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INCREASING STUDENTS' LEARNING MOTIVATION WITH THE APPLICATION OF QR CODE-BASED LEARNING GAMES: ADVENTURES IN SEARCH OF PANCASILA TREASURES IN CLASS VIII.4 SMP NEGERI 30 PALEMBANG.

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ABSTRACT

This research aims to increase the learning motivation of students in grade VIII.4 of SMP Negeri 30 Palembang in the subject of Pancasila Education through the application of the QR-Code-based Game Based Learning method: Adventure in Search of Pancasila Treasures. This research uses Classroom Action Research (PTK) which is carried out in two cycles, each cycle consists of four stages, namely planning, implementation, observation, and reflection. The subjects of the study were 36 students who took place from July to August 2024. The results showed a significant increase in students' motivation to learn. In the first cycle, the students' learning motivation was recorded at 41%, while in the second cycle it increased to 75%. The QR Code-based *Game Based Learning* method is effective in increasing student learning motivation in a fun and interactive way. This study concludes that the use of this method can help increase students' motivation and learning performance, especially in understanding Pancasila Education material. The authors recommend the use of similar methods in research or learning in other subjects for optimal results.

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INTRODUCTION

The success or failure in a person's learning process is influenced by various factors, both from within the individual (internal factors) and those that come from outside the individual (external factors). Understanding the factors that affect learning success is very important, as this can help learners to achieve optimal learning outcomes. The factors that can affect student learning outcomes are as follows: Specifically, problems that originate from internal factors are related to; (1) student character, (2) attitude towards learning, (3) learning motivation, (4) study concentration, (5) ability to process learning materials, (6) ability to explore learning outcomes, (7) confidence, (8) learning habits. Meanwhile, from external factors, it is influenced by; (a) teacher factors, (b) social environment, especially including peers, (c) school curriculum, (d) facilities and infrastructure (Sunarti Rahman 2021:298)

Therefore, one of the factors that comes from within students (internal) that also affects learning outcomes is learning motivation. This shows that learning motivation plays an important role in students' learning actions. Based on the opinion (Emda Amna 2017:176) said that it often happens that students who do not achieve less than their abilities are not due to their lack of ability, but because there is no motivation to learn so that they do not try to direct all their abilities. In the traditional learning process that uses an expository approach, sometimes the element of motivation is forgotten by the teacher.

Learning motivation is one of the factors that affect a student's learning success. Motivation is one of the learning goals. Without motivation, students cannot achieve their goals. Therefore, every individual must have the motivation to learn. Motivation plays an important role in achieving the learning goals that have been set. Motivation does not come exclusively from the students themselves, but teachers must be involved in motivating students to learn. The existence of motivation provides encouragement to students to know the direction of learning. Learning motivation can arise when a student has a desire to learn. Therefore, students must have motivation both internally and externally so that the learning goals that have been set can be achieved optimally (Elvira, Neni Z 2022:56)

The indicators of student learning motivation that can be seen from the opinion of Sardiman (2016) include: 1) diligence in completing assignments; 2) work hard in overcoming difficulties; 3) show interest in various issues faced as an adult; 4) work independently; 5) easily bored with tasks; 6) defend opinions; 7) Difficult to give up something that is believed; 8) Happy to find and find problems. According to Lestari (2020), indicators of learning motivation are the existence of a desire and desire to succeed, the existence of encouragement

and need in learning, the existence of future hopes and ideals, the existence of rewards in learning, the existence of interesting activities in learning, and the existence of a conducive learning environment. From this opinion, it can be concluded that indicators of learning motivation include students' willingness to learn, encouragement in learning, interesting learning activities, conducive learning environment, and appreciation.

Based on the researcher's observations during the learning process of Pancasila Education in grade VIII.4 of SMP Negeri 30 Palembang, it can be seen that students lack motivation to learn. When given the opportunity to ask about Pancasila Education lessons, only a few students responded, while most of the students seemed confused and bored while studying. In addition, during group learning, only one or two people are active, while others seem unenthusiastic, even during group presentations in front of the class.

Fostering students' motivation to learn is one of the techniques in developing learning abilities and willpower. One logical way to motivate students in learning is to relate the learning experience to the student's motivation. Teachers as people who teach students are very interested in this issue. So that as teachers or prospective teachers as much as possible, we must always strive to be able to increase learning motivation, especially for students who have difficulties in learning by using various efforts that can be made by teachers, namely 1) Clarifying the goals to be achieved. 2) Arouse student motivation. 3) Create a fun atmosphere in learning. 4) Using a variety of interesting presentation methods. 5) Give proper praise to every student's success. 6) Give an assessment. 7) Comment on the results of the student's work. 8) Create competition and cooperation (Suharni 2021:73)

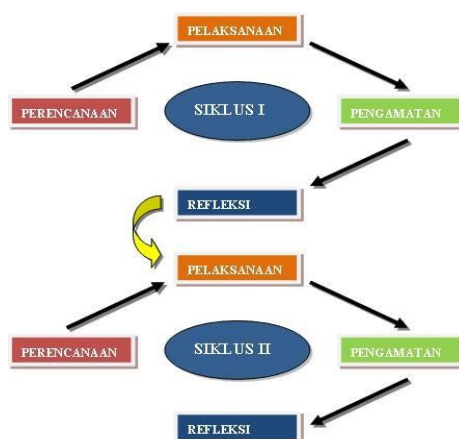
From the results of these observations and based on the results of discussions with colleagues, it is known that the problem that occurs in class VIII.4 of SMP Negeri 30 Palembang is the lack of motivation to learn from students. So a learning method or media is needed that can foster learning motivation in students. So that the method and media chosen to increase learning motivation is game-based learning or known as *Game Based Learning* with the theme Adventure of Finding the Position of Pancasila Treasures based on QR Code. In the implementation activities, students are guided to learn outside the classroom, and students will be invited to take part in a thrilling treasure adventure, where they will explore every corner of the school to discover the position of Pancasila. In its implementation, the students are divided by the teacher into several groups, and each group will be given a map that directs them to look for hidden QR Codes in various school locations. After finding the QR Code, the group will scan using their mobile phones, which will then display a video containing questions about the Position and Function of Pancasila material that has been studied. The group that manages to answer the questions correctly and fastest will win in this game, namely finding the treasure of

Pancasila and getting a prize from the teacher as a reward for their efforts and skills.

Game Based Learning is a learning approach that uses game elements, such as rules, challenges, scores and game-based interactions to teach certain concepts, skills or knowledge to students. *Game Based Learning* has been used in a variety of educational contexts, from elementary school to higher education and professional training. With the advancement of technology, *game-based learning apps and platforms* are becoming more and more available, allowing instructors to take advantage of *game-based learning* more easily. *Game-based learning* can facilitate students to learn together. In addition, students are given the opportunity to express their opinions and discuss with other students (Wulandari and Safitri 2024:35)

RESEARCH METHODS

This research is a Class Action Research (PTK) which is carried out in two cycles. Each cycle consists of four stages: planning, implementation, observation (observation), and reflection, with a duration of 2 x 40 minutes each per meeting. This research involved 36 students of class VIII.4 of SMP Negeri 30 Palembang and took place from July to August 2024, with a focus on Pancasila material as the Basis of the State, the Nation's View of Life, and State Ideology. The stages of the research are: 1) Planning: conducting discussions with teachers and peers, preparing teaching modules with game-based media, and preparing observation sheets to measure student motivation, 2) Implementation: namely explanation of Pancasila material, division of students into small groups, distribution of treasure map media and QR Codes, and supervision of teachers during the implementation of treasure search, 3) Observation: Teachers monitor student activities, fill out observation sheets, and analyze student work results to evaluate research problems, 4) Reflection: based on observations, the teacher makes improvements in the second cycle if needed. In cycle I, the results were not satisfactory, but in cycle II, there was a significant improvement and the research was stopped. The model used is the spiral model from Kemmis and McTaggart.



RESULTS AND DISCUSSION

After conducting class action research (PTK) in class VIII.4 of SMP Negeri 30 Palembang, it was obtained from the results of observations and the results of working on the students' worksheet scores. Observation of students' learning motivation is carried out by observing the attitudes and behaviors of students in the learning process and filling in the observation sheet instruments. So that the results of the observation of students' learning motivation are described in the following table.

Table 1 Results of Increments per Cycle

Siklus	Average Score
Pre-Cycle	22%
Cycle I	41%
Cycle II	75%

In the class action research (PTK) conducted in class VIII.4 SMPN 30 Palembang, in this research implemented the *game-based learning* method with the help of *QR Code* media with the theme Pancasila Treasure Adventure which was held four times in two cycles. In this study, the researcher also succeeded in increasing the learning motivation of students, especially in the subject of Pancasila Education. Students are able to maximize learning motivation by obtaining more than 75% criteria. At each meeting, students presented assignments namely by group discussions, as well as group percentage tasks, and distributing post tests to be completed independently. In the first cycle of learning with the application of the QR Code-based game based learning method, which was carried out in class VIII.4 of SMP Negeri 30 Palembang, it was seen that students experienced an increase in learning motivation where they were very enthusiastic in doing the learning, it's just that the implementation in cycle 1 was less effective because the students did not really understand the rules in implementing the learning.

This Treasure Adventure Learning is outside the classroom, students run around looking for QR Codes and teachers are quite tired in monitoring students' activities. However, the implementation of the QR Code-based learning method of the Pancasila Treasure Adventure game based learning method in the first cycle experienced an increase in learning motivation of 41% compared to the pre-cycle which was only 22%. Then in cycle II and after reflecting on learning, students experienced an increase in learning motivation which was seen from the teacher's observation which was previously only 41% in cycle 1, then in cycle II it increased to 75%. This is because the students already understand the rules of the game, and they also regularly group and divide tasks in finding the QR Code, and each group looks very compact

working together to be the fastest and write the most correct answer to find the treasure of Pancasila and they are also orderly in carrying out learning in finding the treasure of Pancasila.

The increase in learning motivation is in accordance with the learning motivation indicators according to (Hafizhah, I. N., Amalia, A. R., & Uswatun 2023:78) 1) The existence of the Desire and desire to succeed; 2) The existence of encouragement and the need to learn; 3) Ready to accept challenges; 4) Diligent in doing tasks. Through the challenges and simulations presented in the game, learners not only gain knowledge, but also develop critical thinking skills, work together, and overcome various obstacles (Sappile et al. 2024:17). This game-based learning can increase learning motivation which is also in line with the statement (Maimunah 2025:81) that the use of game-based learning can have a significant positive impact on students' motivation and learning achievement. By providing an interactive, in-depth, and fun learning experience, this approach is able to increase students' interest and understanding of the subject matter. However, the success of game-based learning depends heavily on the design and integration of learning elements that are done appropriately. From the various supporting statements, this research corroborates that students' motivation to learn can increase with the application of the QR Code-based *game based learning* method as applied by the researcher and it is proven that student learning outcomes increase, besides that the method is also able to make students learn to collaborate well with their friends in finding treasures so that it can increase cooperation between teams well. This game-based learning offers a wide range of benefits.

First, games can make subject matter more interesting and interactive. Through the use of animations, graphics, and sounds, the learning videos accessed through QR Code scans can be delivered in a more attractive way than traditional learning methods. Second, games provide feedback directly to learners, helping them monitor their learning progress and promptly correct mistakes. Third, games encourage healthy collaboration and competition between students, which can ultimately increase their motivation and involvement in the learning process (Suci Hanifah Nahampun et al. 2024:172).

CONCLUSION

Based on the results of the research and discussion, it is known that with the application of the *QR Code-based game based learning method: Adventure in Search of the Treasure of Pancasila* in the classroom in the learning process, students' learning motivation increased from 41% in cycle 1 to 75% in cycle II. Therefore, the researcher concluded that the use of the *QR Code-based game based learning method : Adventure in Search of Pancasila Treasures* can increase

the learning motivation of students in grade VIII.4 of SMP Negeri 30 Palembang in the Pancasila Education subject for the 2024/2025 academic year. The author recommends to fellow Pre-service PPG students or teachers to conduct similar research with different subjects. The author also hopes that readers will have constructive criticism and input for the perfection of this article.

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