an effort to improve student learning outcomes and motivation.

The next stage involves implementing the prepared plan. At this stage students are invited to play Bamboozle games in accordance with the material discussed. Learning at this stage actually goes according to plan, although there are some obstacles that will later become evaluation material at the reflection stage. In this cycle, Bamboozle media is used with questions according to the material taught, namely appreciating local culture.

According to Table 3, the percentage of student learning motivation in Cycle I is an average score of 53%. The results obtained certainly still do not meet the predetermined target for class action research of 70%. This shows that the motivation of students has not yet reached the success criteria. The efforts made are the same as the efforts made on learning outcomes. The results obtained are derived from the analysis of the observation sheet data.

There are several aspects that need to be improved for further learning; namely, in the learning process, not all students are actively involved. This is because there needs to be careful preparation that must be done before the learning process. The application of cycle I shows that games-based learning will certainly provide favourable results even though the improvement has not been in accordance with the expected results. Furthermore, the problem faced in cycle 1 is in terms of group division that is not balanced in the ability of students. Then there are questions that are too difficult for students to understand, as well as the appearance of the bamboozle medium itself.

In cycle I, the teacher noted that the researcher saw students were excited to play, but not all knew the rules. Researchers should organise the groups better so that all learners are involved." One of the learners also said, "It was fun, but he was still confused in answering because he did not really understand the questions given." We will improve the second cycle based on the reflection results from cycle 1, aiming to achieve the set objectives.

CYCLE II

The implementation of cycle II from the table and graph of the percentage of student learning motivation experienced a significant increase in student learning outcomes, with the average student score being 75%. This increase reflects the effectiveness of the application of Bamboozle media games in the learning process in Pancasila education: through this game, students are actively involved and able to understand the material well, namely related to appreciating local culture.

In cycle II the teacher plans the results of the reflection from cycle I first and then makes the maximum possible preparation that is done to achieve the desired results. Then in this cycle, I, the teacher, made several improvements, including:

1. Baamboozle question design made simpler and easier for students to understand
2. The media display was updated to be more visually appealing.
3. Group division is arranged heterogeneously based on ability so that there is more balanced cooperation, and
4. The teacher explains the rules of the game and learning objectives more clearly before the game starts.

On implementation, learners showed much more active involvement. Group discussions were dynamic, and learners seemed enthusiastic about answering every question in the game. The updated appearance of the Baamboozle media also enhanced the attractiveness of learning.

The observation results showed that the average score of learners' learning motivation increased to 75%, falling into the "high" category. This increase shows that the strategy used is effective in increasing learning motivation. After reflecting at the end of cycle I, improvements were made. In the learning strategy in cycle II, the use of bamboozle games can really increase the learning motivation of students

The research conducted at SMPN 51 Palembang was conducted over 2 cycles. The indicator for high category motivation is achieving a target range of 61.00-80.00%. The increase in learning motivation from pre-cycle (35%) to cycle I (53%) to cycle II (75%) shows the effectiveness of using Baamboozle media in learning. Based on Uno's theory (2014), learning motivation includes five indicators, namely the desire to succeed, encouragement of learning needs, future expectations, rewards in learning, and intriguing learning activities. These five indicators were successfully facilitated by Baamboozle game-based learning.

According to Prensky (2003), digital game-based learning successfully combines elements of challenge and direct feedback that can spur students' intrinsic motivation because playing activities create a learning context that is fun and relevant to the students' world. Furthermore, the ARCS (attention, relevance, confidence, and satisfaction) model from Keller (1987) emphasises that learning motivation will be optimal if these four components are met. In this study, Baamboozle was able to attract attention through updated visual displays, increase relevance by combining local cultural content, build confidence through simplified questions, and provide satisfaction through competition and instant feedback (Keller, 1987).

In addition, this approach is in line with Vygotsky's theory (Daniels, 1996) of social constructivism, where learners build understanding through social interaction and group work. The application of gamification also provides positive reinforcement that encourages learners to be more active and motivated. From a constructivistic perspective, the use of educational games such as Baamboozle allows learners to build their own understanding through active, collaborative, and meaningful learning

experiences. Students' activeness in discussions and answering questions indicates deep cognitive engagement.

The novelty effect in cycle I also influenced students' enthusiasm for learning, but the improvement in cycle II accompanied by improved strategies showed that the motivation was not only due to the novelty of the media but also due to the right learning approach. Thus, it can be concluded that the use of Baamboozle media in learning Pancasila Education can increase the learning motivation of students in class VII B SMPN 51 Palembang.

CONCLUSION

Based on the results of the actions that have been carried out and the data obtained, it is known that the learning motivation of students has increased after the application of the Bamboozle game media in learning Pancasila Education subjects in class VII.B SMPN 51 Palembang. This increase in motivation can be seen from the increasing activeness of students during the learning process using Bamboozle media. From these results, it can be concluded that there was an increase in learning motivation in cycle I of 53% in the moderate category and an increase in cycle II to 75% in the high category. Thus, it can be concluded that the use of Bamboozle game media is proven effective in increasing students' learning motivation.

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