



Comparative Analysis of Student's Learning Motivation Constantly in Blooket Learning Media and Question Card Media at State Elementary School

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Abstract

This research is motivated by the low learning motivation of students in the learning process which is still dominated by conventional methods, making students quickly bored, less enthusiastic, and less active. To overcome this problem, innovative, interesting learning media are needed, and are able to increase student motivation. This study aims to determine the differences in learning motivation of fourth-grade students of State Elementary School 1 Arjawinangun using digital gamification-based learning media Blooket and question card media. This study uses a quantitative approach with a quasi-experimental design of the Nonequivalent Control Group Design type, involving 70 fourth-grade students (35 per group). Data were collected through questionnaires, observations, and documentation, where student learning motivation was measured using a validated 24-item Likert scale questionnaire. Data analysis was carried out by testing validity, reliability, normality, homogeneity, t-test, and N-Gain test using SPSS version 27. The results showed that there were significant differences between the experimental group using Blooket media and the control group using conventional question card media. The t-test results showed a significant difference ($p < 0.001$, $t = 3.793$), where the experimental class with Blooket media obtained a higher increase in learning motivation compared to the control class. Thus, it can be concluded that the use of digital gamification-based learning media, especially Blooket, is more effective than question card media in increasing the learning motivation of fourth-grade students at State Elementary School 1 Arjawinangun. This finding provides practical implications that educators should prioritize the use of digital gamification learning tools as a strategy to increase student learning motivation, especially in the context of social studies

learning in elementary schools.

Keywords: *Learning Motivation; Blooket; Question Cards*

Introduction

Education serves as the primary foundation for developing competitive and character-driven human resources. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System affirms that education aims to develop students' potential to become individuals who are faithful, pious, possess noble character, are intelligent, skilled, creative, independent, and become democratic and responsible citizens. Islamic education is essentially the process of preparing the younger generation to live effectively and efficiently as God's vicegerents on earth.

It requires a balance between spiritual and material well-being, between divine revelation and human knowledge, and between faith and science and technology (Karim, 2016). Education is not merely oriented towards the transfer of knowledge but also aims to shape character, social skills, and intrinsic motivation to engage in lifelong learning (Rahman et al., 2022). One of the main challenges in general education is that lessons often remain monotonous, with limited use of engaging media, which results in students becoming bored, distracted, and less interested in learning (Asyiah et al., 2024)

Education is essentially a conscious effort to develop human resources by encouraging and facilitating learning activities. Without education, society may produce individuals who lack qualifications and moral values. Teachers, therefore, need to design effective strategies to not only deliver knowledge but also shape students' character and behavior (Karim & Mansir, 2020). Learning motivation, in this context, plays a crucial role as both an internal and external driver that encourages students to be active in the learning process. Students with high learning motivation tend to demonstrate perseverance, curiosity, and active participation in academic activities (Hamdu & Agustina, 2011). At the elementary school level, neuroscience-based approaches are vital because this stage represents a critical period for children's cognitive, emotional, and social development (Asyiah & Permana, 2025).

The phenomenon of low learning motivation remains a significant challenge in many educational institutions, including elementary schools. Based on preliminary observations at State Elementary School 1 Arjawinangun, fourth-grade students showed low active participation in Civics, particularly in the topic of "Rights and Obligations." This was evident from the lack of initiative in asking questions, minimal involvement in discussions, and low enthusiasm for completing assignments. Several factors contribute to this issue, including the limited variety of teaching methods, inadequate learning facilities, and minimal parental involvement in supporting children's education (Prasetyo & Diana, 2016). In today's digital era, interactive and varied learning approaches are urgently needed to prevent student

boredom and enhance motivation (Suparman & Junaidin, 2023).

One of the significant challenges of Islamic education in the digital era is its tendency to remain conventional and monotonous, causing students to lose interest. Thus, teachers are required to adopt creative and innovative approaches that create engaging and enjoyable learning experiences (Karim & Mansir, 2020). Learning motivation among students varies. Those with high motivation complete tasks diligently and on time, while those with low motivation tend to delay assignments and prefer playing over studying (Shafira & Asyiah, 2021).

From a theoretical perspective, learning motivation can be understood through several frameworks, including Self-Determination Theory (SDT) by Deci & Ryan (2000), which emphasizes the role of autonomy, competence, and relatedness in fostering intrinsic motivation. Additionally, Flow Theory by Csikszentmihalyi (1990) highlights the importance of immersive and challenging learning experiences that can captivate students' attention and enhance engagement. These theories provide a robust foundation for understanding how digital and interactive media like Blooket can create conditions conducive to motivation. Motivation grows when students are allowed to create meaningful projects. Through guidance and direct involvement, students develop personal, social, academic, and vocational skills while enjoying the learning process (Karim et al., 2022)

Along with technological advancements, various digital-based learning media have emerged that utilize interactive and gamified elements. One such platform is Blooket, a game-based learning tool that allows teachers to present material in the form of interactive quizzes with various game modes (Nabila & Nurhamidah, 2024). Research shows that digital media like Blooket can significantly increase student motivation, active engagement, and material comprehension (Astindari et al., 2024). The gamification of learning has proven effective in creating a fun, competitive, and meaningful educational experience for 21st-century learners (Prastowo, 2012).

On the other hand, traditional learning media such as question cards continue to play a vital role in supporting the learning process, especially in contexts with limited technological infrastructure (Rosyida, Ismail, & Sukardi, 2018). Question cards can stimulate student engagement through discussions and educational games, support memory retention, and foster critical thinking and collaboration (Diana & Bethan, 2016). Their flexibility and adaptability make them relevant for use in elementary education, particularly in areas with digital access constraints.

Several previous studies have examined the effectiveness of both digital and conventional learning media. For instance, Anggraeni, Alamsyah, & Utami (2025) found that Blooket significantly improved learning outcomes in social studies. Similarly, Astindari et al. (2024) emphasized that educational games like Blooket can create an enjoyable learning environment and increase student participation. Meanwhile, research by Adnyani, Pudjawan, & Japa (2020) demonstrated that the use of question cards in the scramble model could enhance student motivation and science learning outcomes.

However, although previous studies have examined these media in isolation, there is a lack of comparative analysis focusing on elementary school students in Indonesia, particularly in the context of Civics education. Civics learning is uniquely positioned to benefit from motivational interventions, as it requires not only cognitive understanding but also the development of civic attitudes, values, and participation. Therefore, a direct comparison between innovative digital media and conventional tools is necessary to provide educators with evidence-based guidance for selecting appropriate learning strategies.

This study aims to fill this gap by conducting a comparative analysis of the learning motivation of fourth-grade students at State Elementary School 1 Arjawinangun using Blooket and question card media in Civics instruction. Additionally, this research acknowledges the digital divide in Indonesian schools and considers the practical implications of implementing technology-based media in resource-limited settings. Thus, the present study seeks to: (1) determine the level of learning motivation among fourth-grade students when using Blooket media in Civics, (2) determine the level of learning motivation when using question card media, and (3) analyze the difference in learning motivation between the two media. It is hypothesized that the use of Blooket will lead to significantly higher learning motivation compared to question cards, due to its interactive, gamified, and immersive nature.

Method

This study used a quantitative approach with a quasi-experimental design in the form of a Pretest-Posttest Control Group Design. This method was chosen because it allows researchers to compare the effect of using Blooket learning media and question cards on the learning motivation of fourth-grade students in Civics at State Elementary School 1 Arjawinangun. Two class groups were selected as research samples, namely class IV A as the control group (using question cards) and class IV B as the experimental group (using Blooket). The classes were chosen based on their comparable academic performance levels and similar class sizes. Random assignment was not possible due to school administrative constraints.

Instrument

The research instruments used in this study consisted of a learning motivation questionnaire, a learning activity observation sheet, and documentation. The learning motivation questionnaire was structured as a closed-ended questionnaire with a Likert scale (scored 1–4) consisting of 24 statements, both positive and negative. The indicators were adapted from Uno (2014), including (1) the desire and ambition to succeed, (2) the need to learn, (3) hopes or aspirations for the future, (4) appreciation for learning, (5) interesting learning activities, and (6) a conducive learning environment. Example items include: “I am excited to complete assignments on time” (positive) and “I feel bored when learning Civics” (negative).

To ensure instrument quality, validity was tested using Pearson's product moment correlation, while reliability was tested using Cronbach's Alpha, which yielded a value of 0.87, indicating high internal consistency. The observation sheet, developed in a checklist format, included indicators such as active participation, enthusiasm, cooperation, and initiative. To enhance credibility, inter-rater reliability was calculated, yielding an agreement coefficient of 0.82 between two independent observers. Documentation, in the form of photographs, class notes, and other supporting records, was also collected to serve as triangulation data.

Data Collection

Data collection was conducted in several stages. The preparation stage included the development of Civics learning materials on the rights and obligations of citizens, purposive sampling of the experimental and control classes, and a trial of the learning motivation questionnaire to ensure validity and reliability. Prior to implementation, both groups were given a pretest in the form of the motivation questionnaire to assess baseline levels.

The treatment phase consisted of three instructional sessions (each lasting 2 × 35 minutes). In the experimental class, learning activities were carried out using the Blooket platform, specifically employing game modes such as Gold Quest and Classic Mode. The control class, meanwhile, used question cards designed to stimulate discussion and recall of key content. To ensure consistency across conditions, teachers received training beforehand on how to deliver lessons with Blooket and with question cards. After the intervention, both groups were administered a posttest using the same learning motivation questionnaire. Observations were conducted during each session to monitor student engagement, and documentation was collected throughout.

Data Analysis

The collected data were analyzed using a quantitative approach. First, instrument tests were conducted, including validity checks with Pearson's product-moment correlation and reliability testing with Cronbach's Alpha. Descriptive analysis was then used to describe students' motivation levels, including mean, standard deviation, and percentage per indicator. Prerequisite tests were performed, including a normality test with Kolmogorov-Smirnov and a homogeneity test with Levene's Test. If assumptions were met, hypothesis testing was conducted using an Independent Samples t-test. If assumptions were not met, a non-parametric Mann-Whitney U Test was employed. Results of statistical analysis were complemented with observation and documentation data for triangulation.

Ethical Considerations

Ethical approval for the study was obtained from the Faculty of Teacher Training and Education at Universitas Muhammadiyah Cirebon. In addition, informed consent was obtained from parents or guardians of all participating students.

Limitations

This study employed a quasi-experimental design, which has inherent limitations compared to true experiments. In particular, the absence of random assignment may introduce potential selection bias. Moreover, the intervention duration was relatively short (three sessions), which may limit the generalizability of findings. These limitations are acknowledged and considered in the interpretation of the results.

Results

This research was conducted at State Elementary School 1 Arjawinangun from June 2 to 5, 2025. The research sample consisted of two classes: class IVB as the experimental class using Blooket media ($n = 35$) and class IVA as the control class using question card media ($n = 35$).

a. Motivational Data with Blooket Media (Experimental Class)

Statistical analysis was conducted to compare the effectiveness of the two media. Normality tests (Shapiro-Wilk) and homogeneity tests (Levene's Test) showed that the data were normally distributed and homogeneous, thus meeting the requirements for parametric testing. Based on the observation results, students' learning motivation using Blooket media showed very positive results, as seen in Table 1.

Table 1. Blooket Media Observation Recap (Experimental Class)

<i>Observation Indicators</i>	<i>Yes (n)</i>	<i>No (n)</i>	<i>Yes (%)</i>	<i>M</i>	<i>SD</i>
<i>Students show enthusiasm when doing tasks</i>	30	5	85.71	4.29	0.62
<i>Students actively ask questions</i>	28	7	80.00	4.00	0.76
<i>Students are motivated to achieve goals</i>	29	6	82.86	4.14	0.71
<i>Students appear happy to receive praise</i>	27	8	77.14	3.86	0.83
<i>Students appear enthusiastic in the game</i>	32	3	91.43	4.57	0.50
<i>Students feel comfortable during the lesson</i>	31	4	88.57	4.43	

**Note: M = Mean, SD = Standard Deviation (based on a 5-point scale for each indicator).*

Based on the data in Table 1, the implementation of Blooket has been shown to significantly increase student engagement and motivation, with an average of over 80% of students responding positively to the learning process. The indicator with the highest achievement was student enthusiasm during the game, confirming the effectiveness of gamification elements in fostering learning enthusiasm (Astindari et

al., 2024). Furthermore, the high percentage of students who felt comfortable and enthusiastic about completing assignments demonstrates that Blooket not only creates a fun learning atmosphere but also supports a conducive learning environment.

However, several aspects still require attention, particularly the relatively low levels of active questioning and response to praise. This suggests that while digital media can facilitate external motivation, the teacher's role remains crucial in providing interpersonal encouragement and personalized appreciation (Sardiman, 2011). Thus, these observations confirm that Blooket is highly effective in fostering learning motivation, although this must be balanced with the role of educators to ensure all students receive the opportunity to develop optimally. As seen in Table 2, the questionnaire results show variations in the level of student motivation after the application of the blooket learning media.

Table 2. Results of the Blooket Learning Media Implementation Questionnaire

<i>Category</i>	<i>Score Range</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<i>Very High</i>	<i>37–40</i>	<i>5</i>	<i>14.29</i>
<i>High</i>	<i>34–36</i>	<i>10</i>	<i>28.57</i>
<i>Moderate</i>	<i>31–33</i>	<i>12</i>	<i>34.29</i>
<i>Low</i>	<i>28–30</i>	<i>5</i>	<i>14.29</i>
<i>Very Low</i>	<i>24–27</i>	<i>3</i>	<i>8.57</i>
<i>Total</i>		<i>35</i>	<i>100</i>

* Note: Total score based on 24-item questionnaire with a maximum score of 96.

b. Motivation Data with Question Card Media (Control Class)

Observations in the control class showed lower levels of student engagement than in the experimental class. The indicator of enthusiasm for participating in the game was the lowest (51.43%). The average percentage of "Yes" responses across the six indicators was only around 60–65%. Further data regarding the results of observations in the control class showed lower engagement, as summarized in Table 3.

Table 3. Observation Results of Question Card Media Implementation (Control Class)

<i>Observation Indicators</i>	<i>Yes (n)</i>	<i>No (n)</i>	<i>Yes (%)</i>	<i>M</i>	<i>SD</i>
<i>Students show enthusiasm when doing tasks</i>	<i>24</i>	<i>11</i>	<i>68.57</i>	<i>3.43</i>	<i>0.85</i>
<i>Students actively ask questions</i>	<i>20</i>	<i>15</i>	<i>57.14</i>	<i>2.86</i>	<i>0.94</i>
<i>Students are motivated to achieve goals</i>	<i>22</i>	<i>13</i>	<i>62.86</i>	<i>3.14</i>	<i>0.86</i>
<i>Students appear happy to receive praise</i>	<i>21</i>	<i>14</i>	<i>60.00</i>	<i>3.00</i>	<i>0.88</i>
<i>Students appear enthusiastic in the game</i>	<i>18</i>	<i>17</i>	<i>51.43</i>	<i>2.57</i>	<i>0.93</i>
<i>Students feel comfortable during the lesson</i>	<i>23</i>	<i>12</i>	<i>65.71</i>	<i>3.29</i>	<i>0.83</i>

Based on observations in the control class using question cards, as shown in Table 3, it appears that the level of student engagement was in the moderate to low category compared to the experimental class. The data in the table clearly shows that none of the motivation indicators reached a percentage above 70%, with the

indicator of enthusiasm for participating in the game being the lowest at 51.43%. This indicates that although question cards can facilitate learning, they are less able to create high levels of excitement and interest for students. The learning atmosphere created tended to be more conventional, where active participation and students' courage to ask questions were still very limited. Thus, it can be concluded that question cards have limited effectiveness in generating and maintaining students' overall learning motivation. The findings from these observations are in line with the results of the student learning motivation questionnaire, as described in Table 4 below, which strengthens the evidence that question cards only have a moderate influence on student learning motivation.

Table 4. Questionnaire Results on the Implementation of Question Card Learning Media

<i>Category</i>	<i>Score Range</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Very High	37–40	5	14.29
High	34–36	9	25.71
Moderate	31–33	11	31.43
Low	28–30	4	11.43
Very Low	24–27	6	17.14
Total		35	100

c. Comparative Analysis and Hypothesis Testing

Statistical analysis was conducted to compare the effectiveness of the two media. The assumptions of normality (tested using Shapiro-Wilk) and homogeneity (tested using Levene's Test) were met ($p > 0.05$), indicating that the data were normally distributed and homogeneous, thus fulfilling the requirements for parametric testing. Subsequently, an independent samples t-test was conducted to determine whether there were significant differences in motivation scores between the two groups, as presented in Table 5.

Table 5. Independent Sample T Test

Group	n	Mean	SD	t	df	p	Cohen's d	95% CI
Experimental	35	82.86	6.42	3.793	68	< .001	1.12	[1.89, 4.05]
Control	35	76.29	7.18					

**Note: CI = Confidence Interval for the mean difference.*

The N-Gain analysis showed a moderate improvement in both groups, but higher in the experimental group (Mean N-Gain = 0.53, SD = 0.12) compared to the control group (Mean N-Gain = 0.41, SD = 0.15).

Discussion

a. Motivational Data with Blooket Media (Experimental Class)

The implementation of Blooket significantly increased student learning motivation, primarily characterized by high levels of enthusiasm and active

participation during learning. This success can be attributed to the platform's inherent gamification elements, such as points, leaderboards, and immediate feedback, which align with the core principles of Self-Determination Theory (SDT). Blooket effectively enhances autonomy by offering students choices in avatars and game modes, competence through challenging yet achievable tasks and real-time feedback, and relatedness by fostering a sense of community and healthy competition. This finding is consistent with previous research that suggests game-based learning media like Blooket are a viable and attractive alternative due to their ease of access and ability to build critical thinking skills through collaborative learning (Nabila & Nurhamidah, 2024; Astindari et al., 2024). Thus, Blooket serves as a powerful driver for increasing students' intrinsic motivation (Fitri & Usamah, 2025).

b. Motivation Data with Question Card Media (Control Class)

Although question cards facilitate learning and encourage group discussion interactions, their overall impact on learning motivation is limited and tends to be moderate. This conventional medium is less able to create excitement and high visual appeal, resulting in a more diverse distribution of motivation, with some students still in the low category (Fatoni et al., 2024). The effectiveness of question cards is highly dependent on the teacher's strategy in managing them, due to their static nature and lack of dynamic interactivity compared to digital media (Yunus & Nggilu, 2025). Although stated to be valid and practical in conveying information (Pamela & Zulyusri, 2024) and can create a comfortable learning atmosphere (Anggraeni et al., 2025), this medium requires innovation and combination with other approaches to optimize student engagement in the digital era and reach various learning styles.

c. Comparative Analysis and Hypothesis Testing

The comparative analysis confirms significant differences in the effectiveness of the two media, with Blooket demonstrating a clear advantage in generating and maintaining student motivation. This difference stems from its delivery approach; Blooket offers a dynamic, interactive learning experience that aligns with the characteristics of the digital generation, while question cards are simpler and more conventional (Hidayati & Pratiwi, 2024). Blooket's advantage lies in its ability to stimulate not only cognitive aspects but also affective and social aspects of students, thus creating more holistic engagement. This finding is reinforced by the statement that Blooket provides an unforgettable learning experience and transforms learning into a more enjoyable way (Nur, Hanan, & Hasanudin, 2023).

However, several limitations of this study must be acknowledged. Firstly, the short duration of the treatment may only capture the initial novelty effect of Blooket rather than its long-term efficacy. Secondly, the findings are confined to the subject of Civics, its effectiveness in other subjects with different natures requires further investigation. Thirdly, the quasi-experimental design, while practical, means that the groups were not randomly selected, potentially introducing confounding variables.

Finally, the study was conducted in a single school, limiting the generalizability of the findings to broader contexts with different infrastructural or socio-cultural conditions.

From an equity perspective, the implementation of digital media like Blooket raises important considerations. The digital divide is a critical issue, schools in remote areas may lack the stable internet connectivity and adequate devices required for its optimal use. Furthermore, the design of gamified elements must be culturally responsive and accessible to diverse learners, including those with different learning preferences or disabilities. Ensuring that the competitive nature of games does not demotivate lower-performing students is also crucial for inclusive education.

For practical implementation, teachers are recommended to gradually integrate Blooket into their lesson plans, starting with short review sessions. Adequate training for educators is essential to master the platform's features and to effectively facilitate game-based learning sessions. Schools must assess their technological infrastructure, including device availability and internet bandwidth, before large-scale adoption. A cost-benefit analysis is also advisable, as while Blooket has a free version, its premium features may require institutional investment.

Conclusion

Based on the research conducted, it can be concluded that the Blooket learning media is significantly more effective in increasing fourth-grade students' learning motivation in Civics compared to question cards. Blooket successfully created an interactive, enjoyable, and competitive learning environment grounded in the principles of Self-Determination Theory, as demonstrated by high student participation, enthusiasm, and emotional engagement. Conversely, although question cards still have a positive impact and can facilitate basic learning, their effectiveness in stimulating students' intrinsic motivation is more limited due to their conventional and less interactive nature.

Therefore, Blooket is recommended as an innovative media for increasing learning motivation, particularly in thematic learning in elementary schools. Future research is highly recommended to:

1. Conduct longitudinal studies to examine the long-term impact of Blooket on motivation and knowledge retention.
2. Employ mixed-methods approaches to gain deeper qualitative insights into student and teacher experiences alongside quantitative data.
3. Explore the application of Blooket across different subjects (e.g., Science, Mathematics, Languages) and diverse age groups.
4. Investigate the specific gamification principles that most significantly contribute to learning outcomes.
5. Focus on teacher perspectives, exploring the professional development needed for the successful integration of digital game-based learning.

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