

Fun Learning Based on Edugame to Enhance IPAS Learning Motivation

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Abstrak— Latar Belakang: Hubungan fun learning, edugame, dan motivasi belajar menunjukkan pergeseran yang cukup signifikan, baik secara teoretis maupun empiris. Tidak lagi sekadar menekankan “kesenangan”, pendekatan mutakhir melihat fun learning sebagai mekanisme psikopedagogis yang terstruktur untuk mengoptimalkan keterlibatan kognitif, afektif, dan sosial siswa. **Tujuan:** Penelitian berikut bertujuan untuk mengetahui peningkatan motivasi belajar IPAS di SD 4 Panjunan melalui penerapan pembelajaran fun learning berbasis edugame. **Metode:** Untuk mencapai tujuan tersebut, peneliti menggunakan penelitian tindakan kelas dengan model Kemmis dan McTaggart, yang meliputi tahapan seperti perencanaan, tindakan, observasi, dan refleksi. **Hasil:** Penelitian memberikan bukti bahwa penerapan metode pembelajaran menyenangkan berbasis edugames dapat meningkatkan motivasi belajar siswa kelas VI di SD 4 Panjunan pada mata pelajaran IPAS. **Kesimpulan:** Penerapan metode pembelajaran menyenangkan berbasis edugames dalam proses pembelajaran IPAS di SD 4 Panjunan telah terbukti meningkatkan motivasi siswa, sebagaimana diamati dari perilaku mereka selama pembelajaran. Melalui penerapan metode dan media pembelajaran ini, motivasi siswa menunjukkan peningkatan yang signifikan. **Kata Kunci—** fun learning; edugame; motivasi belajar

Abstract— Background: The relationship between fun learning, educational games (edugames), and learning motivation has undergone a significant shift, both theoretically and empirically. Moving beyond a mere emphasis on "enjoyment," contemporary approaches frame fun learning as a structured psychopedagogical mechanism designed to optimize students' cognitive, affective, and social engagement. **Objective:** This study aims to evaluate the improvement of learning motivation in Natural and Social Sciences (IPAS) at SD 4 Panjunan through the implementation of edugame-based fun learning. **Methods:** To achieve this objective, a Classroom Action Research (CAR) design was employed, following the Kemmis and McTaggart model, which comprises the stages of planning, action, observation, and reflection. **Results:** The findings provide empirical evidence that the application of edugame-based fun learning methods effectively enhances the learning motivation of Grade VI students at SD 4 Panjunan within the IPAS curriculum. **Conclusion:** The implementation of edugame-based fun learning in the IPAS instructional process at SD 4 Panjunan has been proven to increase student motivation, as evidenced by observable behavioral changes during the learning process. Through the integration of these methods and media, student motivation demonstrated a significant upward trend.

Keywords— fun learning; edugame; learning motivation

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I. INTRODUCTION

A teacher holds a strategic role in designing and managing learning that facilitates meaningful learning experiences. The diversity of available learning methods demands that teachers select an approach aligned with the student's characteristics, ensuring the learning process is not only informative but also encourages active engagement (Dogani, 2023), (Rangareddy et al., 2025). Meaningful learning in this context refers to a process that allows students to explore their learning potential in an environment that supports optimal interaction, attention, and participation. One widely adopted approach is fun learning, which is designed to create a pleasant, interactive, and creativity-stimulating learning atmosphere (David & Weinstein, 2024), (Mee Mee et al., 2020). This approach has been proven to be closely linked to the enhancement of learning motivation, as a comfortable and appealing learning condition can strengthen both student's internal and external drive to engage in learning. Learning motivation itself is a crucial determinant of student success, influenced by factors such as learning objectives, ability, the learning environment, and the teacher's instructional strategies (Prastiyowati et al., 2025).

In general, learning motivation can be defined as an impetus originating from within (intrinsic motivation) or outside (extrinsic motivation) a person, which drives them to study diligently to achieve desired goals. Intrinsic motivation arises from the student's personal desire to understand the material, improve skills, or achieve intellectual satisfaction (Liu et al., 2020), (Froiland & Worrell, 2016). Students with intrinsic motivation tend to enjoy the learning process, possess high curiosity, and are able to persist when facing academic challenges. Meanwhile, extrinsic motivation stems from external factors such as rewards (Rasyid et al., 2025), (Sigalingging et al., 2023), praise, encouragement from teachers and parents (Vianca P et al., 2025), or even specific academic demands. These two types of motivation are complementary and can be a powerful driver for students to continuously strive in their studies.

Student's learning motivation represents all the driving forces within an individual that will determine the direction of the learning process until the goals are achieved as expected (Wardani et al., 2020:275). Learning motivation itself is influenced by various factors, including student's aspirations and goals, learning abilities, the condition of the learning environment, and the efforts made by the teacher in instructing the students (Sorayyaei Azar & Binti Mohd Sahar, 2021). Teachers play an essential role in building and enhancing student's learning motivation. The application of innovative learning methods, the use of engaging media, and the provision of positive feedback can create a pleasant and supportive learning environment. With strong motivation, students are not only more enthusiastic in learning but also more easily attain deep understanding and achieve optimal academic performance.

Empirical studies have consistently demonstrated the effectiveness of fun learning in enhancing student motivation. According to Sulastris (Sulastris, 2023) in her article titled "Increasing Children's Learning Motivation Through the Fun Teaching Method," it is explained that the fun teaching method is highly enjoyable and can increase children's learning motivation. Fun teaching is implemented through various activities that are pleasurable for children, such as playing, singing, storytelling, role-playing, and field trips. The fun teaching activities, which involve providing enjoyable instruction to children, can cultivate learning motivation, with concrete evidence being the increase in children's learning motivation after the method was applied. Similarly, Ayuba (Ayuba, 2023) his study shows that fun learning methods such as games, interactive activities, storytelling, and technology integration, lead to higher student motivation and engagement.

A study in Nigerian secondary schools found fun learning increased motivation by 41.2% compared to traditional methods, making students more diligent and resilient in facing academic challenges. Research by David and Weinstein (David & Weinstein, 2024), the findings show that fun learning strategies using technology can increase student's satisfaction of basic psychological needs, including autonomy (a sense of having choices), competence (perceived effectiveness of learning), connectedness (relationships with peers in the classroom), and academic well-being, which are reflected in interest and engagement. Nadeem et al. (Nadeem et al., 2023), their research results show that digital game-based learning has a stronger positive influence on student engagement and motivation compared to conventional online learning activities. Overall, student's positive responses to digital game-based activities suggest that integrating such approaches into instruction can make learning more enjoyable while simultaneously increasing student engagement.

Hanifah and Nawafilah, employed a quantitative descriptive research design, utilizing observation sheets, a learning motivation questionnaire, and a quizizz-based assessment as research instruments (Hanifah & Nawafilah, 2025). The findings indicated that 74.3% of students achieved scores above 68, categorized as good performance. Additionally, 78% of students reported increased motivation when learning with quizizz, as it fostered a competitive and enjoyable classroom atmosphere. Santoso & Saragih (2021), found that the variable Pakem (Active, Creative and Fun Learning) (X1) and the variable of Learning Motivation (X2) together have an effect on the variable of Student Learning Outcomes (Y). Damayanti et al. (2025) study illustrates that a fun and collaborative learning strategy, such as Team Games Tournament (TGT), can enhance student's engagement and enthusiasm for learning. It is expected that the results of this study may serve as a reference for implementing learning models that effectively foster student's affective development. Munir & Fatimah (2022), said that the fun learning model

implemented by the teacher has a positive impact on students, leading to behavioral changes and the development of positive attitudes, increased activeness and full participation in learning activities, and the growth of student's learning motivation. This effect is particularly evident in fiqh subjects, as reflected in improved learning outcomes and academic achievement, as well as a broader understanding of fiqh beyond the specific material taught in class.

Case studies in Indonesian primary school's report that fun learning with educational games, interactive stories, and simple experiments noticeably raises student's enthusiasm, focus, and motivation compared with traditional methods. Azhara & Setiyawan (Azhara & Setiyawan, 2025), argue that the implementation of fun learning, particularly when combined with interactive media and contextual learning approaches, leads to a substantial increase in student engagement in the classroom. This heightened level of engagement is positively associated with improved academic performance and stronger learning motivation, as reflected in greater student enthusiasm and a deeper understanding of learning concepts. Nurazizah et al. (Fitri Siti Nurazizah et al., 2025), demonstrate that the fun learning method brings about measurable improvements in student's learning effectiveness, indicating that its implementation has a positive impact on enhancing student motivation at SDN Mekarbakti.

Various studies demonstrate the effectiveness of fun learning in enhancing motivation. Although previous research findings consistently show a positive effect of fun learning, most studies still focus on specific subjects and have not extensively addressed its application in IPAS (Science and Social Studies) instruction, particularly at the sixth-grade level. Moreover, research on edugame-based learning as a form of fun learning implementation is still limited, even though this medium has the potential to significantly increase student attention and engagement. The distinction between this study and previous research lies in its specific focus on integrating an edugame-based fun learning approach within the Science and Social Studies (IPAS) curriculum for sixth-grade elementary students. This research emphasizes a strategic balance between student engagement and the attainment of learning objectives. Rather than merely examining general motivational increases, this study explores how the specific characteristics of edugames serve as a contextual pedagogical stimulus tailored to student needs in the IPAS subject.

Based on preliminary observations at SD 4 Panjunan, it was identified that student learning motivation in IPAS remains low. This is evidenced by a lack of focus, passive behavior, minimal enthusiasm, and a dominance of the lesson method using less varied modules or worksheets. Such conditions highlight a significant gap between the potential of fun learning approaches and current classroom practices. The objective of this research is to analyze and enhance the learning motivation of sixth-grade students at SD 4 Panjunan through the implementation of edugame-based fun learning. Furthermore, this study aims to evaluate the effectiveness of this approach in

fostering a learning environment that is not only engaging but also meaningful and oriented toward achieving optimal learning outcomes.

II. METHODS

The research method employed by the researcher is Action Research. The specific research design used in this study refers to the Classroom Action Research (CAR) model. Classroom Action Research involves actions or efforts undertaken by the researcher or teacher during classroom instruction, where data is collected, processed, analyzed, and concluded to determine the level of success of the intervention (Pratami et al., 2019), (Nurgiansah et al., 2021). The actions referred to include various types, such as models, strategies, methods, techniques, approaches, and steps or procedures designed, determined, and used by the teacher in the context of implementing learning activities (Alya Nur Annisha et al., 2025), (Tulus et al., 2019), (Fadhlina Harisnur & Suriana, 2022). Models, approaches, strategies, methods, and techniques frequently used in action research are shown in the table below.

Table 1. Model, Approach, Strategy, Method, and Technique in Action Research

Level	Main Fokus	Example
Model	Broad conceptual framework	Cooperative, PBL
Approach	Philosophical perspective	Constructivist
Strategy	General action plan	Expository, inquiry, cooperative
Method	Specific procedures	Lecture, discussion, demonstration
Technique	Practical steps	Q&A, role play

This study utilizes the CAR model by Kemmis and McTaggart, where each cycle follows the stages consistent with the principles of Classroom Action Research. The stages of research using the Kemmis and McTaggart model include: planning, action, observation, and reflection (Azifah et al., 2024), (Rohmah, 2023), (Maorin et al., 2023) are depicted in the following diagram.

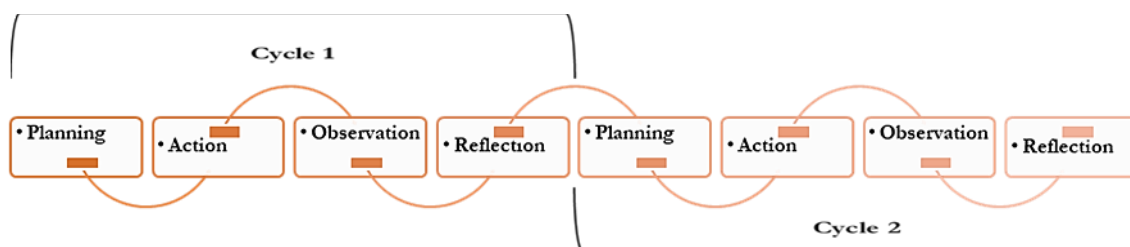


Image 1. Research Cycle Stages I and II

Within this framework, the class teacher assumes the role of collaborator and practitioner, directly implementing instructional interventions in the classroom setting. Meanwhile, the researcher functions as an observer and analyst, carefully documenting student behavior, engagement, and learning activities during instruction. Such a collaborative dynamic not only ensures practical relevance of the intervention but also strengthens validity of the findings, as data are generated from authentic classroom interactions and systematically analyzed to inform subsequent cycles of improvement. The researcher applies this research model with the aim of improving classroom learning practices to achieve targets in order to enhance the quality of the learning process.

The data in this action research were collected directly from the Grade VI students of SD 4 Panjunan. The observation sheet served as the research instrument used to measure student's learning motivation. An observation sheet is a data collection tool functioning to obtain data for a variable in a study (Sudarmanto, 2022), (Grieb et al., 2015), (Neuman, 2014). The subjects of this study were 12 students in Grade VI of SD 4 Panjunan, consisting of 6 male students and 6 female students. Based on the results of the initial observation and interviews with the class teacher, it was found that most students exhibited low learning motivation in the IPAS (Science and Social Studies) subject. They tended to be unfocused, frequently sleepy, and lacked enthusiasm during the learning process. The data collection techniques in this study included:

1. Direct Observation: Using a learning motivation observation sheet that includes indicators such as enthusiasm (Thessia Permata Bunda et al., 2024), (Rodhiyah et al., 2021), activeness (Khudiyeva, 2024), (Amalia et al., 2025) and material comprehension (Rohid et al., 2023), (Mumtazah & Triyana, 2025).
2. Unstructured Interview: Conducted with the class teacher as a collaborator to explore perspectives and experiences during the learning process.
3. Documentation: In the form of photos, field notes, and student assignment results.

The main instrument is the student learning motivation observation sheet, which was developed based on learning motivation indicators. The researcher completes this sheet during the ongoing learning process. The data analysis technique is performed through descriptive quantitative and qualitative methods. The scores on the observation sheet are calculated for each indicator, and then the average is determined for each cycle. The results are compared between Cycle I and Cycle II to observe the improvement in student's learning motivation. The indicator of research success is met if a minimum of 75% of students achieve an observation score in the "good" or "very good" category in the aspect of learning motivation.

III. FINDINGS AND DISCUSSION

A. Findings

The Classroom Action Research (CAR) conducted by the researcher, with the aim of achieving an increase in IPAS learning motivation in Grade VI at SD 4 Panjunan, was implemented in two cycles, spanning two meeting sessions. This Classroom Action Research required an execution time of four weeks within the classroom setting. The research activities commenced on November 6th and concluded on November 27th. The setting for this research was Grade VI, which had a total of 12 students. The researcher carried out this study by adjusting to the stages that had been planned beforehand. Each cycle was executed through four phases, starting from the planning stage up to the reflection stage. The results of the Classroom Action Research implemented by the researcher are described as follows.

Pre-Cycle Stage

During this pre-cycle activity, the researcher sought permission from the Principal of SD 4 Panjunan to conduct Classroom Action Research (CAR) by applying the edugame-based fun learning method in Grade VI IPAS instruction. Following this, the researcher also requested permission and availability from the Grade VI IPAS subject teacher to serve as a collaborator and to allocate the necessary time and place for the researcher to execute the Classroom Action Research. Based on the researcher's interview with the Grade VI IPAS subject teacher at SD 4 Panjunan, the teacher reported that the teaching and learning activities (KBM) had been running as usual, with the teacher explaining the learning material to the students using the lecture method, following the material provided in the student's handbooks or worksheets (LKS). The teacher also provided details concerning the class characteristics, the number of students, and other factors related to the student's condition.

Implementation of Action

Based on the research conducted, the researcher obtained a number of important data encompassing the implementation of the action, the results of observation, and the results of reflection. The implementation of the action was carried out through two cycles, with each cycle lasting two weeks. Each cycle included the sequential stages of planning, action implementation, observation, and reflection to ensure a systematic process of instructional improvement. The development of actions in each cycle was designed to provide consistent intervention, while simultaneously allowing for the evaluation of changes in student's learning motivation over time.

The details are as follows:

Cycle I

Planning. In the initial stage, the researcher and the IPAS subject teacher collaboratively drafted a lesson plan focusing on enhancing student's learning motivation through the application of edugame-based fun learning. The planned activities included:

1. Development of an instructional module that incorporates an interactive learning scenario.
2. Preparation of the edugame media based on simple digital games and supporting activities such as ice breaking.
3. Development of the student learning motivation observation sheet.
4. Coordination with the teacher for the implementation of the action in Grade VI at SD 4 Panjunan. The material used in Cycle I was ASEAN Cooperation in the Economic Sector.

Action. The lesson began with greetings, prayer, and the researcher's introduction. The teacher conveyed the learning objectives, provided initial motivation, and explained the material as an introduction. The classroom environment began to appear less conducive, characterized by students chatting, feeling bored, and being unfocused. The teacher then provided directions regarding the planned use of the edugame-based fun learning method. The core actions of Cycle I included:

1. Utilization of simple interactive activities.
2. Insertion of several light educational games.
3. Enhancement of two-way communication between the teacher and students. However, as this was still an introduction to the method, the instruction did not proceed entirely according to the fun learning design.

Observation. The observation results indicated that some students followed the material well at the beginning of the lesson, but enthusiasm declined as the session progressed. Indicators of low motivation were evident through behaviors such as chatting, passivity, sleepiness, and low interaction with the teacher. The classroom atmosphere also became less conducive several times. The interactive activities provided by the teacher were not yet capable of significantly enhancing student's motivation. The observation sheet showed that the majority of students were still categorized under low and moderate motivation.

Reflection. The reflection of Cycle I indicated that the implemented actions had not yielded optimal results. The main causes were identified as:

1. The variation of fun learning activities was still limited.
2. Students required more engaging and structured learning stimuli.

3. The edugame media was not fully utilized.

Table 2. Implementing of Cycle I

Num.	Day/date	Time	Material	Cycle Stages
1	November 6			Learning Planning
2	November 9	70 minute	Implementation of the fun learning method with the material of cooperation between ASEAN countries in the economic sector	Action and observation
3	November 13	70 minute		Reflection of cycle I

Based on this reflection, the researcher and the teacher formulated improvement strategies for Cycle II, specifically by integrating the edugame more intensively, providing game activities relevant to the material, and increasing student involvement through group work and a reward point system.

Cycle II

Planning. In the planning stage of Cycle II, the researcher and the collaborating teacher developed a more structured learning strategy to enhance the effectiveness of the edugame-based fun learning method. The material to be studied was "Exports and Imports", as per the student's worksheets (LKS). The team redesigned the learning scenario, emphasizing group activities, the utilization of simple edugame media, the provision of motivation at the beginning of the lesson, and the granting of rewards as positive reinforcement. Furthermore, the observation sheet, evaluation instruments, and edugame media were prepared more thoroughly to ensure that the implementation of the action would run effectively and align with the objectives of Cycle II.

Action. At the beginning of the lesson, the subject teacher entered the classroom along with the researcher and opened the session with greetings and prayer. The teacher again explained the learning plan, which would be led by the researcher through the fun learning approach. Following this, the researcher and the collaborating teacher conducted a brief introduction, provided motivation, and conveyed the learning objectives to ensure students understood the direction of the activities. The instruction commenced with apperception and the delivery of the core material on exports and imports by the collaborating teacher. Subsequently, the researcher directed the formation of two learning groups as the initial step in the application of the edugame. Once the groups were formed, students reviewed the material in their worksheets (LKS) and followed further explanations from the collaborator. The edugame media then distributed to each group, explained the rules of the game, and allocated time for students to discuss and complete the task using the prepared edugame.

The learning activities proceeded collaboratively and interactively. The researcher and the collaborator mentored the students throughout the learning process, ensuring that each group

followed the rules of the game and was actively involved in problem-solving. After the game and group discussion sessions concluded, students worked on several evaluative questions related to the material. At the end of the action, the students presenting the group discussion results and get material reinforcement. As a form of appreciation for the student's active involvement, they got a rewards. The lesson closed by delivering a summary of the material and providing a brief evaluation of the learning process.

Observation. The observation results during Cycle II showed a significant improvement compared to the previous cycle. Students appeared more enthusiastic, spirited, and demonstrated a more stable level of focus throughout the learning process. Collaborative activities within the groups proceeded more dynamically. Students discussed with one another, cooperated to complete the game, and followed instructions well. The use of the edugame proved effective in reducing the boredom that occurred in Cycle I. Furthermore, student's involvement in the evaluation question session indicated that they had a better understanding of the material presented.

Reflection. The reflection of Cycle II demonstrated that the implementation of the edugame-based fun learning method had a positive impact on student's learning motivation. The class became livelier, students were more active, and the learning atmosphere was more conducive compared to Cycle I. The provision of motivation at the start, the use of interactive media, structured group work, and the granting of rewards were proven effective in increasing student participation. These findings indicate that the instructional strategies implemented in Cycle II successfully remedied the weaknesses identified in the previous cycle and were able to achieve the established indicators of success.

The observation results indicate that, in Cycle II instruction utilizing the fun learning method in IPAS lessons, the learning motivation of Grade VI students at SD 4 Panjunan experienced an increase. The data from the observation results demonstrate the successful enhancement of student learning motivation indicators. The following presents the observational data regarding the increase in student's learning motivation during instruction.

Table 3. Implementing of Cycle II

Num.	Day/date	Time	Material	Cycle Stages
1	November 20			Learning Planning
2	November 23	70 minute	Implementation of the fun learning method with the material of Export and Import as a form of economic activity between nations	Action and observation
3	November 27			Reflection of Cycle II

The observation results regarding student activity in Cycle I indicated that learning motivation remained low and fluctuating. At the beginning of the lesson, several students paid attention to

the material explanation, but boredom began to appear after a few minutes. A number of students diverted their attention, chatted with seatmates, and were unfocused on the material. Learning activities were still dominated by the teacher, meaning only a small fraction of students actively asked questions or responded. Female students appeared more active than male students, while the majority of others displayed passive behavior and low engagement in the learning process. The overall class condition was uncondusive and did not reflect optimal learning motivation.

In Cycle II, following the implementation of the edugame-based fun learning method, there was a significant increase in student activity and motivation. Students paid attention to the material delivery more earnestly, actively asked questions, and engaged in group discussions. The application of the edugame encouraged students to focus on the learning process, resulting in the virtual disappearance of behaviors that disrupted the lesson flow. Students were able to position themselves within their respective groups without needing repeated direction, indicating an increase in independence and learning readiness.

Table 4. Student Learning Motivation Observation Sheet

No.	Observed Indicators	Score			
		1	2	3	4
1.	Learning Motivation:				
	a. Enthusiasm during learning.				√
	b. Increased enthusiasm for learning.				√
	c. Show interest in learning activities.				√
	d. Feel happy with fun learning.				√
	e. Do not talk to friends while learning is taking place.				√
	f. Not feeling sleepy during learning.			√	
	g. Do not play alone during learning.			√	
2.	Student activity:				
	a. Actively ask questions.			√	
	b. Active during group discussions.				√
	c. More confident in giving opinions.				√
	d. Active in expressing opinions.			√	
3.	Understanding the Material:				
	a. Carry out assignments given by the teacher confidently, seriously, quickly and precisely.				√
	b. Able to do the questions given well.				√
	c. Able to answer questions well according to the material.			√	

Description: 1). Very Poor, 2). Poor, 3). Good, 4). Very Good

The table presented above is the Student Learning Motivation Observation Sheet, utilized to measure the extent to which the implemented interventions have achieved their objectives. Overall, the observation results yield highly positive scores (ranging from 3 to 4), indicating that the edugame-based fun learning method successfully enhances learning motivation across several indicators. Students demonstrated high levels of enthusiasm, interest, and enjoyment, all of which achieved a score of 4. Furthermore, student focus was well-maintained, as evidenced by the lack

of off-task communication during the lesson (score 4). Nevertheless, the indicators for "absence of drowsiness" and "refraining from solitary play" received a score of 3, suggesting slight potential for further improvement in individual focus. Regarding Student Activity, participants exhibited significant confidence in offering opinions and were highly proactive during group discussions (score 4). Their engagement in asking questions and independently expressing viewpoints was categorized as "Good" (score 3). Finally, Material Comprehension was evidenced by the students' ability to complete teacher-assigned tasks with confidence, diligence, and efficiency, while accurately solving problems (score 4). The ability to respond to oral or general questions related to the subject matter also fell within the "Good" category (score 3).

During the discussion and the use of the edugame media, students appeared enthusiastic and collaborated well in completing the tasks. Only a small fraction of students remained passive and hesitant to ask questions, but the involvement of male students increased compared to the first cycle. Student activity became increasingly positive during the group discussion presentation session, especially after rewards were given as a form of appreciation for their involvement. This positive reinforcement proved effective in boosting student's morale and participation throughout the entire lesson. The reflection of Cycle II confirmed that the implementation of the edugame-based fun learning method successfully enhanced the learning motivation of Grade VI students at SD 4 Panjunan. Indicators of motivational increase, such as attention to the material, active questioning, involvement in discussions, and focus during instruction, were evident in the student's learning activities. The constraints encountered during the implementation included the limitations of classroom facilities and infrastructure, which required the researcher to adjust the edugame media to the existing conditions. Additionally, there was one student with special needs who tended to be passive, but this condition did not impede the overall learning process as the majority of students were able to follow the activities well.

The comparison between the conditions prior to and following the implementation of the method reveals a clear and consistent increase in student learning motivation. The integration of edugames fostered a "fun" atmosphere that correlates directly with high levels of affective engagement (feelings of enjoyment and enthusiasm) and cognitive engagement (confidence in expressing opinions and precision in task completion). The predominance of "4" scores regarding enthusiasm indicates that the intervention in Cycle II successfully transformed the classroom environment into a more dynamic setting compared to previous instructional sessions. Based on these findings, the researcher and the collaborating teacher concluded that further cycles were unnecessary, as the research objectives were fully achieved within Cycle II.

B. Discussion

The research findings indicate that the implementation of the edugame-based fun learning method was able to significantly enhance student's learning motivation compared to the pre-action condition. This finding aligns with various previous studies that affirm the crucial role of instructional innovation, whether through models or media, in increasing student's interest and motivation (Akbar, 2014), (Akbar et al., 2024), (Gunawan et al., 2020). The fun learning method fundamentally emphasizes the delivery of material relevant to student's developmental stages, combined with enjoyable activities such as games, ice breaking, or other interactive tasks. From the perspective of learning motivation theory, a pleasant learning environment contributes to the formation of intrinsic motivation through feelings of comfort, security, positive emotional engagement, and memorable learning experiences (Abbas, 2014), (Rasyid et al., 2025). The combination of enjoyable learning experiences and a supportive classroom environment is a critical factor that can foster interest, lead to deeper understanding of the material, and enhance academic achievement.

The increase in learning motivation in this study was identified through observation results referencing motivation indicators, such as attention to the teacher's explanation, active questioning, involvement in group discussions, and diligence in completing tasks. In Cycle I, passive behavior, boredom, and classroom disruptions were still dominant, whereas in Cycle II, students showed consistent positive changes. The students were more focused, participated actively, and were able to collaborate in groups. This reinforces the view that the interest and enthusiasm generated during learning are strong indicators of increased intrinsic motivation.

The application of the edugame also made a significant contribution as an external factor/extrinsic motivation. The edugame media introduced elements of interactivity, challenge, and cognitive stimulation, which led students to become more actively involved. Appropriately designed learning media can increase student's attention, curiosity, and perseverance in following the lesson (Hanifah & Nawafilah, 2025), (Wihartatik et al., 2024). This finding is consistent with the idea that media can create a joyful learning atmosphere, thereby cultivating student's interest and motivation to understand the material.

In addition to the media, the provision of rewards at the end of the lesson served as an external supporting factor that reinforced learning motivation. Giving recognition, both verbal and nonverbal, is a form of positive reinforcement capable of increasing student's sense of being valued, self-confidence, and personal satisfaction. According to Maslow's hierarchy of needs theory, praise and reward are part of the esteem needs, which, when fulfilled, can increase the student's drive to achieve better learning outcomes (Ma, 2024), (Cahyono et al., 2022), (Fatimah

et al., 2024). In the context of elementary school students, simple forms of appreciation can serve as essential stimuli for maintaining learning motivation.

Overall, the implementation of the edugame-based fun learning method successfully enhanced student's learning motivation through a combination of enjoyable learning experiences, interactive media, and positive reinforcement provided by the teacher. The constraints that arose, such as limitations in facilities and infrastructure and the presence of a student with special needs, did not significantly impede the learning process. With the fulfillment of all motivational indicators in Cycle II, it can be concluded that the actions taken were effective and no additional cycle was required. By utilizing edugames, a playful atmosphere was established that effectively bridged the gap between affective engagement (student interest and excitement) and cognitive performance, as seen in the students' increased confidence and proficiency in completing assignments.

IV. CONCLUSION

The results of the Classroom Action Research, implemented through two cycles, demonstrate that the gradual improvement of instructional strategies was able to significantly enhance student motivation and engagement. The application of the simple edugame-based fun learning method in Cycle II yielded a tangible change compared to the previous cycle, characterized by increased student focus, intensity of interaction in group discussions, and diligence in completing tasks. This finding confirms that pedagogical interventions designed reflectively, collaboratively, and based on classroom needs can improve the quality of both the learning process and student learning outcomes. The implications of these findings suggest that teachers need to continuously develop varied instructional strategies that foster active participation and a pleasant learning environment. The use of simple but relevant media proved effective in overcoming infrastructure limitations while increasing student engagement with the material being studied. For schools, support for instructional innovation, including the provision of supporting facilities and space for teachers to collaborate, becomes a factor that reinforces learning success. Furthermore, these findings are consistent with the curriculum policy direction that emphasizes active and collaborative learning as the foundation of 21st-century competencies.

Consistent with the limitations identified in this research, several opportunities for future research development can be pursued to broaden the study's contribution. Similar research could be applied to other educational levels and subjects to test the consistency of the effectiveness of the edugame-based fun learning model. More in-depth data analysis, such as through the measurement of effect size or inter-class comparison, also has the potential to strengthen the validity of the empirical findings. In addition, the integration of digital learning technologies can

be an alternative to enrich student's learning experiences and expand the scope of media utilized. Long-term research is also necessary to assess the sustainability of the learning method's impact on student motivation, independence, and academic achievement. Thus, the results of this research not only demonstrate the success of the actions undertaken but also open up avenues for the development of instructional innovation and future research.

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