

# Implementation of a Game-Based Learning Model Using the "Line-Up!" Board Game to Enhance Attention and Learning Motivation in Social Studies Lessons at SMP Negeri 1 Surabaya

Ivenna Salsa Windika<sup>1</sup>, Inge Firda Susanti<sup>2</sup>, Andri Tri Wulansari<sup>3</sup>, Bilian Wicaksono Pambudi<sup>4</sup>, Akbar Yahya Subrata<sup>4</sup>, Ali Imron<sup>5</sup>

Teacher Professional Education Study Program, State University of Surabaya, Indonesia

Correspondence: E-mail: [ivennawindika96@gmail.com](mailto:ivennawindika96@gmail.com)

## ABSTRACTS

Social Studies learning in junior high schools still faces challenges due to student distraction that reduces attention and learning motivation. This study aims to improve learning attention and motivation of seventh-grade students at SMP Negeri 1 Surabaya through a Game-Based Learning model using the LINE-UP! Board Game on the topic of Social and Cultural Problems in Society. This Classroom Action Research (CAR) applied a Mixed Methods Approach across two cycles, each comprising planning, action, observation, and reflection phases. Data were collected through observation sheets (8 attention indicators, 1–4 scale) in Cycle 1 (n=35) and Cycle 2 (n=36), and a Maslow-based motivation questionnaire (17 items, 1–4 scale) administered after Cycle

2. Cycle 2 planning was developed based on Cycle 1 reflections, incorporating higher cognitive learning objectives, summative assessment, a revised scoring system, and a case study method. Results showed mean attention scores rising from 3.12 to 3.54, with 75.0% of students in the Very Good category. Motivation results showed a mean of 55.83 with 63.9% in the High Motivation category. These findings demonstrate that reflection-based improvements between cycles effectively enhance Social Studies learning quality.

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## 1. INTRODUCTION

Social Studies instruction at the junior high school level requires students to go beyond mere rote memorization of facts; instead, it demands the development of a deep conceptual understanding and the honing of critical thinking skills. Social Studies integrates various social science disciplines—such as sociology, history, geography, economics, political science, law, and cultural studies (Riskiani, 2022). In this context, active engagement and focused attention serve as the primary foundation enabling students to follow the learning process meaningfully. Beyond attention—defined as an individual's ability to focus on a specific stimulus while ignoring others (Wijaya & Wreksoatmodjo, 2022)—learning motivation is also a decisive factor in students' ability to maintain consistent study habits throughout the instructional process, as it is a crucial element in achieving learning objectives (Wijayati, 2023).

However, the reality on the ground reveals a significant gap. At SMP Negeri 1 Surabaya, the high level of student distraction in the classroom has become a critical issue, indicating that current instructional strategies are not yet fully effective in maintaining students' focus and enthusiasm for learning. Students tend to lose concentration easily, which in turn diminishes their motivation to engage actively in Social Studies—a subject often perceived as content-heavy and tedious. According to Kusumawati et al. (2025), only about 43% of junior high school students in Indonesia demonstrate active participation in the learning process. This results in poor conceptual understanding and low academic achievement, particularly in Social Studies. Consequently, learning attention can be defined as a student's sense of care, affinity, and interest regarding the learning process; this is manifested through active participation, a willingness to learn effectively, and a dedicated effort to understand course materials (Qomariah, 2020). As a solution to this issue, educational game-based learning media can positively impact learning motivation and engagement when designed in alignment with

learning objectives and student characteristics (Wati, 2021). Game-Based Learning (GBL) offers an alternative approach by packaging learning into engaging, interactive, and challenging activities. Various studies indicate that GBL can enhance student motivation, engagement, and learning outcomes through the integration of game elements into learning activities (Wijayati, 2023). However, GBL also has drawbacks; for instance, with large classes, it is difficult to involve every student, and the classroom environment can become noisy and disruptive to other classes (Wiseza et al., 2023). Teachers must employ varied teaching strategies suited to the specific classroom conditions and students to maintain interest in the lesson (Naisau et al., 2021). One potential medium is the use of the "LINE-UP!" board game, which adapts the Bingo method. Board games represent a form of game-based learning media that offers advantages in fostering social interaction, decision-making, and contextual problem-solving through structured game mechanics (Refiyan & Rusdini, 2026). Although GBL is generally considered effective for boosting student engagement, the specific impact of the "LINE-UP!" board game on improving student attention and learning motivation in 7th-grade Social Studies (IPS) classes at SMP Negeri 1 Surabaya remains unclear and requires empirical verification. Therefore, this study utilizes a two-cycle Classroom Action Research (CAR) design to measure improvements in attention through observation—focusing on the learning process and activities, with preparations made to record the proceedings (Firdaus et al., 2023)—and to assess learning motivation via a questionnaire based on Maslow's hierarchy of needs.

Game-Based Learning (GBL) is defined as an instructional approach that integrates academic content into game mechanics to achieve specific learning objectives. Through board games, children not only learn to socialize but also hone their communication skills; furthermore, these games cultivate thinking processes that foster creativity, innovation, and strategic thinking, thereby developing new soft skills in students (Ningtyas,

2023). According to Andini & Rusdini, the use of game-based media in instruction has been shown to create an interactive learning ecosystem, where the clarity of objectives and challenges within the game captures attention while simultaneously eliciting positive emotional engagement from students (Andini & Rusdini, 2026). In Social Studies education, the advantage of board games lies in their ability to stimulate social interaction and cooperation among students—elements essential for grasping social concepts (Refiyan & Rusdini, 2026).

Learning attention is defined as the focusing of mental effort on sensory or mental events occurring during the learning process (Chandra et al., 2024). Without directed attention, information processing within short-term memory cannot occur optimally. Meanwhile, learning motivation can be examined in depth through Abraham Maslow's Hierarchy of Needs theory. As cited in Rahmadinia & Aly (2023), Maslow posited that human needs can be classified into a five-level hierarchy: physiological needs, safety needs, social needs, esteem needs, and the need for self-actualization. In a classroom context, interactive teaching methods—such as Bingo games—can satisfy social needs (group acceptance) and esteem needs (achievement within the game), thereby significantly boosting students' intrinsic motivation to learn.

### Previous Research

Several previous researchers have examined the effectiveness of GBL and game-based media in learning. Research conducted by Refiyan & Rusdini demonstrated that the use of interactive board game media effectively alleviates boredom, fosters critical thinking skills, and stimulates positive emotional interaction among students as they construct social concepts (Refiyan & Rusdini, 2026). Furthermore, Wijayati found in her study that modifying popular game models—integrated into game-based learning—proved effective in enhancing active student engagement and sustaining student focus in

secondary school classrooms (Wijayati, 2023).

However, the majority of previous studies have only examined student engagement in general or motivation globally, without specifically linking them to particular psychological need structures. This study addresses that gap by integrating the concept of the "LINE-UP!" board game (based on the Bingo method) and specifically analyzing students' learning motivation using indicators derived from Maslow's Hierarchy of Needs, employing a two-cycle Classroom Action Research (CAR) design at SMP Negeri 1 Surabaya.

## 2. METHODS

This study is a Classroom Action Research (CAR) project employing a mixed-methods approach with a design comprising four stages: planning, action, and reflection. The research was conducted over two cycles in a Grade VII class at SMP Negeri 1 Surabaya during the even semester of the 2025/2026 academic year, involving 36 students identified as having a high tendency toward distraction during Social Studies lessons.

Data were collected using two instruments. First, an observation sheet comprising eight indicators of learning attention rated on a 1–4 scale, administered during Cycle 1 (n=35) and Cycle 2 (n=36). Second, a learning motivation questionnaire based on the hierarchy of needs, consisting of 17 items (1–4 scale) covering four dimensions—Physiological Needs (items 1–4), Safety Needs (items 5–9), Esteem Needs (items 10–13), and Self-Actualization (items 14–17)—which was administered after Cycle 2.

## 3. Outcome of the Discussion Cycle 1

The planning stage for Cycle 1 was designed based on the identification of initial issues in Class VII-A at SMP Negeri 1 Surabaya, where high levels of student distraction were observed during Social Studies lessons. The teacher-researcher developed a lesson plan integrating the Cooperative Learning

model—specifically the Team Games Tournament (TGT) method—and utilized the "LINE-UP!" board game as an instructional aid for the topic of socio-cultural issues in society.

The Cycle 1 learning activities are structured into three stages. The 10-minute introductory stage involves building motivation through contextual "trigger questions" that link classroom distractions to the concept of social issues. The 60-minute core stage comprises information delivery via a video on juvenile delinquency, the organization of six heterogeneous groups, and the "LINE-UP!" board game tournament, where groups take turns drawing questions, reading them aloud, and discussing the answers together. The 10-minute closing stage includes the awarding of tiered recognition (Super Team, Great Team, Good Team) using "Star points" on the Class VII-A "Active Radar" chart, followed by a written student reflection using the open-ended sentence: "Today I grew because..."

Cycle 1 involved 35 students. Observation results showed an overall average learning attention score of 3.12. The highest scores were achieved in the aspects of group discussion engagement (3.40) and persistence in completing tasks (3.31), reflecting the success of the "LINE-UP!" board game tournament mechanism in fostering teamwork. However, the lowest scores were recorded for discipline during activities (2.89) and resilience in the face of difficulties (2.94). This indicates classroom management challenges, as many students were distracted—specifically by chatting with peers—while other groups were performing challenges or reading out questions.

**Table 1 Average learning attention score per cycle 1 indicator**

| No | Indicators of Learning Attention               | Cycle 1 |
|----|------------------------------------------------|---------|
| 1  | Enthusiasm in participating in lessons         | 3,11    |
| 2  | Paying attention to the teacher's explanations | 3,20    |

|   |                                                   |             |
|---|---------------------------------------------------|-------------|
| 3 | Active participation (asking/answering questions) | 3,11        |
| 4 | Involvement in group discussions                  | 3,40        |
| 5 | Persistence in completing assignments             | 3,31        |
| 6 | Not giving up easily when facing difficulties     | 2,94        |
| 7 | Discipline in participating in activities         | 2,89        |
|   | Overall Average                                   | <b>3,12</b> |

Based on the learning activities conducted, data regarding students' learning attention were obtained and are presented as the class-wide arithmetic mean score on a 1–4 Likert scale; these values are interpreted across four categories with a class interval width of 0.75.

**Table 2 Distribution of student learning attention categories in Cycle 1.**

| Category                  | Cycle 1 (n=35)      |
|---------------------------|---------------------|
| Excellent ( $\geq 3.51$ ) | 40.0% (14 students) |
| Good (2.51–3.50)          | 37.1% (13 students) |
| Fair (1.51–2.50)          | 22.9% (8 students)  |
| Poor ( $\leq 1.50$ )      | 0.0%                |

The percentage of students in the "Very Good" category increased from 40.0% to 75.0%, while the "Adequate" category decreased from 22.9% to 8.3%. No students fell into the "Poor" category in either cycle.

Following the instruction in class VII-A, the next step was the Cycle 1 reflection phase, conducted through a post-observation discussion between the model teacher and the observer; this process involved identifying strengths and weaknesses and formulating an improvement plan for Cycle 2.

### Identified Strengths

1. The "LINE-UP!" board game tournament mechanism fostered active group discussion, yielding an engagement score of 3.40 and a persistence score of 3.31.

2. The tiered reward system (Class VII-A's "Active Radar Point Stars") provided a positive competitive stimulus.

3. Contextual, thought-provoking questions successfully sparked students' curiosity regarding socio-cultural issues.

4. Written reflection at the end of the lesson allowed students to process their learning experiences metacognitively.

#### ***Identified Weaknesses***

1. The discipline indicator fell into the lowest category (2.89), as evidenced by students chatting while other groups were reading out questions.

2. The persistence indicator fell into the low category (2.94), indicating that students gave up quickly when faced with difficult questions.

3. The absence of consequences for incorrect answers led students to be less careful when answering.

4. 22.9% of students remained in the "sufficient" category, indicating that the interventions in Cycle 1 did not optimally reach all students.

5. There was no summative assessment to measure the achievement of learning objectives in a standardized manner.

#### **Cycle 2**

The planning for Cycle 2 was comprehensively developed based on the reflection from Cycle 1. All identified improvements were incorporated into the Cycle 2 lesson plan, which was more structured and focused on elevating students' cognitive levels. Table 6 presents a comparison of the planning components between Cycle 1 and Cycle 2.

**Table 3 Comparison of planning components**

#### **between Cycle 1 and Cycle 2**

| Aspect                       | Cycle 1                                         | Cycle 2                                               |
|------------------------------|-------------------------------------------------|-------------------------------------------------------|
| Learning Objectives          | Identifying & determining the cause             | Analyzing & drawing conclusions on causes and effects |
| Learning Model               | Cooperative Learning – TGT                      | Game-Based Learning – Case Study                      |
| Syntax                       | 6 syntax steps (including tiered rewards)       | 4-step framework (more concise & focused)             |
| Material Review              | No explicit review                              | Initial review of ethnocentrism & cultural stagnation |
| Point System                 | No penalties                                    | Correct +5, incorrect -2 (encourages caution)         |
| Reward System                | Super Team, Great Team, Good Team (point stars) | No tiered reward system                               |
| Student Reflection           | Written journal (open-ended sentences)          | Sticky notes ("Today I learned...")                   |
| Assessment                   | Formative (performance observation)             | Formative + Summative (10 multiple-choice questions)  |
| Cognitive Level of Questions | Not explicitly stated                           | C2 and C3 (understanding & applying)                  |

Based on the table, several strategic changes were made between Cycle 1 and Cycle 2. First, the learning objectives were elevated from the C1–C2 level (identifying and determining) to the C2–C3 level (analyzing and drawing conclusions), requiring students not merely to recognize problems but also to elaborate on cause-and-effect relationships in greater depth. Second, the instructional model was updated from Cooperative Learning (TGT) to Game-Based Learning utilizing a case study approach, allowing Bingo questions to be presented within the context

of more complex real-world scenarios.

Technical preparations for Cycle 2 were also more thorough than those for Cycle 1: the formation of six heterogeneous groups, the distribution of the "LINE-UP!" board game, and the preparation of sticky notes were all completed prior to the start of the core activity to minimize transition times between instructional phases—an issue that had been a weakness in Cycle 1.

Cycle 2 involved 36 students. Observation results showed an overall average learning attention score of 3.54. The highest scores were achieved in the areas of group discussion engagement (3.69) and persistence in completing tasks (3.64), reflecting the success of the "LINE-UP!" board game tournament mechanism in fostering teamwork. Conversely, the lowest scores were recorded for discipline during activities (3.39) and demonstrating curiosity (3.42). Following Cycle 2, distractions—such as chatting with peers while other groups were performing challenges or reading out questions, which had occurred in Cycle 1—were minimized, contributing to the increase in learning attention scores from Cycle 1 to Cycle 2.

**Table 4 Comparison of average learning attention indicators between Cycle 1 and Cycle 2**

| Learning Attention Indicators                     | Cycle 1 | Cycle 2 | Improvement |
|---------------------------------------------------|---------|---------|-------------|
| Enthusiasm for participating in lessons           | 3,11    | 3,56    | +0,45       |
| Paying attention to the teacher's explanations    | 3,20    | 3,58    | +0,38       |
| Active participation (asking/answering questions) | 3,11    | 3,61    | +0,50       |

|                                            |             |             |              |
|--------------------------------------------|-------------|-------------|--------------|
| Involvement in group discussions           | 3,40        | 3,69        | +0,29        |
| Persistence in completing assignments      | 3,31        | 3,64        | +0,33        |
| Not giving easily when facing difficulties | 2,94        | 3,47        | +0,53        |
| Demonstrating curiosity                    | 2,97        | 3,42        | +0,45        |
| Discipline in participating in activities  | 2,89        | 3,39        | +0,50        |
| Overall Average                            | <b>3,12</b> | <b>3,54</b> | <b>+0,42</b> |

Based on the learning activities conducted, data regarding students' learning attention were obtained and are presented as the class-wide arithmetic mean score on a 1–4 Likert scale; these values are interpreted across four categories with a class interval width of 0.75.

**Table 5 Distribution of student learning attention categories in Cycles 1 and 2.**

| Category                  | Cycle 1 (n=35)      | Cycle 2 (n=36)      |
|---------------------------|---------------------|---------------------|
| Very Good ( $\geq 3.51$ ) | 40.0% (14 students) | 75.0% (27 students) |
| Good (2.51–3.50)          | 37.1% (13 students) | 16.7% (6 students)  |
| Fair (1.51–2.50)          | 22.9% (8 students)  | 8.3% (3 students)   |
| Poor ( $\leq 1.50$ )      | 0.0%                | 0.0%                |

The percentage of students in the "Very Good" category increased to 75% (27 students) in Cycle 2, compared to 40% (14 students) in Cycle 1. Meanwhile, the "Good" category saw a decrease to 16.7% (6 students) in Cycle 2, down from 37.1% (13 students) in Cycle 1. The percentage of students in the "Fair" category also

decreased to 8.3% (3 students) in Cycle 2, compared to 22.9% (8 students) in Cycle 1.

Following the learning activities in Cycle 2 and the collection of all observational data, a reflection on Cycle 2 was conducted; a comprehensive evaluation of the intervention's success and the continuity between cycles is presented below.

### ***Achieved Results***

- *All attention-related indicators improved, with the greatest gains seen in areas that were weaknesses in Cycle 1: persistence/not giving up easily (+0.53) and discipline (+0.50). This demonstrates that the reflection-based systemic improvements successfully addressed the root causes of the issues.*
- The scoring system—awarding +5 points for correct answers and -2 for incorrect ones—proved effective in fostering greater care and seriousness during group discussions, as evidenced by the increase in the indicator for active participation (asking and answering questions) (+0.50).
- The percentage of students in the "Very Good" category rose significantly from 40.0% to 75.0%, surpassing the 70% minimum threshold commonly used as a success indicator for Classroom Action Research (CAR).
- Regarding learning motivation, 63.9% of students fell into the "High" category; the "Need for Esteem" dimension scored the highest (3.39), indicating that the game mechanics and teacher appreciation successfully boosted student self-confidence.
- The inclusion of a summative assessment—consisting of 10 multiple-choice questions at the C2–C3 cognitive levels—provided a more comprehensive picture of learning objective attainment, complementing the formative observation data.

### ***Identified Limitations***

- Three students (8.3%) remained in the "Adequate" attention category, indicating that some individuals still require further

differentiated approaches.

- The motivation questionnaire was administered only once—after Cycle 2—preventing an assessment of longitudinal changes in motivation across cycles.
- The duration of the two cycles—each consisting of two lesson periods (80 minutes)—was relatively limited for measuring long-term impacts on attention and learning motivation.

### ***Implications for Future Research***

- *Future research should measure motivation during Cycle 1 and Cycle 2 to allow for a longitudinal analysis of motivational changes.*
- *Specific interventions need to be designed to enhance the "Need for Safety" dimension—for instance, through more collaborative and non-judgmental teaching strategies.*
- *A third cycle could be considered to determine whether the improvements in attention and motivation are sustained or if further variations in instructional media are required.*

### **Learning Motivation Questionnaire**

The learning motivation questionnaire was administered to 36 students following the completion of Cycle 2. The average total score was 55.83 out of a maximum of 68, with a range of 45–68.

**Table 6 Implications for Future Research**

| No. | Motivation Dimension | Items      | Average | Category  |
|-----|----------------------|------------|---------|-----------|
| 1   | Physiological Needs  | Nos. 1–4   | 3.25    | Good      |
| 2   | Safety Needs         | Nos. 5–9   | 3.19    | Good      |
| 3   | Esteem Needs         | Nos. 10–13 | 3.39    | Very Good |
| 4   | Self-Actualization   | Nos. 14–17 | 3.33    | Very Good |
|     | Overall Average      |            | 3.29    | Good      |

Among the dimensions,  
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the Need for Esteem ranked highest (3.39), followed by Self-Actualization (3.33), Physiological Needs (3.25), and the Need for Safety (3.19).

**Table 7 distribution of student learning motivation categories in cycle 2**

| Category            | Score Range | Number of Students | Percentage |
|---------------------|-------------|--------------------|------------|
| High Motivation     | 55 – 68     | 23 students        | 63.9%      |
| Moderate Motivation | 42 – 54     | 13 students        | 36.1%      |
| Low Motivation      | 28 – 41     | 0 students         | 0.0%       |
| Very Low Motivation | 17 – 27     | 0 students         | 0.0%       |

A total of 63.9% of students fell into the High Motivation category, while 36.1% fell into the Moderate Motivation category. No students were classified in the Low or Very Low categories.

Based on the accumulated scores—specifically the table showing average learning motivation scores and the distribution of motivation categories—the students' average collective learning motivation score was 55.83 out of a maximum cumulative score of 68. This equates to a continuous average score of 3.29 (on a 1–4 scale), indicating that the students' post-intervention learning motivation fell into the "Good" category. The success of the intervention is further supported by frequency distribution data showing that 63.9% of students achieved the High Motivation criterion and the remaining 36.1% fell into the Moderate Motivation category, with no students (0.0%) remaining in the Low or Very Low motivation categories.

The success of this shift in motivation can be theoretically analyzed through the lens of Maslow's Hierarchy of Needs (1943). The "Esteem Needs" dimension ranked highest, with an average score of 3.39 (Very Good). This empirically confirms that the team competition mechanics, the "LINE-UP!" matrix victory claims, and the group rewards—all

designed into the instructional framework—successfully facilitated the students' needs for recognition, self-esteem, and status within the classroom. Meeting these esteem needs served as a bridge, encouraging students to reach the "Self-Actualization" dimension, which ranked second highest with a score of 3.33 (Very Good). This figure reflects the emergence of intrinsic motivation, wherein the Grade VII-A students at SMP Negeri 1 Surabaya began to enjoy the process of critically solving socio-cultural problems through challenging, contextual case studies, rather than acting merely out of external compulsion.

However, a crucial reflective finding emerged regarding the "Safety Needs" dimension, which recorded the lowest score among all dimensions at 3.19. This gap was a logical consequence of the penalty point system (a deduction of 2 points for incorrect answers) implemented in Cycle 2. While the penalty rule proved highly effective in fostering discipline and securing the class's focused attention—as evidenced by observational data—it psychologically triggered some anxiety or resistance among students who lacked confidence. Students feared that individual errors when answering case studies in front of the class could negatively impact their group's total score. This finding serves as a vital point of self-critique for the study: beyond optimizing the appeal of the game-based medium, creating a non-judgmental psychological classroom climate remains a fundamental prerequisite for ensuring that students of all levels feel safe enough to participate actively.

Research findings indicate that the successful implementation of the "LINE-UP!" board game was inextricably linked to a systematic cycle of improvement. The planning for Cycle 2—informed by reflections from Cycle 1, specifically regarding the elevation of cognitive levels, the modification of the point system, and the addition of summative assessment—had a direct, positive impact on indicators that had previously been low. This reinforces the fundamental principle of Classroom Action Research (CAR): that the quality of learning improves incrementally through continuous cycles of reflection and refinement.

Regarding motivation, the "Esteem Needs"  
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dimension scored highest (3.39), closely linked to the reward design and teacher appreciation incorporated into the lesson plan. Consistent with Maslow's hierarchy of needs, the fulfillment of esteem needs propelled students toward self-actualization; this was reflected in the high score for the "Self-Actualization" dimension (3.33), demonstrating the students' intrinsic motivation to understand the material deeply rather than merely memorizing it. The lowest score in the "Safety Needs" dimension (3.19) serves as an important reminder that, while the game successfully enhanced attention, the psychological climate of the classroom requires continued strengthening. Overall, the combination of attention observation data (quantitative, cycle-based) and motivation questionnaire data (quantitative, post-cycle) provides a more comprehensive picture of the intervention's effectiveness than relying on a single instrument. These results reinforce the findings of Wijayati (2023) and Wiseza et al. (2023) regarding the effectiveness of games in enhancing engagement and motivation in Social Studies learning.

### 3. Conclusion

This study concludes that the implementation of the "LINE-UP!" board game-based learning model—conducted over two cycles of Classroom Action Research (CAR)—was effective in enhancing students' attention and learning motivation during Social Studies lessons at SMP Negeri 1 Surabaya. Planning based on problem identification and improvements driven by inter-cycle reflection were key to the study's success. The average attention score rose from 3.12 (Cycle 1) to 3.54 (Cycle 2), with 75.0% of students falling into the "Very Good" category. The average learning motivation score reached 55.83, with 63.9% of students classified as having "High Motivation." Reflection on Cycle 2 indicated that the "Need for Safety" dimension (3.19) still required strengthening to achieve further optimization.

Recommendations for future research include: (1) measuring motivation in both cycles to allow for a longitudinal analysis of changes; (2)

designing specific interventions to enhance the "Need for Safety" dimension; (3) considering a third cycle to test the stability of the improvements; and (4) expanding the study to other classes or schools to increase the generalizability of the findings.

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