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Implementation of the Game-Based Learning (GBL) Learning Model Assisted by the Educandy Application to Improve Learning Motivation and Student Economic Learning Outcomes

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A B S T R A C T

Using the Game-Based Learning (GBL) approach with the help of the Educandy application, this study seeks to increase student motivation and learning outcomes. Low motivation and student learning results from the saturation and inefficiency of traditional teaching methods are the primary issues. The Pretest-Posttest Control Group design was used in a pseudo-experimental study carried out at SMA Negeri 1 Sungai Limau. Purposive sampling was used to choose the sample, while learning outcome assessments and motivation questionnaires were used as tools. Compared to traditional learning, the independent sample t-test findings demonstrated that using GBL with Educandy's assistance significantly improved student motivation and learning outcomes. In summary, GBL combined with Educandy improves learning results and student motivation.

INTRODUCTION

Education plays a vital role in helping humans live a better life. According to human nature and as members of society, education would help youngsters find happiness and safety, as KI Hajar Dewantara contends (Kadir, 2015). Education is a teaching process that molds a person's attitude and conduct to help him mature. (Marbun, 2018). Through activities, education is an effort that aims to maximize the potential of human resources, and learning motivation is an essential component of learning from the success of the educational process (Rahmayanti, 2016).

A person's desire to alter their conduct to accomplish their goals is known as motivation (Uno, 2016). Something that can inspire pupils to study, sustain their learning, and identify what they wish to learn to succeed academically is motivation in the learning process. Students' level of enthusiasm has a significant impact on how well they learn. Through each person's motivation, he intends to carry out the learning process (Fianora, 2019). Sardiman asserts that the process will be successful if pupils are motivated to learn (Sardiman, 2018). Therefore, pupils' drive to learn must be consistently strengthened to attain learning success. However, preliminary observations of Phase E students at SMA Negeri 1 Sungai Limau's economic learning motivation for the 2023–2024 academic year revealed that students' learning motivation remains poor, as shown by the statistics below.

Table 1. Initial observation of students' motivation to learn economics.

No	Question	Answer		Answer Presentation	
		Already	No	Already	No
1	When the teacher is presenting the information in class, I always attentively listen to them.	21	29	42%	58%
2	When I do not comprehend a concept, I always question the teacher.	21	29	42%	58%
3	I work on the assigned tasks on time.	17	33	34%	66%
4	I was diligent in doing the assignments given by the teacher.	24	26	48%	52%
5	I do not get discouraged easily when doing things like assignments and exams.	21	29	42%	58%

Source: Early observation in 2024

Numerous kids need more motivation to learn, as evidenced by the facts above. Students who do not care about the learning process do not listen to what the teacher is saying and don't complete the teacher-given homework exhibit this attitude. As evidenced by their learning accomplishments, motivated students will strive for success despite setbacks. They will have the drive and aspiration to succeed (Darmawati, 2013). Learning motivation is crucial for learning, both during the process and when learning objectives are met. The finest learning outcomes are attained by students who are motivated to learn, and this will enable them to identify the competencies that are expected of them (Rahman, 2021).

Learning outcomes are behavioral changes caused by the learning process. Student learning outcomes show the talents and qualities of students as a consequence of their educational journey. One of the problems in education is the low learning outcomes of students (Nurhasanah et al., 2016).). The quality of education in Indonesia can improve if learning outcomes are improved. This suggests that learning outcomes are a tangible manifestation of an individual's capacity or potential (Lisbet et al., 2019). However, based on the initial assessment results, student learning outcomes in economics subjects at SMAN 1 Sungai Limau Phase E still need to be higher. This is evidenced by the UTS score, which is still below the KKM. The following are the results of the UTS Economics of SMA Negeri 1 Sungai Limau for the 2023–2024 academic year.

Table 2. Average UTS Economics score.

No	Class	KKM	Number of Students	UTS Results Complete (≥ 75)			
				Complete	%	Incomplete	%
1	X.1	75	31	3	10%	28	90%
2	X.2	75	32	1	3%	31	97%
3	X.3	75	31	1	3%	30	97%
4	X.4	75	31	1	3%	30	97%
5	X.5	75	32	3	9%	29	91%
6	X.6	75	29	4	14%	25	86%
7	X.7	75	32	4	13%	28	87%
Sum			218	17	7,80%	201	92,2%

Source: Early observation in 2024

In light of the facts above, student learning results remain insufficient, as demonstrated by many students' midterm economics exam scores, which remain well below the KKM. This is evident in subpar learning activities that cause discord among the students or, more traditionally, when the teacher dominates class activities, and students are not highly engaged in the learning process (Supardi et al., 2015). Furthermore, many pupils experience boredom while studying, leading to subpar learning results. Poor learning outcomes are typically displayed by students who reach learning saturation (Rahman, 2021).

Learning saturation is a psychological state caused by repetitive tasks, such as those caused by using

conventional learning models and unsupportive learning materials. This results in exhaustion, boredom, and an inability to comprehend the subject matter (Tanjung et al., 2022). Therefore, to improve learning outcomes and raise students' motivation to learn, innovative learning models that can make learning more engaging and pleasurable and enable students to participate in learning actively are required.

The learning process will run much smoother if the right and interesting learning model is chosen. This can also increase poor student motivation to learn, improving learning outcomes. Many teachers must improve their teaching strategies, such as coming to class unprepared with learning models and techniques that can improve student motivation and learning outcomes (Sukri, 2019). The learning model is the entire series of presentations of teaching materials carried out by teachers in learning (Istarani, 2019). Each stage in the learning model has a vital role in supporting the learning process effectively

Researchers found that teachers still use conventional learning models and need more variety. Traditional learning is generally still face-to-face or lecture-based, where the teacher is more active, and students only pay attention and tend to be passive (Lestari et al., 2014). Teachers must be able to inspire pupils to achieve goals and show desired behavior so that students can achieve the best learning outcomes. In this regard, there is a need for an innovative learning model that can accommodate teaching and learning activities to eliminate student boredom and make learning more enjoyable.

Based on the problems found by the researcher, namely low learning motivation and learning outcomes caused by the learning model used by teachers is still monotonous and still uses conventional learning models, students feel bored during learning, which results in a decrease in motivation in learning, which also has an impact on learning outcomes. To overcome this problem, one of the alternatives that will be used by the author in solving this problem is to apply the Game-Based Learning (GBL) learning model.

A type of learner-centered learning known as "game-based learning" uses digital or electronic games to enhance learning (Maulidina et al., 2018). GBL aims to encourage participatory, dynamic, and engaging learning. The GBL model could change the current educational environment to one that is more contemporary, useful, dynamic, and practical (Acquah & Katz, 2020). The game-based learning approach uses digital games to teach, enhance comprehension and knowledge, and assess or evaluate scientific content.

The selection of technology-based educational game learning media must be two-way to create good communication between educators and students or called feedback. One of the interactive media that is suitable for learning is the Educandy educational game media. Educandy is an interactive learning game that takes minutes and has a straightforward display for lay users to understand (Nurhabibah et al., 2021). So that students can learn in a fun way and not get bored quickly. It does not aim to turn learning into a game but to encourage the motivation and involvement of students to be enthusiastic about teaching and learning activities (Keumala et al., 2021).

Previous research explains that GBL is a practical educational approach to increasing student motivation and engagement by integrating game elements into the learning process (Prananda et al., 2024). So that students learn in a fun way and do not get bored quickly. Meanwhile, Aulia et al. (2024) said applying GBL can improve learning outcomes.

Based on the description, using the right learning model will affect the learning motivation and outcomes that students will obtain. Seeing the problems and phenomena that occur in the field, the author is interested in conducting a study entitled: Implementation of the Game-Based Learning (GBL) Learning Model Assisted by the Educandy Application to Improve Learning Motivation and Learning Outcomes of Phase E Students' Economics at SMA Negeri 1 Sungai Limau.

RESEARCH METHOD

Experimental research is the methodology used in this study. The type of experiment used in this study is a quasi-experimental design. Participants in this study were all students of class X of SMA Negeri 1 Sungai Limau in the 2023–2024 academic year. The researcher chose class X as the research population because this class serves as a foundation for developing high school student learning. The research sample strategy uses the Purposive Sampling Technique. The research sample was selected from students with comparable skill levels. Thus, two courses with the exact average UTS score requirements were taken. Therefore, the researcher selected

class X Stage E (3) and X Stage E (6) as research samples. Primary and secondary data are two categories of data used in this study. The primary data sources for this study include pre-and post-test results for the experimental and control classes, as well as student learning motivation and learning outcomes—the number of class X students and the results of the odd semester midterm exams as secondary data. Validity, reliability, difficulty level, and test of the discriminatory power of questions are research instruments. Data analysis methods in this study include normality tests, homogeneity tests, and descriptive analysis. This study uses an Independent Sample T-test as a hypothesis test. According to Nuryadi et al. (2017), the Independent Sample T-test is used to ascertain the difference in the average of two populations or mutually independent data groupings. This exam aims to evaluate the effects of game-based learning on student motivation and learning results.

RESULTS AND DISCUSSION

Research Results

Based on research conducted at SMA Negeri 1 Sungai Limau in the 2024/2025 Academic Year. The data obtained in this study were in the form of students' motivation to learn economics and economic learning outcomes. Questionnaires, pre-tests, and post-tests were used to collect the results. After the data was obtained, a rejuvenation test was carried out before data analysis. The normality test is the first requirement that must be met to conduct data analysis to see whether the data from the two samples come from a normal distribution population. Many techniques can be used to test data normality; the Shapiro-Wilk technique was used in this study. According to Sopiyudin (2010), if the sample is > 50, then the normality test uses Kolmogrov-Smirnov, and if the sample is < 50 using Shapiro-Wilk. The following are the results of the normality test:

Table 3. Results of the Normality Test of Learning Motivation

	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Motivation to Study Economics	Pre-test experiment	.099	30	.200	.967	30	.472
	Post-test experiment	.158	30	.055	.946	30	.136
	Pre-test control	.153	30	.072	.935	30	.065
	Post-test control	.150	30	.081	.944	30	.199

Source: Primary Data Processing, 2024

The initial and final learning motivation data in the experimental and control classes had a sig value > 0.05, indicating that the data was generally distributed according to the findings of the normality test on this research tool.

Table 4. Results of the Pre-test and Post-test Normality Test

	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Economic Learning Outcomes	Pre-test experiment	.144	30	.144	.943	30	.107
	Post-test experiment	.205	30	.002	.935	30	.066
	Pre-test control	.226	30	.000	.935	30	.066
	Post-test control	.165	30	.036	.960	30	.310

Source: Primary Data Processing, 2024

The Pre-test and Post-test data in the experimental and control classes had a sig value > 0.05, indicating that the data was normally distributed, according to the findings of the normality test on this research tool. Additionally, a homogeneity test was performed. The Harley Pearson, Bartlett, Levene, and Cochran tests are some methods and approaches that can be used to calculate the homogeneity test (Aprilina et al., 2018). The results of the homogeneity test using the Levene test are presented in the table 5.

Table 5. Results of the Homogeneity Test of Learning Motivation

		Levene Statistic	df1	df2	Sig.
Motivation to Study Economics	Based on Mean	.916	1	58	.342
	Based on Median	1.027	1	58	.315
	Based on the Median and with adjusted df	1.027	1	56.157	.315
	Based on trimmed mean	1.074	1	58	.304

Source: Primary Data Processing, 2024

According to the computation findings in the homogeneity test output table, the research data have the same variance since the significant value on the average learning motivation was greater than 0.05. Therefore, based on the considerable value results, it can be said that the data in this study's experimental and control classes are homogeneous.

Table 6. Results of Pre-test and Post-test Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Economic Learning Outcomes	Based on Mean	3.254	1	58	.076
	Based on Median	3.529	1	58	.065
	Based on the Median and with adjusted df	3.529	1	57.395	.065
	Based on trimmed mean	3.301	1	58	.074

Source: Primary Data Processing, 2024

According to the computation findings in the homogeneity test output table, the study data have the same variance since the significance value on the average Pre-test Post-test data is greater than 0.05. Therefore, based on the significant value results, it can be said that the data in this study's experimental and control classes are homogeneous.

Table 7. Results of Descriptive Analysis of Learning Motivation.

Class	N	Early Learning Motivation				Final Learning Motivation			
		High grades	Low value	$\bar{X}$	SD	High grades	Low value	$\bar{X}$	SD
Control	30	82	55	71,8	7,3	84	60	73,7	7,0
Experiment	30	89	47	71,9	9,3	90	69	81,6	5,7

Source: Primary Data Processing, 2024

According to the final learning motivation statistics, after taking economics lessons, students in the control group had an average learning desire of 73.67. In contrast, those in the experimental group had an average of 81.60, as shown in the above table. This illustrates how the experimental class's learning motivation differs from the control class's.

Table 8. Results of Pre-test and Post-test Descriptive Analysis.

Class	N	Pre-test				Post-test			
		High grades	Low value	$\bar{X}$	SD	High grades	Low value	$\bar{X}$	SD
Control	30	82	55	71,8	7,3	84	60	73,7	7,0
Experiment	30	89	47	71,9	9,3	90	69	81,6	5,7

Source: Primary Data Processing, 2024

According to the post-test findings, after taking economics lessons, students in the control group had an average learning outcome of 44.7. In contrast, those in the experimental group had an average of 83. The above table illustrates how the learning outcomes of the experimental and control classes are different.

The data analysis demonstrates how students' motivation and learning outcomes change when they get various interventions. While the experimental class uses the GBL learning model approach with the aid of the Educandy program, the control class employs traditional learning methods. The experimental class performed better than the control group. It was shown that the motivation and learning results of the two sample classes differed significantly.

Following the data analysis, a hypothesis test is conducted. This research hypothesis test aims to determine how using the Educandy application in conjunction with GBL learning affects learning results and motivation. The analysis is done using SPSS and the Independent Sample T-Test.

Table 9. Results of the Independent Sample T-Test for Learning Motivation

		Leven's Test for Equality of Variances		t-test for Equality of means			
		F	Sig	t	df	Sig. (2-tailed)	Mean Difference
Motivation to Study Economics	Equal variances assumed	2.468	.122	4.835	58	.000	7.933
	Equal variances not assumed			4.835	55.438	.000	7.933

Source: Primary Data Processing, 2024

According to the given table, the significance value is 0.000. The experimental class, which used the GBL learning model with the aid of the Educandy application, and the control class, which used the conventional learning model, learned about students' motivation significantly differently, as evidenced by the significance value being less than 0.05. This demonstrates how the experimental class's adoption of the GBL learning paradigm in conjunction with the Educandy application can significantly raise student motivation for learning compared to the control group.

Table 10. Independent Sample T-Test Results Learning Outcomes

		Leven's Test for Equality of Variances		t-test for Equality of means			
		F	Sig	t	df	Sig. (2-tailed)	Mean Difference
Economic Learning Outcomes	Equal variances assumed	3.254	.076	16.534	58	.000	38.3333
	Equal variances not assumed			16.534	55.125	.000	38.3333

Source: Primary Data Processing, 2024

The above table indicates that the significance value is less than 0.000. It may be concluded that there was a significant difference in the learning results of the experimental class, which used the GBL learning model with the aid of the Educandy application, and the control class, which utilized the traditional learning model, because the significance threshold was less than 0.05. This shows that the GBL learning model and the Educandy application have greatly enhanced the learning outcomes of the experimental class when compared to the control class.

Research Discussion

According to the researcher's findings, students who utilized the GBL learning model with the help of the Educandy application had different learning outcomes and motivation than those who used traditional learning methods. This is seen from the results of questionnaires and tests that have experienced a significant increase after using the GBL model assisted by the Educandy application.

GBL is designed to create interactive, engaging, and participatory learning. GBL can eliminate a person's boredom because they can learn while playing, and if we implement this model into learning, it can produce something efficient and effective. Game-based learning can make the learning process fun and arouse enthusiasm for learning (Hakiky, 2020). GBL has shown results in increasing student learning activities and is feasible to improve student learning outcomes (Pranoto, 2020). GBL is a learning model that can be applied to learning by adopting games to increase students' motivation and cognitive needs (Vusic et al., 2018).

GBL enables and supports learning outside the classroom or during class hours. Games always motivate students to play educational games. So, with the presence of games, students want to know even more because of their interest in educational games (Kusuma et al., 2022). The interactive media used in this study is Educandy media. The selection of the Educandy application is based on students' ease of use and access. Educandy, as an educational game, is also a form of educator effort to avoid monotonous and boring learning (Ulya, 2021). GBL, assisted by the Educandy application, can be a more varied, creative, innovative, and enjoyable learning solution.

The researcher started the learning process in the experimental class by outlining what would be learned with GBL with the help of the Educandy program and selecting the kind of game that would be used. The researcher explains the game to be played and the goals and challenges that must be completed. After the students understand and agree on the rules presented by the researcher, the students will play the predetermined Educandy game, including time limits and playing schedules. The educational game can make students learn in a fun way and not quickly boredom, increasing learning motivation and student learning outcomes.

Meanwhile, conventional learning education is used in the control group. The researcher conducted a question-and-answer with students about the course content after the pupils were asked to read the book, but what happened when the researcher asked only one or two people to answer? No one answered, so the researcher explained to the students related to the learning material. A learning process like this will make students feel bored.

Among the many fundamental issues students encounter during studying is boredom, which typically arises due to the dull learning process. Learning outcomes may be impacted by students' decreased motivation for studying due to their boredom during the learning process. According to Syah (2014), saturation is a state of exhaustion and boredom in which the logical system cannot handle new information or experiences as it should. A mental state known as "boredom" is experienced by students when they are bored while completing learning tasks, which lowers their drive to study (Kristanto, 2016). Thus, with the help of the Educandy app, the GBL learning paradigm may make learning more engaging for students, make learning more fun, and enable them to actively participate in learning, increasing their motivation to study and enhancing learning results.

The research findings of Winatha et al. (2020) show that using the GBL paradigm significantly increases learning motivation and strengthens the results of this hypothesis test. This is demonstrated by the rise in learning motivation following the implementation of the GBL learning paradigm. The research findings of Aulia et al. (2024), which show the effectiveness of using the GBL learning model in improving learning outcomes, further support this theory. The increase in student learning outcomes after applying the GBL learning approach supports this finding.

According to the explanation above, students at SMAN 1 Sungai Limau's learning motivation and learning outcomes are impacted by the GBL learning model with the use of the Educandy application. Based on the research findings, the GBL learning model is also superior to the traditional approach (lecture) for teaching economics lessons. This is shown by the increase in the average value of motivation and GBL learning outcomes, which are higher than the conventional method (lecture). The GBL learning model can be used in learning activities as a variation to keep students from being easily bored and to make learning more diversified. This will ultimately boost student learning outcomes and motivation.

CONCLUSION

According to the study's findings, the Game-Based Learning (GBL) learning model at SMA Negeri 1 Sungai Limau, supported by the Educandy application, differs significantly from the traditional learning model regarding students' economic learning outcomes and motivation. Comparing the experimental class to the

control class indicates that implementing the Game-Based Learning learning model, supported by the Educandy application, significantly increased learning motivation.

The limitations of this study could make its findings less reliable. The study's shortcomings include its exclusive focus on economic topics, its exclusive use of grade X students at SMA N 1 Sungai Limau, and the fact that the only data provided are the midterm test results. In light of the study's findings, it is recommended that future researchers include more participants, lengthen the observation period, broaden the study's focus, and assess additional relevant variables.

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