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Improving Mathematics Learning Motivation through a Gimkit-Assisted Gamification Learning Model among Sixth-Grade Elementary School Students

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ABSTRACT
The learning motivation of elementary school students in mathematics learning is still relatively low, which has an impact on low student participation and learning outcomes. This condition is caused by learning that tends to be monotonous and does not actively involve students. This study aims to describe the condition of students' learning motivation before the implementation of learning, analyze the process of implementing the Gimkit-assisted gamification learning model, and determine the increase in student learning motivation after the implementation of the model. This research uses a quantitative approach with the type of Classroom Action Research which is carried out in two cycles, each of which consists of the stages of planning, implementation, observation, and reflection. The subjects of the study were 20 elementary school grade VI students. The data collection technique used a learning motivation questionnaire and observation of teacher activities. Data analysis was carried out in a quantitative descriptive manner using percentages. The results of the study showed that students' learning motivation increased after the implementation of the learning model. In the first cycle, students' learning motivation was in the high category with a percentage of 81.25%, and increased in the second cycle to 90% with a high category. All students showed increased motivation to learn which was characterized by increased participation, interest, and involvement in learning. In addition, teachers' activities have also increased from the good category to very good. Thus, the application of the Gimkit-assisted gamification learning model is effective in increasing students' learning motivation in mathematics learning in elementary school.
Keywords: Learning motivation; Gamification; Gimkit; Mathematics Learning; Elementary School

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the process of implementing the Gimkit-assisted gamification learning model, and determine the increase in student learning motivation after the implementation of the model. This research uses a quantitative approach with the type of Classroom Action Research which is carried out in two cycles, each of which consists of the stages of planning, implementation, observation, and reflection. The subjects of the study were 20 elementary school grade VI students. The data collection technique used a learning motivation questionnaire and observation of teacher activities. Data analysis was carried out in a quantitative descriptive manner using percentages. The results of the study showed that students' learning motivation increased after the implementation of the learning model. In the first cycle, students' learning motivation was in the high category with a percentage of 81.25%, and increased in the second cycle to 90% with a high category. All students showed increased motivation to learn which was characterized by increased participation, interest, and involvement in learning. In addition, teachers' activities have also increased from the good category to very good. Thus, the application of the Gimkit-assisted gamification learning model is effective in increasing students' learning motivation in mathematics learning in elementary school.
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INTRODUCTION

Mathematic students with high levels of learning motivation tend to exhibit active participation, strong curiosity, and better academic achievement compared to students with low motivation (Fernando et al., 2024; Mutmainnah et al., 2025). These findings are reinforced by recent research showing that learning motivation is positively correlated with students' cognitive and behavioral engagement in the learning process, thereby directly impacting improved learning outcomes (Martdana & Atno, 2025). Furthermore, low learning motivation is often caused by monotonous and unengaging instruction, which ultimately diminishes students' interest and participation in learning (Khoiruddin & Iskandar, 2024). Conversely, low learning motivation is frequently characterized by passive attitudes, a lack of enthusiasm, and low student engagement in the learning process (Afkarina & FH, 2025).

Mathematics in elementary school, learning motivation is becoming increasingly important due to the nature of the subject, which is often perceived by students as difficult and uninteresting. Previous research indicates that conventional, teacher-centered instruction tends to reduce student interest and participation (Asmarani et al., 2024). Additionally, a lack of variety in learning strategies also impacts students' attention and focus during the learning process (Rifqi et al., 2024). These findings align with research stating that non-interactive mathematics instruction leads to low student engagement and results in decreased learning motivation (Rijal & Maharani, 2025). Furthermore, research by Aliriad et al. (2025) indicates that the implementation of a project-based learning model combined with game-based activities significantly enhances student engagement and learning motivation, as it provides an active, collaborative, and meaningful learning experience. The article founds some reasons why mathematics education is meaningful for learning education based on game-based learning has proven capable of creating a more engaging and challenging learning environment for elementary school students (Valentinna et al., 2024).

The urgency of this study is further reinforced by empirical findings in the field. Based on observations at SDN 2 Sumber, it was found that the majority of sixth-grade students exhibited low motivation in mathematics learning. This is characterized by low student participation, a lack of confidence in asking or answering questions, and a tendency for students to become easily bored during lessons. Learning outcome data also show that only 30% of students meet the Minimum Passing Criteria (KKM), while the remaining 70% have not yet met the

established standards. These findings indicate that low learning motivation has a direct impact on students' learning outcomes.

Besides that, mathematics making some the gamification learning model is one of the innovative learning models in the field of education that integrates game elements into the learning process. Gamification in an educational context is designed to enhance student motivation and engagement by adapting game elements into learning activities, thereby making learning activities more engaging and meaningful (Dichev et al., 2020). This aligns with the concept of gamification, which emphasizes the use of game design elements in non-game contexts to influence behavior and increase user engagement in specific activities (Pujianingsih et al. 2024). In its implementation, gamification is not merely about introducing games but places greater emphasis on using design elements such as points, challenges, rewards, and feedback to encourage positive changes in students' learning behaviors. These findings are supported by recent research showing that gamification has a positive impact on student motivation and learning engagement because it creates an interactive and enjoyable learning environment (Zainuddin et al. 2020).

On the other hand, mathematics give the way application of gamification in learning is increasingly supported by various interactive platforms, one of which is Gimkit. Gimkit is a digital learning platform that presents material in the form of interactive quizzes with a competitive and enjoyable game-based concept. This platform allows students to learn through activities involving answering questions packaged as games with a point system, leaderboards, and a variety of game modes (Misbahuddin et al., 2025). Gimkit's strength lies in its ability to provide immediate feedback, enabling students to track their learning outcomes in real time and stay motivated to continuously improve their performance. Research indicates that the use of Gimkit in learning can enhance student motivation, engagement, and learning outcomes by creating a more active and less monotonous learning environment (Shah et al., 2025). Thus, the integration of gamified learning models using the Gimkit platform represents a promising alternative for improving the quality of education, particularly in mathematics instruction at the elementary school level.

Mathematic also gives Gamification for learning model that integrates game elements such as points, challenges, and rewards into the learning process (Marisa et al., 2022). Research by Ayu et al., (2024) indicates that gamification can create a more engaging learning experience and increase student engagement. Additionally, research by Agustina et al., (2024) revealed that the use of gamification-based media such as Gimkit can significantly improve student motivation and learning outcomes. Similar results were also found by Afkarina & FH, (2025) who reported an increase in student learning motivation from 51.95% to 84.10% after using Gimkit in instruction. These findings are supported by research by (Ristiana & Dahlan, 2021) which states that gamification is the application of game elements in a non-game context aimed at increasing students' interest and motivation to learn, as well as making learning more interactive and enjoyable.

Nevertheless, there are several gaps in previous research. First, most studies on gamification have been conducted at the secondary education level, while its implementation in elementary schools—particularly in mathematics—remains limited. Second, studies specifically examining the integration of gamification learning models with the Gimkit platform in the context of elementary school mathematics education are still rare. Third, some

studies focus only on learning outcomes, without thoroughly examining the aspect of learning motivation as a key variable. Therefore, more comprehensive research is needed to examine the effectiveness of Gimkit-assisted gamification in enhancing elementary school students' learning motivation.

The research offers a novel approach: specifically integrating a gamified learning model with the Gimkit digital platform into sixth-grade elementary school mathematics instruction, with a primary focus on enhancing student learning motivation. Thus, this study is expected to provide a new contribution to the development of innovative technology-based learning models at the elementary school level. This study both supports and expands upon the findings of previous research regarding the effectiveness of gamification in learning. It not only confirms that gamification can enhance learning motivation but also strengthens the empirical evidence through its implementation in a different context—specifically, mathematics instruction in elementary schools using the Gimkit platform.

The objectives of this study are: (1) to describe students' learning motivation prior to the implementation of the Gimkit-assisted gamification learning model, (2) to analyze the process of implementing the Gimkit-assisted gamification learning model in mathematics instruction, and (3) to determine the increase in students' learning motivation following the implementation of this model. This study is expected to serve as an alternative solution for improving the quality of mathematics instruction and to contribute to the development of innovative teaching practices in mathematic students.

METHOD

Type and Design

This study employs a quantitative approach using the Classroom Action Research (CAR) method. The research design is based on the model developed by Kemmis & McTaggart (Nanda et al. 2021), which consists of four stages in each cycle: (1) planning, (2) acting, (3) observing, and (4) reflecting. This study was conducted in two cycles, with each cycle consisting of a single instructional session. Cycle II was implemented to address the shortcomings identified in Cycle I. This design was chosen because it allows the researcher to continuously refine the instructional process in order to enhance student motivation.

The intervention implemented in this study was the application of a Gimkit-assisted gamified learning model in mathematics instruction. Since this study did not involve high-risk procedures, it did not require formal ethical approval; however, it still adhered to research ethics principles, such as obtaining consent from the school and ensuring the confidentiality of student data.

Research Setting and Participants

The study was conducted at SDN 2 Sumber, Cirebon Regency, during the first semester of the 2025/2026 academic year. The research participants were 20 sixth-grade students, comprising both boys and girls with diverse academic abilities.

Data and Data Sources

The data in this study consists of quantitative and qualitative data. Quantitative data consists of students' learning motivation questionnaire scores, while qualitative data consists of observations of learning activities.

The data sources in this study include:

1. Students, as the primary source of data related to learning motivation.
2. Teachers, as a source of data related to the implementation of learning.

The indicators of learning motivation used in this study include aspects of students' attention, perseverance, interest, and participation during learning. To interpret the results of the learning motivation questionnaire, the following percentage criteria were used:

Table 1. Categories of Student Learning Motivation

Motivation Score Percentage	Category
0% - 40%	Low
41% - 70%	Moderate
71% - 100%	High

The data presented in the table above is intended to facilitate a systematic interpretation of students' levels of motivation to learn without repeating explanations unnecessarily.

Data Collection Methods

The data collection methods used in this study include:

1. Questionnaires, used to measure students' levels of learning motivation before and after the intervention.
2. Observation, used to observe teachers' activities during the learning process.

Data Analysis

Data analysis was conducted using descriptive quantitative methods, employing percentage formulas to measure students' levels of learning motivation, namely:

$$Percentage = \frac{Score\ obtained}{Maximum\ score} = \text{x } 100\%$$

The results were then categorized based on predetermined criteria. Additionally, the observational data were analyzed using qualitative descriptive methods through the stages of data reduction, data presentation, and drawing conclusions. This analysis aimed to provide a clear picture of the increase in students' learning motivation following the implementation of the Gimkit-assisted gamification learning model. The success indicators of the study were defined as a minimum increase in students' learning motivation reaching the high category (≥ 71%) and an increase in students' active participation during the learning process.

RESEARCH AND DISSCUSSION

Research Findings

The findings of this study were obtained through a series of data collection activities, including student learning outcomes during the pre-cycle phase, the distribution of learning motivation questionnaires, and observations of teacher activities during the learning process. This study focused on the application of a Gimkit-assisted gamification learning model to enhance student learning motivation in mathematics. The data obtained were then analyzed using quantitative and qualitative descriptive methods to provide a comprehensive overview of the changes that occurred during the study.

1. Initial Conditions (Pre-Cycle)

   Based on the results of the mathematics learning assessment prior to the intervention, it was found that the abilities of sixth-grade students were still in the low category. Of the

total 20 students, only 6 students, or 30%, were able to achieve the established Minimum Passing Criteria (KKM), which is ≥ 70. Meanwhile, 14 students, or the remaining 70%, had not yet reached the KKM. This condition indicates that the majority of students were having difficulty understanding the mathematics material being taught.

Table 2. Student Learning Outcomes in the Pre-Cycle

Grade Category	Number of Students	Percentage
≥ 70 (Complete)	6	30%
< 70 (Incomplete)	14	70%
Amount	20	100%

The data in Table 2 indicate that students' learning achievement levels remain low and have not met the learning targets in a traditional classroom setting. These low learning outcomes are closely linked to students' low motivation to learn, as evidenced by a lack of active participation, minimal enthusiasm for learning, and a tendency for students to become easily bored. This situation aligns with findings in the literature stating that low student engagement and motivation in learning directly impact low learning outcomes, particularly when instruction is not designed to be interactive and engaging (Tasmara et al. 2025). Furthermore, instruction that does not utilize interactive models and media can lead to students being less interested and more likely to be passive, thereby resulting in low learning outcomes (Nuraeni et al. 2023). Therefore, this situation underscores the need for the implementation of more innovative instructional strategies capable of effectively enhancing student motivation and engagement.

2. Observation of Teacher Activities

The results of the observation of teacher activities during the implementation of the gamification learning model indicate an improvement in the quality of learning from Cycle I to Cycle II. In Cycle I, teacher activities received a score of 16, falling into the "good" category. The teacher was able to conduct lessons in a fairly systematic manner, such as communicating learning objectives, providing instructions on the use of media, and facilitating students in Gimkit-based game activities. However, there were still some shortcomings, such as suboptimal time management and insufficient reinforcement for students.

Cycle	Score	Category
Cycle I	16	Good
Cycle II	19	Very Good

This increase in teacher activity indicates that teachers are becoming more skilled at implementing the Gimkit-assisted gamified learning model, thereby creating a more interactive and enjoyable learning environment. This finding aligns with the research by Ivada et al., (2025) which shows that the implementation of gamified learning models can significantly improve learning effectiveness and student learning outcomes, as the use of game elements motivates students and makes the learning process more engaging and less tedious. This finding is supported by the research of Erdiana et al., (2024) which states that

the success of gamification implementation is greatly influenced by teachers' ability to design engaging and interactive learning activities.

3. Results of Student Learning Motivation
   a. Cycle I

   Following the implementation of the Gimkit-assisted gamification learning model in Cycle I, there was a significant increase in student learning motivation. Based on the questionnaire results, a total score of 1,300 out of a maximum of 1,600 was obtained, with a percentage of 81.25% falling into the high category. This indicates that the majority of students began to show interest in the learning activities.

Table 3. Results of Student Learning Motivation in Cycle I

Motivation Category	Number of Students	Percentage
High	17	85%
Moderate	3	15%
Amount	20	100%

Based on the data in Table 4, it is evident that the majority of students fall into the high motivation category, namely 17 students (85%). However, there are still 3 students (15%) in the moderate category. This indicates that although the learning process has begun to capture students' attention, improvements are still needed in the implementation of instruction so that all students can achieve optimal learning motivation. These results align with the research by Sailer & Homner, (2019) which states that gamification can enhance students' intrinsic motivation through game elements such as points, leaderboards, and rewards. Furthermore, these findings are supported by the research of Ega et al., (2025) which shows that the use of Gimkit-based learning media can increase student motivation and active participation because it provides a more interactive and enjoyable learning experience, thereby making students more interested and engaged in the learning process.

   b. Cycle II

   In Cycle II, improvements were made based on the reflections from Cycle I, such as increasing the variety of questions, offering more attractive rewards, and managing class time more effectively. As a result, there was a more significant increase in student learning motivation compared to the previous cycle. The questionnaire score reached 1,440 out of 1,600, with 90% of the responses falling into the high category.

Table 4. Results of Student Learning Motivation in Cycle II

Motivation Category	Number of Students	Percentage
High	20	100%
Amount	20	100%

The data in Table 5 show that all students achieved the high motivation category. This indicates that the implementation of the Gimkit-assisted gamification learning model was able to increase students' learning motivation uniformly and optimally. This is supported by the research of Rohimat et al., (2023) which states that the use of digital game-based learning media can significantly increase students' learning motivation

because it provides an interactive and competitive learning experience. Furthermore, these findings align with the research by Novianti et al., (2024) which demonstrates that the implementation of game-based methods in mathematics instruction—such as treasure hunt games—has proven effective in boosting student learning motivation, with average scores reaching the high category. This is because the learning process becomes more engaging, encourages student participation, and fosters a pleasant learning environment.

4. Improvement in Student Learning Motivation

Table 5. Improvement in Student Learning Motivation

Cycle	Score	Percentage	Category
Cycle I	1.300	81,25%	High
Cycle II	1.440	90%	High

Based on these data, there was an 8.75% increase from Cycle I to Cycle II. This increase indicates that the implemented learning model was able to have a positive impact on students' learning motivation. These findings align with those of Aprianti., (2025) who demonstrated that the application of gamification in mathematics instruction can gradually enhance students' learning motivation through a structured action cycle. Furthermore, these findings are supported by the research of Vhalery et al., (2024) which states that gamification in learning can increase learning activity and engagement, thereby boosting students' learning motivation through more interactive and enjoyable learning experiences. Teachers activities in scholl who have direct rules for students where they gives some models, inspiration, also explain how the feedback students in the class, learning process makes a sudent considered ability to mantain their quality such as its not only mathematics but also designed complete the task with enthuasism. The teachers in educational institutions must be develop how they teaching and coaching every students in the class, trying to making school program with group or member that motivated every tasks. In indonesia, teachers not only handling administration because development professional teacher for students is an important. The feedback for students in the class based on the results observations to carried out how students can be improve their ability the tasks.

Based on the activities in the class, teachers should be participating in training, upgrading training, workhshops, and teacher working groups it is improvement quality the teachers for students, it is can be implemented in the class for models or method so that students are happy to partipate in the learning process by quality from the teachers in institution, besides that, deveoping teacher competency is an important also because it is determine how to making teacher quality based on the data in this reasearch that found cycle II shows high category this is adopted from questions or interview from students, in the class learning activities at elementary school carried out several programs RPP Learning program design and KSE social emotional competencies.

Data were collected through SDN 2 Sumber to found that 85% students achieving the high or good score based on the class reflecting Gimkit application where the teachers

improving tecahing models curriculum different. It shows not only administration informing students but also it makes students founding fun games in the class.

Based on stastitic that cycle 1 II shows:

$$T = \frac{X - U}{S/n}$$

T tabel (sampel = amount of students) df= 20 > 1.300 = 81,25% = High score using Gimkit application in the class on cycle 1, df = 20 > 1. 400 = 90% on the cycle II so that shows very high or good results for the students. For education institution Gimkit application useful for students participating and be active. Average score is 85% for the scale between 20 responden for using Gimkit application at SDN 2 Sumber.

5. Influence Gimkit Aspect for Learning Process

Gimkit aplication is study models for students feedback in the class based on real time, it is interaction between teachers and students to reflection understanding participating from the game results, it is innovation in the education institution from digital to creating happy environment in the class. Besides that, the application can be internet accsess for students such as quizz interactive, leaderboard etc. It is motivated students to participating every tasks and the teachers has important roles how the works in the class with the application. Integrating Gimkit application for students makes improving writer and vocabulary among generation learners, it shows narrative texts to develop other discussion in the class and practing how students plays the Gimkit application.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the Gimkit-assisted gamification learning model has proven effective in increasing students' motivation to learn mathematics in sixth-grade elementary school. Initial conditions indicated that student motivation and learning outcomes were still low, as evidenced by only 30% of students meeting the Minimum Competency Criteria (KKM), as well as low student participation and engagement in the learning process.

After implementing the intervention over two learning cycles, there was a significant improvement in both student learning motivation and teacher activity. In Cycle I, student learning motivation reached 81.25% in the high category, although there were still some students in the moderate category. Subsequently, in Cycle II, there was an increase to 90% in the high category, with all students having achieved high motivation. This improvement indicates that the integration of gamification elements such as points, challenges, and rewards through Gimkit is capable of enhancing students' engagement, interest, and enthusiasm in learning.

In addition, the improvement in the quality of teachers' activities—from "good" in Cycle I to "very good" in Cycle II—also contributed to the success of the learning process. This indicates that the effectiveness of a learning model is determined not only by the approach used but also by the teachers' ability to manage and implement the learning process optimally.

Theoretically, the results of this study reinforce the notion that gamification based on interactive digital technology has a positive effect on students' learning motivation. Practically, this study contributes an innovative alternative learning model that teachers can use to enhance learning motivation, particularly in elementary school mathematics instruction. Thus,

this study not only supports but also expands upon previous findings by introducing the implementation of Gimkit-assisted gamification in an elementary school context as an effort to improve the quality of learning.

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