

The Application of E-Modules Through Educational Games to Increase Students' Learning Motivation in Elementary Schools

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Keywords

E-Module;
Educational Game;
Learning Motivation

ABSTRACT

This study used the Classroom Action Research (CAR) method based on the Kemmis and McTaggart model, conducted in two cycles. Each cycle consisted of four stages: planning, action implementation, observation, and reflection. The subjects were 25 students from class IIA. Data collection techniques included observing teacher activities and completing questionnaires on student learning motivation. Data analysis was conducted by drawing and calculating percentages. The study showed that using e-modules through educational games can increase student learning motivation. This was evident in the improvement in the learning motivation questionnaire results. In the pre-cycle, learning motivation reached 32%, with 8 students completing the questionnaire. In the first cycle, this figure rose to 65.65%, with a sufficient qualification. Furthermore, in the second cycle, learning motivation jumped significantly to 82.10%, with a very good qualification. Teacher activity in the teaching and learning process increased from 75% in the first cycle to 89.58% in the second cycle. The implementation of e-modules using educational games was carried out in several stages: a technical introduction to the e-module, exploring the material through e-modules supplemented with images and videos, playing the educational game Wordwall (guessing symbols and connecting images), group discussions, presentations of results, and completing worksheets (LKPD). This study shows that using e-modules with educational games successfully increased second-grade students' enthusiasm for learning the Pancasila Symbol. Teachers are encouraged to use this digital learning medium for other materials and subjects as a way to enrich learning in a more innovative, interactive, and enjoyable way.

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INTRODUCTION

The 21st century, the century of globalization, requires humans to have skills, one of which is thinking skills, to survive and compete in global competition. The importance of critical thinking skills is that they make learning meaningful for students. Critical thinking is thinking using reasoning in a rational, systematic way, collecting information or data to understand a problem, and solving the problem or choosing the action to be taken to

understand and solve the problem at hand.¹ Teachers, as educators, are the key to taking full responsibility for implementing the learning process for their students at school.²

The use of digital learning media enables the delivery of material in a more flexible, interesting, and personalized manner, tailored to students' needs and learning styles. In addition, the development of information and communication technology has encouraged innovation in learning, making teaching methods more adaptable to the times. The role of digital media in the learning process provides students with greater opportunities to access a wider range of online information, as well as to develop critical thinking and problem-solving skills through communication and collaborative activities.³

In Indonesia, the use of digital learning media is very relevant to the implementation of the Independent Curriculum, which prioritizes technology-based learning. The Merdeka Curriculum emphasizes flexible learning, oriented to students' potential and interests, and utilizes technology as part of the Ministry of Education and Culture's learning. Therefore, the use of digital learning media is an important part of the curriculum that must be implemented in order to create a more enjoyable and effective learning experience for students. Overall, this research is expected to make an important contribution to the development of a technology-based curriculum aligned with current needs.

Using the right digital learning medium, students will not only learn more effectively but also have a more interactive and enjoyable learning experience. This is expected to increase students' motivation to study more actively and obtain maximum results. In 21st-century learning, digital media is an option that allows teachers to share significant knowledge that is also interesting to their students. The medium is a tool or device that creates a digital image that can be processed, applied, and shared through Coal technology

The development of information and communication technology has brought significant changes in the world of education, especially at the elementary school level. The use of interactive learning media allows teachers to present subject matter in a more innovative and fun way. This media provides a more varied learning experience and can be adjusted to students' needs and learning styles, including visual, auditory, and kinesthetic. With interactive media, students not only become passive recipients but also actively participate in the learning process through activities such as quizzes, educational games, and simulations. This is believed to increase student engagement and motivation to learn significantly.⁴

The rapid development of technology in recent years has had a major impact on many sectors of life, including education. Although it offers many opportunities, the biggest challenge in education is maintaining students' enthusiasm for learning amid rapid technological advancements. Learning methods that are not varied⁵ and tend to be less

¹ Syafitri (2021). Berpikir kritis menggunakan penalaran Motivasi Belajar Mahasiswa: Peran Dukungan Sosial Melalui Mediator Religiositas. *Journal An-Nafs: Kajian Penelitian Psikologi*, 6(2), 263–277. <https://doi.org/10.33367/psi.v6i2.1748>

² Syahrani Jailani, 2016. (2025). Penerapan Metode Problem Solving Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Pembelajaran IPAS Kelas IV Madrasah Ibtidaiyah Swasta Nurul Iman Pematang Gajah. *Jurnal Pendidikan*

³ Hasna Nur Alifah, Umi Virgianti, Muhammad Imam Zamah Sarin, Dicky Amirul Systematic Literature Review: Pengaruh Media Pembelajaran Digital pada Pembelajaran Tematik Terhadap Hasil Belajar Siswa SD. *Jurnal Ilmiah Dan Karya Mahasiswa*, 1(3), 103–115. <https://doi.org/10.54066/jikma.v1i3.463>

⁴ Agung et al., (2025). Efektivitas dan Tantangan Penggunaan Media Pembelajaran Interaktif di Sekolah Dasar. *Jurnal Bintang Pendidikan Indonesia*, 3(2), 319–325. <https://doi.org/10.55606/jubpi.v3i2.3840>

⁵ Novela, D., Ari Suriani, & Sahrin Nisa. (2024). Implementasi Pembelajaran Inovatif melalui Media Digital di Sekolah Dasar. *Journal of Practice Learning and Educational Development*, 4(2), 100–105. <https://doi.org/10.58737/jpled.v4i2.283>

interactive often cause students to lose interest in the learning process, especially at the elementary school level.⁶

Educational games can be one of the educational media that follow a learning-by-doing approach. Based on this pattern, children are required to learn to solve existing problems. The instructions, game statuses, and tools provided will guide children to actively explore knowledge so that they can enrich knowledge and strategies when playing, especially in terms of literacy and language, namely recognizing symbols, recognizing the sounds of animals/objects around them, making meaningful doodles, and imitating (writing and pronouncing the letters A-Z).⁷

Learning motivation is one of the psychological aspects that greatly affects student learning outcomes. Motivated students tend to have better resilience in the face of learning difficulties and are more eager to achieve their academic goals. Interactive learning media can be one factor that affects this motivation because it can create an interesting and fun learning atmosphere. Through the interactions in these learning media, students can have a more meaningful, context-rich learning experience, thereby increasing their interest and desire to continue learning.⁸

Motivation can come from within the individual, known as intrinsic motivation, which is the internal drive to act. On the other hand, motivation can also come from external factors or the surrounding environment, referred to as extrinsic motivation, such as family support, rewards, and encouragement from educators. Teachers have a strategic role in increasing students' motivation to learn. In addition to functioning as conveyors and facilitators of knowledge, teachers also play a role as motivators who encourage the spirit of learning throughout the learning process.⁹

According to Pancasila plays an important role in directing technological and cultural developments. It is important that technological and cultural developments in Indonesia be aligned with the values of Pancasila, because the basic principles of Pancasila serve as the main guidelines for the country and society in managing this progress.¹⁰

Pancasila is known as the symbol and identity of the Indonesian nation. Pancasila contains five values, each of which cannot be separated from the others, and each precept has its own symbol. The first precept concerns Godliness, which reflects religious values that are evident in the Indonesian nation; this shows that the Indonesian state has faith and fear of God Almighty. The second precept concerns humanity, as shown by a social-caring attitude. The third precept emphasizes the value of unity, which can be seen in the attitudes of nationalism and patriotism. The fourth precept emphasizes the value of people; the value of this precept can be shown through deliberative¹¹ activities carried out by the community

⁶ Kurniawan, (2021). Penggunaan Media Pembelajaran Digital Dalam Mengembangkan Motivasi Belajar Siswa Kelas Iv Sd Inpres 2 Nambaru. *elementary: Jurnal Inovasi Pendidikan Dasar*, 4(4), 215–222. <https://doi.org/10.51878/elementary.v4i4.3519>

⁷ Peraturan Menteri Pendidikan dan Kebudayaan No 137 tahun 2014. (2021). Pengembangan Game Edukatif Dalam Meningkatkan Kemampuan Keaksaraan Anak Usia Dini. *ASGHAR: Journal of Children Studies*, 1(1), 82–93. <https://doi.org/10.28918/asghar.v1i1.4190>

⁸ Agung et al., (2025). Efektivitas dan Tantangan Penggunaan Media Pembelajaran Interaktif di Sekolah Dasar. *Jurnal Bintang Pendidikan Indonesia*, 3(2), 319–325. <https://doi.org/10.55606/jubpi.v3i2.3840>

⁹ Maryati (et al., 2024). Problem Based Learning Model in Science Learning on Skills Developed in Elementary and Junior High Education Units. *Jurnal Penelitian Pendidikan IPA*, 10(6), 355–362. <https://doi.org/10.29303/jppipa.v10i6.6497>

¹⁰ Yudia Fauzi (et al., 2020). Pembiasaan Perilaku Sila Pancasila melalui Media Pop up Book dan Papan Pengamalan Pancasila di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3(2), 524–532. <https://doi.org/10.31004/basicedu.v7i6.6380>

¹¹ Maskoeri Jasin (2009;10). Peningkatan motivasi belajar ipa organ tubuh manusia melalui media torso kelas v sdn 50 sungai raya. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2, 6.

to solve a problem. The last precept is the fifth, which emphasizes the value of justice; this value can be shown in a fair attitude towards all aspects of life.¹²

Pancasila brings fundamental values that are very important for the life of the Indonesian nation, especially for the younger generation who will later become the successors of the state. They need direction in their acting so that their behavior aligns with all the principles of Pancasila. This direction can be given from an early age to help children become accustomed to behaving in accordance with Pancasila's teachings. In the next stage, this will be taught through the subject of Pancasila Education. Pancasila education is applied from elementary school to university level, thus making it a compulsory subject. In this context, the Pancasila attitude can be cultivated as part of the Indonesian nation's identity.

Based on research conducted at Class II A SD Negeri 79/IV Jambi City, the academic problem identified was students' low motivation to learn the subject of Pancasila Education: The Emblem of Pancasila. This problem is evident in the results of initial observations, which show that the learning process still relies on conventional methods, such as lectures and assignments, leading students to be less active, more easily bored, less enthusiastic about participating, and less involved in learning activities. In addition, the results of the learning motivation questionnaire showed that only 8 of 25 students (32%) had high learning motivation. The data shows that most students still have low motivation to learn.

This problem is also exacerbated by learning conditions that have not utilized innovative, interactive learning media. Teachers have not used digital media that can capture students' attention, so learning is monotonous and less fun. As a result, students are less enthusiastic about understanding the material of the Pancasila Symbol.

Based on these conditions, PTK is relevant to be carried out, as this research aims to improve the learning process through the application of e-modules supported by educational games. The use of digital learning media was chosen to increase student involvement, foster a more interactive learning environment, and enhance student motivation. Thus, Class Action Research is carried out not only to identify the problem but also to provide concrete actions to gradually improve the quality of learning in the classroom through a cycle of action, observation, and reflection.

RESEARCH METHOD

This research is a Class Action study using the Model (Kemmis & McTaggart), a development of the basic concept introduced by Kurt Lewin that combines the acting and observing stages into a single unit. This is because between implementation.¹³ Observation and analysis are two activities that cannot be separated. The Class Action Research of the Kemmis and McTaggart model is essentially structured as devices or strands, with each device consisting of four stages: planning, action, observation, and reflection. The four stages are a unit in the cycle. So, in this case, the meaning of cycle is a cycle of activities comprising planning, action, observation, and reflection.¹⁴

The researcher first observed how the learning process in the classroom was implemented in this class action. This observation focuses on students' motivation during learning, practice question work, discussion activities with educators during the learning

¹² Yudia Fauzi et al., 2013. (2020). Pembiasaan Perilaku Sila Pancasila melalui Media Pop up Book dan Papan Pengamalan Pancasila di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3(2), 524–532.

¹³ Kemmis & Mc Taggart Afandi, (2021). Penelitian Tindakan Kelas. In *Jurnal Pendidikan Akuntansi Indonesia Vol. VI No. 1 – Tahun 2008 Hal. 87 - 93 Penelitian: Vol. VI* (Issue 1).

¹⁴ Affandi (2011). Penelitian Tindakan Kelas. In *Jurnal Pendidikan Akuntansi Indonesia Vol. VI No. 1 – Tahun 2008 Hal. 87 - 93 Penelitian: Vol. VI* (Issue 1).

process, and the observation of students' attitudes and behaviors ¹⁵in their environment. After ¹⁶conducting these observations, the researcher designs the actions to be implemented. The following is the design and procedure for actions in this study: in the first cycle, there is planning, action implementation, observation, reflection, and replanning.

The types and sources of data used in primary and secondary data. Primary data is information collected directly from the main source by researchers for specific research needs. In this study, primary data were collected using various methods. The first method is observation, where researchers use checklists to directly monitor students' activities and behaviors throughout the learning process. The purpose of this observation is to assess indicators of learning motivation, such as enthusiasm level, participation in discussions, interaction with e-modules and educational games, focus, and students' collaboration skills. The second method is a questionnaire distributed to students to evaluate their motivation to learn before and after the implementation of the action. This instrument uses a Likert scale to assess intrinsic and extrinsic motivation, The third method is an in-depth interview with a second-grade teacher, conducted using an interview guide. This interview aims to obtain information about the obstacles, challenges, and experiences of teachers in using digital learning media. The last method is documentation, in which researchers collect physical evidence, such as photos of learning activities, screenshots of students' work in games, and formative quiz scores integrated into e-modules, as additional data.¹⁷

Secondary data is information that is not directly collected by researchers but is taken from pre-existing sources. In this study, secondary data support and expand the analysis of primary data. The main sources of secondary data include academic documents such as Learning Implementation Plans, class II Pancasila textbooks, and students' daily test scores before the implementation of the research. Another source is the school archive, which includes the profile and background of the 79/IV State Elementary School of Jambi City. In addition, the literature and relevant findings of previous research are also very important secondary data sources. A review of literature from scientific journals, such as the research of on the impact of interactive media on learning motivation.¹⁸

¹⁵ Imansari & Sunaryatiningsih, (2023). Pemanfaatan E-Modul Bahan Ajar Berbasis Aplikasi Canva pada Prodi Pendidikan Matematika dalam Proses Pembelajaran Jarak Jauh. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 145–152. <https://doi.org/10.47709/jpsk.v3i01.2738>

¹⁶ Hasna Nur Alifah, Umi Virgianti, Muhammad Imam Zamah Sarin, Dicky Amirul Hasan, Fina Fakhriyah, & Erik Aditia Ismaya. (2023). Systematic Literature Review: Pengaruh Media Pembelajaran Digital pada Pembelajaran Tematik Terhadap Hasil Belajar Siswa SD. *Jurnal Ilmiah Dan Karya Mahasiswa*, 1(3), 103–115. <https://doi.org/10.54066/jikma.v1i3.463>

¹⁷ Aqib,dkk, 2011. *Penerapan metode free expression untuk meningkatkan kreativitas peserta didik dalam pembelajaran rupa kelas II Sekolah Dasar Negeri 165/VII Sumber Arum*

¹⁸ Agung et al., 2021. (2022). Pengaruh Penggunaan Media Pembelajaran Interaktif terhadap Motivasi Belajar Siswa Sekolah Dasar. *Buletin Ilmiah Pendidikan*, 1(2), 132–137. <https://doi.org/10.56916/bip.v1i2.702>

Table 1. Indicator

No	Success Indicators	Success Targets	Measurement Techniques
1	Students' motivation to learn increases after the implementation of e-modules through educational games	The percentage of student learning motivation reaches $\geq 80\%$ with the good/excellent category.	Student learning motivation questionnaire
2	Students' activeness in the learning process increases	Most students actively ask questions, answer, discuss, and participate in educational games	Student activity observation sheet
3	Students can complete assignments and LKPD well	$\geq 80\%$ of students can complete the LKPD according to the learning indicators	Assessment of LKPD and assignment results
4	Teachers' activities in the implementation of learning increase	The percentage of teacher activity reached $\geq 85\%$ with the very good category	Teacher activity observation sheet
5	Creating an interactive and fun learning atmosphere	Students show enthusiasm and focus, and enthusiasm during learning	Observation and documentation results
6	There is an increase in learning motivation in each PTK cycle	There is an increase in the percentage of learning motivation from pre-cycle, cycle I, to cycle II	Analysis of the results of the learning motivation questionnaire

RESULTS AND DISCUSSION

Research Results

This research was carried out in class II A of State Elementary School 79/IV Jambi City with a total of 25 students. The research uses the Classroom Action Research (PTK) method, which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation of actions, observation, and reflection. This research aims to increase students' learning motivation in the subject of Pancasila Education, the material of the Pancasila symbol, through the application of educational game-based e-modules.

Pre-Cycle

In the pre-cycle stage, the learning process still uses conventional methods such as lectures and assignments. The teacher explains the material, then students are asked to record their answers and work through the exercise book questions. The learning that takes place does not actively involve students, so some students look less enthusiastic and easily bored. The results of the learning motivation questionnaire indicate that student motivation to learn remains relatively low. Of 25 students, only 8 showed strong learning motivation, for a 32% rate. This condition shows that most students do not have a high level of interest and enthusiasm in participating in Pancasila Education, especially in the material on the Pancasila symbol.

Based on the results of the first cycle of actions, it is evident that implementing e-modules through educational games has had a positive impact on students' learning

motivation. This is evident in the increase in the percentage of students with high learning motivation from 32% in the pre-cycle stage to 65.65% in the first cycle.

However, the results in the first cycle have not met the researchers' success indicators, which are set at least 80%. Based on observations and evaluations during the learning process, several obstacles remain that affect the implementation of actions. Some students still have difficulty operating the e-module and following ¹⁹the instructions of educational games because they are not used to using digital learning media. In addition, some students still lack the confidence to ask questions or express their opinions during group discussions.

When educational game activities take place, classroom conditions also look less conducive because students are too enthusiastic, making the atmosphere quite crowded. The management of learning time has also not run optimally, as some students need more assistance with the learning media. Teacher activities in the first cycle achieved 75%, so improvements are still needed in classroom management, motivation, and mastery of digital learning media.

This low motivation to learn is caused by several factors, including a lack of variety in learning methods, underuse of engaging learning media, and limited student involvement in the learning process.

Cycle I

In cycle I, researchers began to implement learning using e-modules combined with Wordwall-based educational games. The learning activity begins with introducing the e-module to students, then students are invited to learn about the Pancasila symbol through the display of images and videos in the e-module. Furthermore, students were invited to play educational games, including guessing the Pancasila symbol and matching pictures to the sounds of the Precepts of Pancasila. This activity makes students more active and enthusiastic in their learning. In addition, students conduct group discussions and present the results of their group work to the class.

Based on the results of the student learning motivation questionnaire in the first cycle, learning motivation increased to 65.65%, placing it in the sufficient category. Despite the increase from the pre-cycle, some students are still not fully engaged in learning. Therefore, improvements are needed in the next cycle. Teacher activity in learning in the first cycle achieved 75%, indicating that the implementation of learning went well, but still needs improvement in classroom management and the use of learning media.

Cycle II

In cycle II, the researcher made several improvements based on the reflections from cycle I. These improvements include increasing interaction between teachers and students, using more interesting learning media, and strengthening educational game activities to increase student involvement. In cycle II learning, students look more active and enthusiastic. They are more courageous in answering questions, participating in educational games, and actively discussing with their group of friends. The use of e-modules equipped with pictures, videos, and interactive games can create a fun learning atmosphere.

¹⁹ Yudia Fauzi et al.,(2020). Pembiasaan Perilaku Sila Pancasila melalui Media Pop up Book dan Papan Pengamalan Pancasila di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3(2), 524–532.

The results of the student learning motivation questionnaire in cycle II showed a significant increase to 82.10%, placing ²⁰it in the very good category. In addition, teachers' activity during learning increased to 89.58%, indicating that the learning process was effective and interactive.²¹

The increase in research results from pre-cycle to cycle II is shown in the following table.

Table 1.2 Percentage of Cycles 1 & 2

Stages	Percentage of Learning Motivation
Pre-Cycle	32%
Cycle I	65,65%
Cycle II	82,10%

Based on these results, it can be concluded that the application of e-modules through educational games can increase students' motivation to learn in the subject of Pancasila Education, focusing on the symbol of Pancasila.

Discussion

This research aims to increase students' learning motivation in grade II A at SD Negeri 79/IV Jambi City in the subject of Pancasila Education material, Emblem of Pancasila, through the application of e-modules supported by educational games. The research was carried out using the Classroom Action Research (PTK) method, which consisted of two cycles: cycle I and cycle II. Each cycle includes the stages of planning, action implementation, observation, and reflection.

Based on the research conducted, it was found that the application of e-modules through educational games can gradually increase students' learning motivation from the pre-cycle stage to cycle II. In the initial or pre-normal condition, students' motivation to learn is still relatively low. This can be seen in the results of the student learning motivation questionnaire, which showed a level of completeness of only 32% (8 students out of 25) who showed good learning motivation. This condition is caused by the conventional learning process and the lack of interesting learning media for students.

After actions were taken in the first cycle, implementing e-modules combined with educational games increased students' learning motivation. The results of the student learning motivation questionnaire in the first cycle showed a percentage of 65.6552% with the sufficient category. This increase shows that the use of technology-based learning media can capture students' attention and increase their engagement in the learning process. However, in the first cycle, several obstacles remained, such as students who still had difficulty operating learning media and classroom conditions that were not conducive due to high student enthusiasm during educational game play.

²⁰ Daniyah dkk., (2023). Pengaruh Media Gambar Terhadap Hasil Belajar PKn pada Materi Lambang Pancasila Kelas III SDN Kencana Bogor. *Jurnal Jendela Pendidikan*, 3(02), 285–290. <https://doi.org/10.57008/jjp.v3i02.477>

²¹ Kemmis & McTaggart (Afandi, 2011). Penelitian Tindakan Kelas. In *Jurnal Pendidikan Akuntansi Indonesia Vol. VI No. 1 – Tahun 2008 Hal. 87 - 93 Penelitian: Vol. VI* (Issue 1).

To overcome these obstacles, in the second cycle, several improvements were made, including clearer explanations of the use of e-modules and educational games, dividing students into small groups, and providing more structured directions and game rules. In addition, teachers also motivate students to be more confident in participating in learning activities.²²

The results of the study in cycle II showed a significant increase in student learning motivation. The percentage of students with high motivation increased to 82.1034% in the very good category. The increase from cycle I to cycle II was 16.4482%, indicating that the application of e-modules through educational games is effective in increasing students' motivation to learn. In addition, teachers' activities in the learning process also increased from 75% in the first cycle to 89.583% in the second cycle.

The increase in student learning motivation can be seen in several indicators of learning motivation, namely the desire and need to succeed, the encouragement and need for learning, the appreciation of learning, the existence of interesting learning activities, and the existence of a conducive learning environment. The use of e-modules equipped with multimedia, such as images and videos, can help students understand the material more easily. Meanwhile, educational games used in instruction provide students with a fun, interactive learning experience.

The increase in student learning motivation can be seen through several indicators that emerge during the learning process. The first indicator is the desire to succeed. This is shown through students' efforts in solving LKPD questions, their enthusiasm during educational games, and their desire to achieve the best results when answering questions and during group presentations. Students look more confident and try to complete the assignments given without always having to be guided by the teacher.

The second indicator is the encouragement and need for learning. This increase is evident in students' enthusiasm when using e-modules and educational games. Students show high curiosity about the learning materials, actively ask teachers questions, and show interest in understanding the symbols of Pancasila through images and videos available on the e-module.

The third indicator is the existence of interesting learning activities. The use of e-modules combined with educational games can create a more fun and interactive learning atmosphere than conventional learning. Students look more focused, are not easily bored, and are more actively participating in learning because of the variety of media, such as pictures, videos, and Wordwall games, that attract students' attention.

The fourth indicator is the existence of appreciation in learning. During the lesson, the teacher praises and appreciates students who actively answer questions and complete educational games successfully. This makes students more motivated to participate in learning and to show their best abilities.

The fifth indicator is the existence of a conducive learning environment. Through group learning and the use of interactive media, students become more active in discussing,

²² Kurniawan, (2024). Penggunaan Media Pembelajaran Digital Dalam Mengembangkan Motivasi Belajar Siswa Kelas Iv Sd Inpres 2 Namaru. *elementary: Jurnal Inovasi Pendidikan Dasar*, 4(4), 215–222. <https://doi.org/10.51878/elementary.v4i4.3519>

collaborating, and helping each other understand ²³the learning ²⁴material. The classroom atmosphere becomes more lively and communicatively so that students feel comfortable during the learning process.

Thus, the increase in student learning motivation is not only reflected in the survey results, but also in changes in attitude, activity, enthusiasm, and student involvement during the learning process. This shows that the use of e-modules through educational games is effective in increasing elementary school students' learning motivation.

The findings of this study align with the view that educational games can increase students' interest and motivation to learn by providing an engaging, interactive learning experience. Through educational games, students not only have fun but also understand the material more effectively. In addition, e-modules allow students to learn independently and be more active in the learning process.

Thus, the application of e-modules through educational games has been proven to create a more engaging, interactive, and fun learning environment. This has a positive impact on student learning motivation in the Pancasila Education subject on the Pancasila Emblem material in grade II at SD Negeri 79/IV Jambi City.²⁵

CONCLUSION

Based on the results of the class action research conducted at Class II A SD Negeri 79/IV Jambi City on the subject of Pancasila Education material and the Emblem of Pancasila, it can be concluded that the application of e-modules through educational games can increase student learning motivation. This increase is evident in the results of the student learning motivation questionnaire, which show gradual development from the pre-cycle stage to cycle II. At the preliminary stage, students' motivation to learn remains relatively low, with a completion rate of 32%. After actions were taken in the first cycle, students' learning motivation increased to 65.6552% with the sufficient category. Furthermore, in the second cycle, there was a more significant increase, reaching 82.1034% in the very good category. In addition, teachers' activities in the learning process also increased from 75% in the first cycle to 89.583% in the second cycle. This shows that the use of e-modules combined with educational games can create a more engaging, interactive, and fun learning process, thereby increasing student engagement and learning motivation. Thus, the application of e-modules assisted by educational games can be one of the effective learning media alternatives in increasing student learning motivation in elementary school.

²³ Fausih & Danang, (2015). Pemanfaatan E-Modul Interaktif dalam Pembelajaran Mandiri Sesuai Kapasitas Siswa. *Risalah: Jurnal Pendidikan Dan Studi Islam*, 9(2), 2614–3275. https://doi.org/10.31943/jurnal_risalah.v9i2.458.

²⁴ Auliaet al., (2021). Pengembangan E-modul, "cinta belajar" sebagai upaya meningkatkan motivasi belajar siswa di SMAN 1 Sendawa. *Accident Analysis and Prevention*, 183(2), 153–164.

²⁵ Fitri Nurmayanti (2015: 337). Pengembangan E-Modul Interaktif Pembelajaran Gambar Teknik Berbasis Keterampilan Kreatif Untuk Siswa Smk. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(2), 1090–1102. <https://doi.org/10.38035/jmpis.v3i2.1347>

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