

**IMPLEMENTASI MODEL PEMBELAJARAN *GAME BASED LEARNING*
(GBL) PADA PEMBELAJARAN PENDIDIKAN PANCASILA DAN
KEWARGANEGARAAN DALAM UPAYA MENINGKATKAN
PEMAHAMAN NILAI PANCASILA DI SANGGAR
BIMBINGAN KEPONG MALAYSIA**

ARTIKEL

Diajukan Guna Melengkapi Tugas-tugas dan Memenuhi syarat-syarat
untuk Memperoleh Gelar Sarjana Pendidikan (S.Pd.) Program Studi
Pendidikan Pancasila dan Kewarganegaraan

OLEH :

M FAJAR SYAHPUTRA

2102060018



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH SUMATRA UTARA

MEDAN

2025



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.kipsumu.ac.id> E-mail: kipsumu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jum,at, Tanggal 29 Agustus 2023, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : M. Fajar Syahputra
NPM : 2102060018
Program Studi : Pendidikan Pancasila dan Kewarganegaraan
Judul Skripsi : Implementasi Model Pembelajaran *Game Based Learning* (GBL) Pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan dalam Upaya Meningkatkan Pemahaman Nilai Pancasila di Sanggar Bimbingan Kepong Malaysia

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (☒) Lulus Yudisium
(☐) Lulus Bersyarat
(☐) Memperbaiki Skripsi
(☐) Tidak Lulus

PANITIA PELAKSANA

Ketua

Dra. Hj. Samsayurnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kertama Nst, M.Hum.

ANGGOTA PENGUJI:

1. Hotma Siregar, S.H., M.Hum.
2. Lahmuddin, S.H., M.Hum
3. Ryan Taufika, S.Pd., M.Pd.

1.

2.

3.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.umsu.ac.id> Email: umsu@umsu.ac.id

LEMBAR PENGESAHAN ARTIKEL

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : M. Fajar Syahputra
N.P.M : 2102060018
Program Studi : Pendidikan Pancasila dan Kewarganegaraan
Judul Artikel : Implementasi Model Pembelajaran *Games Based Learning* (GBL)
Pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan
Dalam Upaya Meningkatkan Pemahaman Nilai Pancasila Di Sanggar
Bimbingan Kepong Malaysia

sudah layak disidangkan.

Medan, Agustus 2025

Disetujui oleh:

Pembimbing

Ryan Taufika, S.Pd., M.Pd

Diketahui oleh:

Dekan

Dra. Hj. Syarifurrahman, M.Pd

Ketua Program Studi

Ryan Taufika, S.Pd., M.Pd



UMSU
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id

PERNYATAAN KEASLIAN ARTIKEL



Saya yang bertandatangan dibawah ini :

Nama Lengkap : M. Fajar Syahputra
N.P.M : 2102060018
Program Studi : Pendidikan Pancasila dan Kewarganegaraan
Judul Artikel : Implementasi Model Pembelajaran *Games Based Learning* (GBL) Pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan Dalam Upaya Meningkatkan Pemahaman Nilai Pancasila Di Sanggar Bimbingan Kepong Malaysia

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Implementasi Model Pembelajaran *Games Based Learning* (GBL) Pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan Dalam Upaya Meningkatkan Pemahaman Nilai Pancasila Di Sanggar Bimbingan Kepong Malaysia**", adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Agustus 2025

Hormat saya

Yang membuat pernyataan,




M. Fajar Syahputra



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kaptan Mukhtar Bontol No. 1 Medan 20138 Telp. 061-6672400 Fax. 22.23.40
Website: <http://www.umhu.ac.id> Email: info@umhu.ac.id



BERITA ACARA BIMBINGAN ARTIKEL

Nama Lengkap : M. Fajar Syahputra
N.P.M : 2102060018
Program Studi : Pendidikan Pancasila dan Kewarganegaraan
Judul Artikel : Implementasi Model Pembelajaran *Games Based Learning* (GBL) Pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan Dalam Upaya Meningkatkan Pemahaman Nilai Pancasila Di Sanggar Bimbingan Kepeng Malaysia

Tanggal	Materi Bimbingan	Paraf	Keterangan
1-8-2025	Revisi hasil penelitian pada Bab IV		
2-8-2025	Memperjelas Deskripsi hasil pretest & posttest		
11-8-2025	Pada Pembahasan agar tidak sedikit harus mempersalahkan hasil yang sudah diteliti		
12-8-2025	Pada kesimpulan jelaskan hasil apakah ada peningkatan pada penelitian yang dilakukan		
13-8-2025	ACC Artikel		

Ketua Program Studi
Pendidikan Pancasila dan Kewarganegaraan

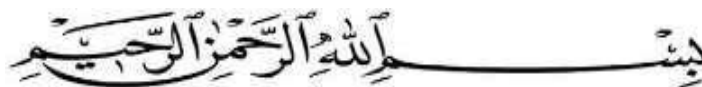
Ryan Taufika, S.Pd., M.Pd

Medan, Agustus 2025

Dosen Pembimbing

Ryan Taufika, S.Pd., M.Pd

KATA PENGANTAR



Assalamualaikum Warahmatullahi Wabarakatuh

Dengan segala kerendahan hati penulis mengucapkan Syukur Alhamdulillah kehadiran Allah SWT, berkat rahmat dan karunia-Nya penulis dapat menyelesaikan artikel ini walaupun dalam wujud yang sangat sederhana. Shalawat serta salam penulis hadiahkan kepada junjungan Rasulullah SAW yang sangat kita harapkan syafaat di yaumul akhir nanti. Suatu kebahagiaan sulit terlukiskan mana kala penulis merasa telah sampai di final studi di jenjang perguruan tinggi ini berupa terbentuknya artikel.

Penulis menyadari bahwa setiap manusia tidak luput dari kesalahan mengenai isi maupun dalam pemakaian, tetapi penulis berusaha agar artikel ini baik dan benar, keberhasilan penulis dalam menyelesaikan artikel ini tidak terlepas dari pertolongan Allah SWT, Keluarga, teman-teman dan bantuan serta dorongan dari berbagai pihak. Dengan pengesahan dan pengalaman terbatas akhirnya penulis dapat menyelesaikan artikel ini berjudul “Implementasi Model Pembelajaran *Games Based Learning* pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan dalam Upaya Meningkatkan Pemahaman Nilai Pancasila di Sanggar Bimbingan Kepong Malaysia”

Dalam penulisan artikel penelitian ini, peneliti menyadari bahwa banyak menerima bantuan baik moril, materil serta spiritual yang sangat tidak ternilai harganya. Terkhusus dan teristimewa, peneliti ucapkan ribuan terima kasih kepada cinta pertama dan panutanku yaitu Ayahanda tersayang Edyanto dan pintu surgaku serta duniaku Ibunda tercinta Nurmala yang telah memberikan kesempatan kepada penulis untuk melanjutkan pendidikan setelah SMA dan kini telah selesai menyelesaikan pendidikan S-1 PPKN. Proposal ini peneliti persembahkan untuk Bapak dan Ibu yang telah mengisi dunia peneliti begitu banyak kebahagiaan sehingga seumur hidup tidak cukup untuk menikmati semuanya. Serta tidak henti-hentinya memberikan doa dan dukungan untuk anak-anaknya mencapai cita-cita, semangat, kasih sayang serta perhatian yang dengan sabar dan penuh kasih sayang merawat, menjaga, membesarkan, dan mendidik penulis. Semoga dengan artikel penelitian ini, dapat memberikan suatu kebahagiaan dan kebanggaan bagi Ayah dan Ibunda dan semoga selalu sehat wal'afiat, aamiin.

Penulis juga menyampaikan rasa hormat dan terimakasih yang sebesar-besarnya kepada semua pihak yang memberikan bantuan dan bimbingan yaitu kepada:

1. **Bapak Prof. Dr. Agussani, M.AP** Selaku Rektor Universitas Muhammadiyah Sumatera Utara
2. **Ibu Dra. Hj. Syamsuyurnita, M.Pd** selaku Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera utara.

3. **Dr. Hj. Dewi Kesuma Nst, M.Hum.** selaku Wakil Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera utara.

4. **Bapak Mandrah Saragih, S.Pd.,M.Hum** selaku wakil dekan III Fakultas Keguruan dan ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

5. **Bapak Ryan Taufika, M.Pd** selaku Ketua Program Studi Pendidikan Pancasila dan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

6. **Ibu Hotma Siregar S.H., M.H** selaku Dosen Pembimbing saya yang senantiasa membantu dan membimbing penulis dalam menyelesaikan proposal penelitian ini.

7. Bapak dan Ibu Dosen Program Studi Pendidikan Pancasila dan kewarganegaraan Universitas Muhammadiyah Sumatera Utara.

8. Pada Keluarga besar, Papa, Mama, Kakak, dan Abang. Berserta,

9. Teman-teman Pendidikan Pancasila dan Kewarganegaraan stambuk 2021.

Penulis menyadari bahwa dalam penulisan artikel ini jauh dari kata sempurna dan masih terdapat banyak kekurangan. Untuk itu penulis mengharapkan kritik dan saran yang membangun demi kesempurnaan penulisan artikel ini. Penulis berharap semoga penulisan artikel ini dapat bermanfaat bagi kita semua.

Apabila penulisan artikel ini terdapat kata-kata yang kurang berkenan penulis harapkan maaf yang sebesar-besarnya. Semoga Allah SWT senantiasa meridhai kita semua amin ya rabbal'alamin.

Medan, Januari 2025



E-ISSN: 2543-5363
P-ISSN: 2477-4380

Journal Analytica Islamica

Published by:
Program Pascasarjana UIN Sunan Kalijaga Semarang

**THE RESPONSIBILITY OF THE SIMALUNGUN
REGENCY GOVERNMENT IN PROVIDING
ELECTRICITY FOR EDUCATIONAL
INSTITUTIONS AT SINAR BARU PUBLIC
ELEMENTARY SCHOOL IN THE PERSPECTIVE
OF SIYASAH DUSTURIYAH (REVIEW OF
MINISTERIAL REGULATION OF EDUCATION
AND CULTURE NUMBER**

DOI : 10.30829/jai.v14i2.25850

*Fahmi Aulia Sinaga, Maulidya Mora
Matondang*

PKR
1141-1155

**IMPLEMENTATION OF REGIONAL
REGULATION OF NORTH SUMATRA
PROVINCE NUMBER 1 OF 2019 CONCERNING
FACILITATION OF PREVENTION OF ABUSE
OF NARCOTICS, PSYCHOTROPICS, AND
OTHER ADDICTIVE SUBSTANCES FROM THE
PERSPECTIVE OF SIYASAH DUSTURIYAH**

DOI : 10.30829/jai.v14i2.25870

*Surtan Gusnaldi Harahap, Muhammad
Ramadhan*

PKR
1167-1177

**IMPLEMENTATION OF THE GAME BASED
LEARNING (GBL) MODEL IN CIVIC
EDUCATION TO IMPROVE UNDERSTANDING
OF PANCASILA VALUES AT SANGGAR
BIMBINGAN KEPONG, MALAYSIA**

DOI : 10.30829/jai.v14i2.25782

Muhammad Fajar Syahputra, Ryan Taufika

PKR
1179-1188

**ANALYSIS OF PRICE MANIPULATION IN THE
SPICE TRADE IN BARUS DISTRICT WAHBAH
AZ-ZUHAILI'S PERSPECTIVE**

DOI : 10.30829/jai.v14i2.25857

Al Anshori Akbar Sigalingging, Rahmat Hidayat

PKR
1189-1201

**ANALYSIS OF MEDIA PROPAGANDA
REPORTING THE PALESTINIAN CONFLICT ON
INSTAGRAM @eye.on.palestine**

DOI : 10.30829/jai.v14i2.25498

*Shofiyatuzzahra Shofiyatuzzahra, Anang Anas
Azhar*

PKR
1205-1215

**THE GALANG BATANG AGREEMENT IN THE
RESOLUTION OF MARITAL CONFLICTS IN
GUNUNG MANAON 1 VILLAGE: AN ISLAMIC
LEGAL PERSPECTIVE**

DOI : 10.30829/jai.v14i2.25730

Lily Dahreni Siregar, Fatimah Fatimah

PKR
1219-1214



IMPLEMENTATION OF THE GAME BASED LEARNING (GBL) MODEL IN CIVIC EDUCATION TO IMPROVE UNDERSTANDING OF PANCASILA VALUES AT SANGGAR BIMBINGAN KEPONG, MALAYSIA

Muhammad Fajar Syahputra ¹, Ryan Taufika ²,

^{1,2} Universitas Muhammadiyah Sumatera Utara, Indonesia

*Corresponding Author: fajarsyahputra1107@gmail.com

Article Info

Article history:

Received : 10 May 2025

Revised : 20 May 2025

Accepted : 30 June 2025

Available online

<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

ABSTRACT

This research was motivated by the low level of understanding of Pancasila values among students at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. The purpose of this study is to examine the effectiveness of the Game Based Learning (GBL) model in enhancing students' comprehension of Pancasila values within Civic Education. A quantitative method was used, employing a one-group pretest-posttest design. Data were collected through a written test consisting of 20 items and analyzed using a paired sample t-test. The results revealed a significant increase in the average score from 51.15 to 81.15, with a p-value < 0.05. It can be concluded that the GBL model is effective in significantly improving students' understanding of Pancasila values and is particularly relevant for application in non-formal education settings abroad.

Keywords: Game Based Learning; Civic Education; Pancasila Values

1. INTRODUCTION

The limited understanding of Pancasila values among Indonesian students abroad remains a significant concern, especially in non-formal learning settings such as Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. Preliminary test results show that students' comprehension of the five principles of Pancasila is still low, with an average score of only 51.15, indicating that the essence of Pancasila as a national ideology has not been fully internalized (Purwaningsih & Kanukisya, 2023; Suhendar et al., 2024). This problem is closely related to Civics (PPKn) instruction, which predominantly relies on conventional, teacher-centered methods. Such approaches often result in passive learning and fail to engage students in meaningful civic reflection (Faizan & Abidin, 2025; Saragih et al., 2025).

Previous studies in character and civic education also reveal that didactic teaching models tend to emphasize moral instruction at the surface level, with limited impact on deeper value internalization (Anggriawan, 2024; Ardoin et al., 2023). Moreover, the lack of interactive and affective learning strategies further constrains students' ability to connect abstract values with real-life applications (Brennan & King, 2022; Wiratama, 2024). This gap highlights the need for a transformative pedagogical model that promotes active participation, reflection, and contextualized value application.

In response, this study investigates the effectiveness of the Game Based Learning (GBL) model in strengthening students' understanding of Pancasila values within Civics instruction at Sanggar Bimbingan Muhammadiyah Kepong. GBL is selected for its potential to create dynamic, student-centered learning environments through simulation, role-play, and problem-solving activities (Shofyana et al., 2024; Hwang et al., 2025). By integrating interactivity and engagement, this approach is expected to foster both cognitive and affective dimensions of learning, enabling students to better comprehend and internalize civic values.

This research, therefore, seeks to address a clear educational gap: the limited effectiveness of conventional Civics teaching methods in non-formal, transnational contexts. The findings are expected to contribute both theoretically by providing empirical evidence on the relevance of GBL in value-based education and practically, by offering educators innovative strategies to strengthen national identity and civic awareness among Indonesian learners abroad.

Definition of Game Based Learning

Game Based Learning (GBL) is an instructional model that incorporates the elements and mechanics of games into the learning process with the aim of enhancing student engagement and comprehension. GBL is designed not merely to entertain, but to stimulate active learning through structured gameplay that aligns with specific educational goals (Shaheen et al., 2023; Suhendar & Halimi, 2023). This model emphasizes interactivity, challenge, feedback, and motivation components inherent to games that have been shown to significantly affect learners' cognitive and emotional involvement. As an innovative pedagogy, GBL challenges traditional classroom settings by repositioning students as active agents in constructing their own understanding, rather than passive recipients of information. The learning environment becomes more dynamic, student-centered, and exploratory. This shift is especially relevant for 21st-century education, which demands not only knowledge acquisition but also the development of problem-solving skills, critical thinking, and collaboration among students (Suhendar, Syam, et al., 2023; Thornhill-Miller et al., 2023).

Manifestations of Game Based Learning

The application of Game Based Learning in educational practice manifests through the use of educational games both digital and analog designed with specific learning outcomes in mind. GBL can take the form of quiz competitions, role-playing simulations, matching games, strategy-based games, and even virtual reality experiences. Each format integrates curriculum content into gameplay mechanics, allowing learners to engage with material in a meaningful and interactive way (Trinh et al., 2024). Effective implementation of GBL requires alignment between game design and learning objectives, as well as a clear structure that fosters reflection, feedback, and progression. In character and values education, GBL is particularly powerful because it situates learners in real-world scenarios where they must make decisions, consider consequences, and reflect on ethical dilemmas. These experiences bridge the gap between abstract values and practical application. Moreover, GBL enhances learner autonomy and collaborative learning, promoting a classroom culture where students are actively engaged not only with content but also with peers, fostering social and moral development alongside academic achievement.

Definition of Civic Education (PPKn)

Civic Education, known in the Indonesian context as Pendidikan Pancasila dan Kewarganegaraan (PPKn), is a discipline focused on the development of civic knowledge, civic skills, and civic dispositions rooted in national ideology. It aims to cultivate a sense of national identity, democratic values, legal awareness, and active citizenship among learners. PPKn integrates various domains political, legal, social, and moral into its curriculum, thereby positioning itself as a foundational subject in character education. The core objective is to prepare students not only to understand their rights and responsibilities as citizens but also to internalize and practice values such as justice, democracy, and tolerance in everyday life (O'Cadiz et al., 2023). PPKn emphasizes critical thinking and participatory learning as strategies for developing students' awareness and involvement in civic matters. In practice, however, challenges persist in achieving deep civic understanding, particularly when instruction remains overly focused on memorization of theoretical content rather than engagement with real-life civic issues.

Manifestations of Civic Education (PPKn)

The practical implementation of PPKn in the classroom involves not only delivering content about state ideology, laws, and governance structures, but also promoting critical reflection, dialogue, and problem-solving. Activities such as debates, simulations of democratic processes, collaborative projects, and service learning represent key manifestations of effective civic education. These approaches aim to transform civic knowledge into civic competence by actively involving students in issues that affect their communities. Moreover, integrating

local cultural contexts and real-life scenarios helps students connect abstract concepts to their lived experiences (Rustandi et al., 2024; Ukur et al., 2025). In character-focused topics such as Pancasila values, pedagogical strategies should move beyond textbook definitions to promote application in ethical dilemmas, social participation, and community involvement. Effective PPKn not only informs but also transforms learners into responsible, reflective, and engaged citizens.

Definition of Pancasila Values

Pancasila values represent the philosophical and ideological foundation of the Indonesian nation, comprising five core principles: belief in one God, humanitarianism, national unity, democracy, and social justice. These values are not only constitutional mandates but also cultural expressions of the Indonesian identity. Educationally, they are taught as guiding principles for behavior, decision-making, and national engagement. The essence of Pancasila values lies in their integrative nature linking personal morality, civic responsibility, and collective harmony. Teaching these values aims to foster ethical reasoning, empathy, and national loyalty in students (Triff, 2024). However, the abstraction of these values poses a pedagogical challenge. Many students may memorize the five principles without fully grasping their meaning or relevance in contemporary society. Therefore, pedagogical innovation is necessary to translate these ideological tenets into meaningful learning experiences that resonate with students' lives.

Manifestations of Pancasila Values in Education

In educational contexts, the manifestation of Pancasila values occurs through both explicit instruction and the hidden curriculum. Explicitly, these values are embedded in PPKn learning objectives and are taught through modules, assessments, and discussions. Implicitly, the school environment, teacher behavior, and institutional policies serve as modeling agents of Pancasila-based conduct. Pedagogically, integrating values into learning experiences such as storytelling, role-playing, community projects, and digital games has proven effective in bridging abstract ideology with personal engagement (Lin et al., 2024). In GBL, for instance, students are presented with decision-making scenarios that require them to reflect on justice, fairness, unity, or compassion thereby making the values of Pancasila not only understood, but also enacted. Such manifestations ensure that Pancasila is not reduced to theoretical rhetoric, but lived through interactive, contextualized, and reflective educational experiences.

2. RESEARCH METHOD

This study focused on addressing the low level of understanding of Pancasila values among students at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. Pretest results showed that all students scored in the low category, ranging from

25 to 65, with an average score of 51.15. These findings highlighted the urgent need for innovative pedagogical interventions capable of conveying the philosophical essence of Pancasila in a meaningful and internalized way, especially in a non-formal overseas learning context where students are distanced from Indonesia's civic environment.

A quantitative research approach was employed, using an experimental one-group pretest–posttest design (Creswell, 2021). The aim was to evaluate the effectiveness of the Game Based Learning (GBL) model by comparing students' test scores before and after the intervention. Primary data were obtained directly from student performance through a written test instrument. Although the absence of a control group limits causal inference, this design is considered appropriate for classroom-based research that seeks to identify measurable improvements in learning outcomes within a specific setting.

The research population consisted of students enrolled at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia, representing Indonesian learners in a non-formal overseas education environment. They were chosen as the research subjects because of their diverse backgrounds and varying exposure to civic education, making them a strategic group for interventions aimed at strengthening national identity through Pancasila values. Data collection relied exclusively on cognitive assessments, with a 20-item multiple-choice test developed to measure comprehension across the five principles of Pancasila.

The research procedure was carried out in three phases: (1) preparation, which included the development of the test instrument and a matching game based on Pancasila values; (2) implementation, consisting of a pretest, instructional sessions using the GBL model, and a posttest; and (3) conclusion, involving evaluation of learning outcomes. The GBL activities were designed to engage students with both visual and verbal cues linked to real-life applications of Pancasila, thereby promoting experiential and reflective learning.

For data analysis, the paired sample t-test was applied using SPSS 30.0 for Windows to assess the significance of the difference between pretest and posttest scores. Normality tests using Shapiro–Wilk confirmed that both pretest (sig. = 0.166) and posttest (sig. = 0.273) data were normally distributed. Results of the paired t-test revealed a significant increase in students' understanding, with a calculated t-value of -7.729 and $p = 0.000$ ($p < 0.05$), indicating that the GBL model had a statistically significant effect on improving comprehension of Pancasila values.

It should be noted, however, that this research has methodological limitations. The absence of a control group restricts the ability to fully attribute changes solely to the intervention, while the relatively small sample size and the specific non-formal overseas context limit the generalizability of the findings. Nevertheless, the results provide valuable preliminary evidence of the potential effectiveness of GBL

in civic and character education, particularly in transnational learning environments.

3. RESULT AND ANALYSIS

RESULT

Game Based Learning and Student Performance

The implementation of the Game Based Learning (GBL) model in PPKn instruction at Sanggar Bimbingan Muhammadiyah Kepong significantly improved students' comprehension of Pancasila values. Pretest scores ranged from 25 to 65 with an average of 51.15, placing all students in the low comprehension category. After the intervention, posttest scores increased markedly to a range of 60–95 with a mean of 81.15, showing an average improvement of 30 points. This result was statistically significant ($p < 0.05$), indicating that GBL effectively enhanced both cognitive understanding and value internalization.

Civic Education Engagement

In addition to numerical gains, qualitative observations revealed greater student engagement during the GBL sessions. Learners demonstrated enthusiasm, initiated discussions, and related civic concepts to their experiences as members of the Indonesian diaspora. Such behaviors indicated a shift from passive reception to active participation in civic learning. Importantly, posttest responses reflected higher-order thinking, as students were able to apply Pancasila principles to real-life scenarios, such as issues of social justice and tolerance. This suggests that GBL not only improved comprehension but also fostered reflective and contextualized learning.

Strengthening Understanding of Pancasila Values

Students also showed clearer distinctions across the five principles of Pancasila after the intervention. While pretest responses revealed confusion such as between national unity and social justice posttest performance and classroom discussions indicated greater confidence and accuracy in associating values with concrete behaviors. The matching game provided structured reinforcement, enabling students to connect abstract ideology with everyday life situations. This process helped them move beyond rote memorization toward meaningful understanding and civic reasoning.

ANALYSIS

Summary of Findings

Overall, the results demonstrate that GBL can transform the learning of Pancasila values from a passive and memorization-based process into an interactive, experiential, and reflective experience. Quantitative improvements in test scores were supported by qualitative indicators of deeper engagement, critical reflection, and contextual application of civic principles.

Comparison with Previous Studies

These findings are consistent with earlier research highlighting the effectiveness of GBL in enhancing motivation, critical thinking, and learning outcomes (Mao et al., 2022; Hwang et al., 2025). However, the novelty of this study lies in its application within a non-formal, transnational education setting—a context rarely examined in prior studies. Unlike school-based implementations, the current study shows that GBL can address challenges faced by Indonesian learners abroad, such as cultural detachment and limited access to formal civic education. This reinforces arguments from Erlande et al. (2025) and Shofyana et al. (2024) that game-based pedagogies are adaptable to diverse environments and particularly effective in multicultural learning contexts.

Significance of the Results

The success of the intervention demonstrates that Civics education, often perceived as rigid and theoretical, can be revitalized through innovative pedagogy. By combining cognitive and affective learning, GBL encouraged students to internalize Pancasila values while simultaneously strengthening their civic identity in diaspora settings. This dual impact underscores the importance of adopting student-centered and context-sensitive approaches in civic and character education.

Implications and Recommendations

Theoretically, this research supports the argument that value education must move beyond declarative teaching toward experiential and interactive learning. Practically, it suggests that GBL is a viable strategy for educators in Indonesian diaspora communities, as it provides an engaging means to reinforce national identity and civic responsibility. Policymakers and curriculum developers should consider incorporating game-based strategies in Civics instruction, while teachers require training in both game design and facilitation to maximize effectiveness. Future studies should expand the sample size, include control groups, and explore digital GBL applications to validate and extend these findings.

4. CONCLUSION

This study demonstrates a significant improvement in students' understanding of Pancasila values through the application of the Game Based Learning (GBL) model. Learners who initially showed low levels of comprehension were able to internalize civic values more deeply and apply them accurately in context-based assessments. These findings confirm that GBL is not merely an alternative teaching method, but a pedagogical innovation capable of transforming civic and character education in non-formal, transnational learning environments. The increase in posttest scores, supported by enhanced student engagement and reflective learning, provides strong evidence of its effectiveness.

Theoretically, this research reinforces the view that civic and character education must adopt interactive, student-centered, and affective pedagogies to remain relevant in the 21st century. Practically, it offers educators of Indonesian diaspora communities an effective instructional model for strengthening national identity and civic awareness in contexts where conventional curricula may be less accessible. By showing how abstract values such as justice, democracy, and unity can be taught through experiential gameplay, the study contributes to expanding innovative approaches in curriculum design rooted in national ideology.

Nonetheless, this research has limitations, including its small sample size and single institutional context, which restrict the generalizability of findings. Future studies should extend the scope by employing larger and more diverse populations, as well as longitudinal designs to examine the sustainability of learning outcomes. In addition, further research is strongly recommended to explore digital-based and collaborative cross-cultural GBL models, which may provide broader applicability and relevance in globalized educational environments.

References

- Anggriawan, K. (2024). THE PRECEPTS OF INDONESIAN UNITY AS MATERIAL FOR REFLECTION ON IMPLEMENTING HUMAN RIGHTS VALUES. *Cakrawala: Journal of Citizenship Teaching and Learning*, 2(1), 21–29.
- Anggriawan, K., & Suhendar, A. (2024). Manifestation of the Galah Asin Game as a Cultural Heritage to Strengthen the Character of the Nation's Next Generation. *Pancasila and Civics Education Journal (PCEJ)*, 3(1), 19–24.
- Ardoyn, N. M., Bowers, A. W., & Gaillard, E. (2023). A systematic mixed studies review of civic engagement outcomes in environmental education. *Environmental Education Research*, 29(1), 1–26.
- Brennan, A., & King, F. (2022). Teachers' experiences of transformative professional learning to narrow the values practice gap related to inclusive practice. *Cambridge Journal of Education*, 52(2), 175–193.
- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE

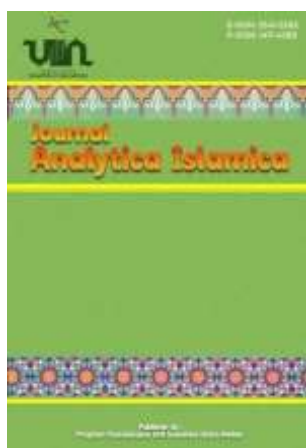
publications.

- Dalimunthe, M. A., Suhendar, A., Ritonga, A. R., Nasution, F. A., Nasution, L. N., & Batubara, P. E. O. (2024). Effectiveness of waste management site reduce, reuse, recycle program in improving ecological citizenship. *IOP Conference Series: Earth and Environmental Science*, 1352(1), 12040.
- Erlande, R., Lubis, B. S., Taufika, R., & Juri. (2025). Bibliometric analysis on global citizenship education in higher education. *Globalisation, Societies and Education*, 1–21.
- Faizan, H., & Abidin, A. Z. (2025). IMPROVING CIVICS EDUCATION/PPKn LEARNING ACHIEVEMENT THROUGH THE IMPLEMENTATION OF LIFE SKILLS APPROACH FOR CLASS X-2 STUDENTS OF SMA NEGERI 1 SUKAMULIA, EAST LOMBOK. *I-CONSIST: International Conference on Social and Islamic Studies*, 1(1), 9–24.
- Hwang, G.-J., Huang, H., & Chen, H.-Y. (2025). Promoting students' civic literacy and positive learning behaviors: A supportive feedback-based decision-making gaming approach. *Education and Information Technologies*, 30(1), 189–227.
- Lin, Y., Hsu, Y.-C., & Wu, X. (2024). From Theory to Practice: Role-Playing and Knowledge Building in Digital Learning Environments. *Journal of the Knowledge Economy*, 1–21.
- Mao, W., Cui, Y., Chiu, M. M., & Lei, H. (2022). Effects of game-based learning on students' critical thinking: A meta-analysis. *Journal of Educational Computing Research*, 59(8), 1682–1708.
- O'Cadiz, M. del P., Pescador, O., Schugurensky, D., & Torres, C. A. (2023). Teaching values, valuing experience: A pedagogical model from the Global South to address the ethical dimension of citizenship education. *Prospects*, 53(3), 341–353.
- Purwaningsih, E., & Kanukisya, B. (2023). Fostering Nationalism among University Students in Indonesia: A Communal Perspective. *Society*, 11(2), 529–542.
- Rustandi, A. M., Suhendar, A., & Dalimunthe, M. A. (2024). Polygamy in the Lens of Generation Z: A Communication Psychology Perspective. *Komunika*, 20(01), 18–25.
- Saragih, K. W., Suhendar, A., Damanik, J., Girsang, R. N., Saragi, S. R., & Ningrum, W. C. (2025). Juvenile Delinquency in the Perspective of Criminology in Indonesia: A Systematic Literature Review. *Journal Analytica Islamica*, 14(1), 208–218.
- Shaheen, A., Ali, S., & Fotaris, P. (2023). Assessing the efficacy of reflective game design: A design-based study in digital game-based learning. *Education Sciences*, 13(12), 1204.
- Shofyana, M., Santoso, Y. I., Aditama, M. G., Yulianti, E. H., & Wibisana, M. A. (2024). Bridging Cultures: Integrating Game-based Learning based on Local Wisdom in ELT. *Tell: Teaching of English Language and Literature Journal*, 12(2).
- Suhendar, A., & Halimi, M. (2023). The Role of Anti-Bullying Change Agents in Shaping Civic Dispositions to Tackle Bullying Behavior. *Proceeding*

- International Conference on Religion, Science and Education*, 2, 903–913.
- Suhendar, A., Halimi, M., Taufika, R., Batubara, T., & Rawanoko, E. S. (2024). Fostering environmental responsibility among students: Collaborative strategies between village heads and school principals. *Education, Environmental and Society Research*, 1(1), 33–45.
- Suhendar, A., & Rambe, R. F. A. K. (2023). Group Discussion Effectiveness in Increasing Student Learning Interest in Pancasila and Citizenship Education Subjects. *Pancasila and Civics Education Journal (PCEJ)*, 2(2), 9–12.
- Suhendar, A., Ridayani, Azis, D., Mohd Yusoff, M. Z., & Rini Utami, A. (2024). Optimizing citizenship education for ecological awareness: Analysis of the effectiveness of the lihat sampah ambil (LISA) program in environmental conservation. *Journal of Professional Learning and Sustainable Education*, 1(1), 17–26. <https://doi.org/10.62568/jplse.v1i1.50>
- Suhendar, A., Syam, A. M., & Ritonga, A. R. (2023). Efektivitas Instagram Sebagai Ruang Motivasi Hijrah Mahasiswa IAIN Lhokseumawe. *Komunika*, 19(02), 12–20.
- Suhendar, A., Taufika, R., Rachmatsyah, R., Yusuf, R., Fajri, I., Mohd Yusoff, M. Z., & Adawiah, R. (2023). Eco-literacy and sustainable citizenship: The role of the school environment in shaping responsible environmental behavior. *Sekumpul: Journal of Multidisciplinary Education Sciences*, 1(1), 12–19. <https://doi.org/10.62568/jomes.v1i1.13>
- Suryani, N. A., Ruqoyyah, S., & Rohaeti, E. E. (2024). IMPLEMENTATION OF THE COOPERATIVE LEARNING MODEL TYPE MAKE A MATCH TO IMPROVE THE MATHEMATICAL CONCEPT UNDERSTANDING ABILITY IN MULTIPLICATION MATERIAL FOR 2nd STUDENTS. *Journal Of Educational Experts (JEE)*, 7(2), 82–95.
- Taufika, R., & Ginting, J. (2021). The Effect of Open-Ended Cooperative Learning on Students' Civic Education Learning Outcomes. *Holistic Science*, 1(1), 12–16.
- Taufika, R., Ritonga, A. R., & Ohorella, N. R. (2025). Consistency of Dalihan na Tolu vs. Same-Clan Marriage: The Intersection of Customary Law and Islamic Theological Doctrine. *Pharos Journal of Theology*, 106(2).
- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., & Mourey, F. (2023). Creativity, critical thinking, communication, and collaboration: assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, 11(3), 54.
- Triff, Z. (2024). FORMATION OF MORAL VALUES IN THE CONTEMPORARY EDUCATIONAL CONTEXT. *Jurnalul Libertății de Conștiință*, 12(1), 853–861.
- Trinh, M. P., Chico, R. J., & Reed, R. M. (2024). How fun overcame fear: The gamification of a graduate-level statistics course. *Journal of Management Education*, 48(4), 735–776.
- Ukur, J., Suhendar, A., Sirait, I. R., Ababbil, T. N., & Anshari, N. N. (2025).

- STRENGTHENING DIGITAL-BASED CIVICS EDUCATION IN PREVENTING CYBERBULLYING AMONG VOCATIONAL HIGH SCHOOL STUDENTS AT SMK PRAMA ARTHA SERBELAWAN. *Journal Analytica Islamica*, 14(1), 488–498.
- Wiratama, G. P. (2024). APPLICATION OF THE TEAM GAMES TOURNAMENT (TGT) COOPERATIVE LEARNING MODEL IN IMPROVING CIVICS LEARNING RESULTS. *Cakrawala: Journal of Citizenship Teaching and Learning*, 2(1), 8–20.
- Zhang, Y., Yun, Y., An, R., Cui, J., Dai, H., & Shang, X. (2021). Educational data mining techniques for student performance prediction: method review and comparison analysis. *Frontiers in Psychology*, 12, 698490.

LETTER OF ACCEPTANCE



Date : 10/07/2025

Manuscript Title :

"IMPLEMENTATION OF THE GAME BASED LEARNING (GBL) MODEL IN CIVIC EDUCATION TO IMPROVE UNDERSTANDING OF PANCASILA VALUES AT SANGGAR BIMBINGAN KEPONG, MALAYSIA"

Dear Authors,

Muhammad Fajar Syahputra ¹, Ryan Taufika ²

It's my pleasure to inform you that after peer review, your paper:

"IMPLEMENTATION OF THE GAME BASED LEARNING (GBL) MODEL IN CIVIC EDUCATION TO IMPROVE UNDERSTANDING OF PANCASILA VALUES AT SANGGAR BIMBINGAN KEPONG, MALAYSIA"

Has been ACCEPTED to be published in Journal Analytica Islamica; Online ISSN: 2541-5263; Print ISSN: 1411-4380 at Volume 14 Number 2 2025 and it will be available online at <http://jurnal.uinsu.ac.id/index.php/analytica/index>

Thank you very much for submitting your article to the Journal Analytica Islamica; E-ISSN: 2798-5156; P-ISSN: 1411-4380. I believe that our collaboration will help to accelerate the global knowledge creation and sharing one step further.

Best Regards,

Executive Editor



Indexed by



IMPLEMENTATION OF THE GAME BASED LEARNING (GBL) MODEL IN CIVIC EDUCATION TO IMPROVE UNDERSTANDING OF PANCASILA VALUES AT SANGGAR BIMBINGAN KEPONG, MALAYSIA

Muhammad Fajar Syahputra ¹, Ryan Taufika ²,

^{1,2} Universitas Muhammadiyah Sumatera Utara, Indonesia

*Corresponding Author: fajarsyahputra1107@gmail.com

Article Info

Article history:

Received : 10 May 2025

Revised : 20 May 2025

Accepted : 30 June 2025

Available online

<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

ABSTRACT

This research was motivated by the low level of understanding of Pancasila values among students at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. The purpose of this study is to examine the effectiveness of the Game Based Learning (GBL) model in enhancing students' comprehension of Pancasila values within Civic Education. A quantitative method was used, employing a one-group pretest-posttest design. Data were collected through a written test consisting of 20 items and analyzed using a paired sample t-test. The results revealed a significant increase in the average score from 51.15 to 81.15, with a p-value < 0.05. It can be concluded that the GBL model is effective in significantly improving students' understanding of Pancasila values and is particularly relevant for application in non-formal education settings abroad.

Keywords: Game Based Learning; Civic Education; Pancasila Values

Comment [L1]: This article has clear practical contributions to the development of value-based Civics education, especially in non-formal and overseas settings. The main strength of the article lies in the integration of quantitative data and qualitative descriptions that reinforce each other. However, to strengthen academic quality, the article needs to highlight novelty more explicitly in the abstract and introduction, simplify repetitive narrative, and broaden the perspective in the discussion by comparing previous research results more critically.

Comment [L2]: Abstracts already describe the background of the problem, research objectives, methods, main results, and conclusions. However, the editorial still descriptive and does not emphasize novelty of the research compared to previous studies. It would be better if a sentence is added that highlights the theoretical and practical contributions of research.

1. INTRODUCTION

The lack of understanding of Pancasila values among Indonesian students studying abroad remains a concerning issue, particularly in informal learning environments such as Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. Based on preliminary test results, all students scored in the low category, ranging from 25 to 65, with an average score of only 51.15. These findings indicate that the students have not yet fully internalized the essence of the five principles of Pancasila as a guiding national ideology (Purwaningsih & Kanukisya, 2023; Suhendar, Ridayani, et al., 2024). This situation also reflects a broader issue in PPKn learning that still heavily relies on conventional methods, which are often monotonous and fail to engage students effectively (Faizan & Abidin, 2025;

Comment [L3]: The introduction is quite systematic, starting with the problem of understanding Pancasila values in students abroad, then linking it to the limitations of conventional methods in Civics. The theoretical foundation and literature review are quite rich with recent citations. However, this section is relatively long and repetitive, so it needs to be summarized to focus on the research gap and the urgency of applying Game Based Learning (GBL).

Saragih et al., 2025). In such learning environments, students tend to become passive recipients of information, rather than active participants in constructing meaning from civic values (Suhendar et al., 2023; Suhendar et al., 2024). The challenge becomes even more complex in overseas contexts, where students are often distanced from the sociocultural environment of Indonesia, which may hinder the reinforcement of national identity and civic understanding (Purwaningsih & Kanukisya, 2023; Suhendar & Rambe, 2023).

Although various theoretical models have been proposed to support character and civic education, many have proven insufficient in addressing the needs of today's learners, particularly in non-formal or multicultural educational settings. The application of teacher-centered methods in PPKn instruction often results in limited student engagement and surface-level comprehension (Anggriawan, 2024; Anggriawan & Suhendar, 2024; Suryani et al., 2024). Prior research on value education frequently emphasizes moral instruction through didactic approaches, which have limited impact in fostering deep, internalized understanding of civic values. Moreover, existing literature often overlooks the importance of emotional involvement and interactive learning in building civic competence (Ardoin et al., 2023; Wiratama, 2024). This gap highlights the need for a pedagogical model that not only delivers content but also creates space for students to experience, reflect on, and apply values in meaningful ways (Brennan & King, 2022; Dalimunthe et al., 2024). Thus, a transformative approach is required one that accommodates learner diversity and promotes active participation in understanding and practicing Pancasila values.

In response to the identified issues, this study aims to examine the effectiveness of implementing the Game Based Learning (GBL) model in the context of PPKn instruction at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. The core objective is to determine whether the GBL approach can significantly enhance students' understanding of Pancasila values (Shofyana et al., 2024; Taufika et al., 2025). By integrating interactive learning experiences into the instruction of civic values, the study seeks to offer a pedagogical alternative that fosters critical engagement, enjoyment, and meaningful learning among students (Hwang et al., 2025; Taufika & Ginting, 2021). The choice of the GBL model is based on its potential to create dynamic learning environments where abstract concepts such as national ideology can be explored through simulation, role-play, and problem-solving. Through this investigation, the research expects to generate empirical evidence supporting the pedagogical relevance of GBL in character education, particularly within transnational and non-formal learning environments.

Considering both the contextual challenges and theoretical gaps, this research is important as it offers a solution-oriented approach to improving civic education outcomes. The findings from this study are expected to contribute to both academic discourse and practical implementation, particularly in the

development of instructional models that are adaptive, participatory, and value-oriented. Moreover, this study provides a timely response to the educational needs of Indonesian learners abroad, who require innovative methods to reinforce national identity and civic awareness in environments that may lack cultural reinforcement. By demonstrating the effectiveness of GBL in enhancing understanding of Pancasila values, this research underscores the need to reform conventional approaches to PPKn learning and offers a concrete model for future implementation. It also encourages educators to consider contextually relevant, student-centered strategies in civic and character education.

Definition of Game Based Learning

Game Based Learning (GBL) is an instructional model that incorporates the elements and mechanics of games into the learning process with the aim of enhancing student engagement and comprehension. GBL is designed not merely to entertain, but to stimulate active learning through structured gameplay that aligns with specific educational goals (Shaheen et al., 2023; Suhendar & Halimi, 2023). This model emphasizes interactivity, challenge, feedback, and motivation components inherent to games that have been shown to significantly affect learners' cognitive and emotional involvement. As an innovative pedagogy, GBL challenges traditional classroom settings by repositioning students as active agents in constructing their own understanding, rather than passive recipients of information. The learning environment becomes more dynamic, student-centered, and exploratory. This shift is especially relevant for 21st-century education, which demands not only knowledge acquisition but also the development of problem-solving skills, critical thinking, and collaboration among students (Suhendar, Syam, et al., 2023; Thornhill-Miller et al., 2023).

Manifestations of Game Based Learning

The application of Game Based Learning in educational practice manifests through the use of educational games both digital and analog designed with specific learning outcomes in mind. GBL can take the form of quiz competitions, role-playing simulations, matching games, strategy-based games, and even virtual reality experiences. Each format integrates curriculum content into gameplay mechanics, allowing learners to engage with material in a meaningful and interactive way (Trinh et al., 2024). Effective implementation of GBL requires alignment between game design and learning objectives, as well as a clear structure that fosters reflection, feedback, and progression. In character and values education, GBL is particularly powerful because it situates learners in real-world scenarios where they must make decisions, consider consequences, and reflect on ethical dilemmas. These experiences bridge the gap between abstract values and practical application. Moreover, GBL enhances learner autonomy and collaborative learning, promoting a classroom culture where students are

actively engaged not only with content but also with peers, fostering social and moral development alongside academic achievement.

Definition of Civic Education (PPKn)

Civic Education, known in the Indonesian context as Pendidikan Pancasila dan Kewarganegaraan (PPKn), is a discipline focused on the development of civic knowledge, civic skills, and civic dispositions rooted in national ideology. It aims to cultivate a sense of national identity, democratic values, legal awareness, and active citizenship among learners. PPKn integrates various domains political, legal, social, and moral into its curriculum, thereby positioning itself as a foundational subject in character education. The core objective is to prepare students not only to understand their rights and responsibilities as citizens but also to internalize and practice values such as justice, democracy, and tolerance in everyday life (O'Cadiz et al., 2023). PPKn emphasizes critical thinking and participatory learning as strategies for developing students' awareness and involvement in civic matters. In practice, however, challenges persist in achieving deep civic understanding, particularly when instruction remains overly focused on memorization of theoretical content rather than engagement with real-life civic issues.

Manifestations of Civic Education (PPKn)

The practical implementation of PPKn in the classroom involves not only delivering content about state ideology, laws, and governance structures, but also promoting critical reflection, dialogue, and problem-solving. Activities such as debates, simulations of democratic processes, collaborative projects, and service learning represent key manifestations of effective civic education. These approaches aim to transform civic knowledge into civic competence by actively involving students in issues that affect their communities. Moreover, integrating local cultural contexts and real-life scenarios helps students connect abstract concepts to their lived experiences (Rustandi et al., 2024; Ukur et al., 2025). In character-focused topics such as Pancasila values, pedagogical strategies should move beyond textbook definitions to promote application in ethical dilemmas, social participation, and community involvement. Effective PPKn not only informs but also transforms learners into responsible, reflective, and engaged citizens.

Definition of Pancasila Values

Pancasila values represent the philosophical and ideological foundation of the Indonesian nation, comprising five core principles: belief in one God, humanitarianism, national unity, democracy, and social justice. These values are not only constitutional mandates but also cultural expressions of the Indonesian identity. Educationally, they are taught as guiding principles for behavior,

decision-making, and national engagement. The essence of Pancasila values lies in their integrative nature linking personal morality, civic responsibility, and collective harmony. Teaching these values aims to foster ethical reasoning, empathy, and national loyalty in students (Triff, 2024). However, the abstraction of these values poses a pedagogical challenge. Many students may memorize the five principles without fully grasping their meaning or relevance in contemporary society. Therefore, pedagogical innovation is necessary to translate these ideological tenets into meaningful learning experiences that resonate with students' lives.

Manifestations of Pancasila Values in Education

In educational contexts, the manifestation of Pancasila values occurs through both explicit instruction and the hidden curriculum. Explicitly, these values are embedded in PPKn learning objectives and are taught through modules, assessments, and discussions. Implicitly, the school environment, teacher behavior, and institutional policies serve as modeling agents of Pancasila-based conduct. Pedagogically, integrating values into learning experiences such as storytelling, role-playing, community projects, and digital games has proven effective in bridging abstract ideology with personal engagement (Lin et al., 2024). In GBL, for instance, students are presented with decision-making scenarios that require them to reflect on justice, fairness, unity, or compassion thereby making the values of Pancasila not only understood, but also enacted. Such manifestations ensure that Pancasila is not reduced to theoretical rhetoric, but lived through interactive, contextualized, and reflective educational experiences.

2. RESEARCH METHOD

The focus of this research is the low level of understanding among students at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia, regarding the values of Pancasila. This phenomenon is evidenced by the results of the pretest, in which all students scored within the low category, with values ranging from 25 to 65 and an average score of 51.15. Such data illustrate a critical need for improvement in the learning of PPKn, particularly in conveying the philosophical values of Pancasila in a way that is meaningful and internalized. The context of this study students in a non-formal educational setting outside Indonesia adds complexity to the problem, as learners are geographically and culturally distanced from the civic realities of their homeland. This unique setting presents challenges in fostering national identity and ideological understanding, making it an urgent case for pedagogical intervention using an innovative model that is both interactive and adaptive to students' needs.

Comment [L4]: The research method clearly explained: using a quantitative approach, one-group pretest-posttest experimental design, 20-item test instrument, and data analysis with paired test. The description is complete, including the normality test. However, the limitations of the method (such as the absence of a control group, the limited number of samples, and the specific context of the Guidance Studio) should be emphasized that readers understand the scope of generalization of the research results.

This study employs a quantitative research approach with an experimental design, specifically the one-group pretest-posttest design (Creswell, 2021). The aim is to measure the effectiveness of the intervention namely, the implementation of the Game Based Learning (GBL) model by comparing the results before and after the treatment. The study uses primary data, obtained directly from student performance in the form of test scores. This type of design allows researchers to assess changes in understanding that can be attributed directly to the learning intervention, despite the absence of a control group. Although simple, this design is effective for classroom-based research that seeks to identify shifts in learning outcomes through measurable indicators. The use of numerical data also enables statistical analysis to determine the level of significance of the observed improvements.

The primary source of data in this study consists of students enrolled in Sanggar Bimbingan Muhammadiyah Kepong, Malaysia (Zhang et al., 2021). These students represent a population that engages in non-formal education abroad, often characterized by diverse backgrounds and varying levels of exposure to Indonesian civic education. As participants of an educational institution affiliated with a religious and cultural organization, they form a suitable target group for interventions aimed at strengthening national identity through Pancasila values. Data were collected exclusively through cognitive assessments, particularly written tests designed to measure the understanding of civic values. The selection of this population is strategic, as it reflects a group of learners who require targeted civic instruction within a flexible and context-sensitive pedagogical framework.

The research was carried out in three key phases: preparation, implementation, and conclusion. During the preparation stage, instruments were developed including a 20-item multiple-choice test and the learning media in the form of a matching game based on Pancasila values. The implementation phase involved conducting a pretest to assess students' initial understanding, followed by instructional sessions using the Game Based Learning model, and then administering a posttest to evaluate changes in comprehension. The entire instructional sequence was conducted under controlled conditions, ensuring consistency in the learning experience. Data collection was carried out through written tests designed to assess students' grasp of concepts across the five principles of Pancasila. The game was designed to engage students through visual and verbal cues that correspond to real-life applications of the values, thereby reinforcing understanding through experiential learning.

Data analysis in this research employed the paired sample t-test using SPSS 30.0 for Windows. This statistical technique was selected to determine the significance of the difference between the pretest and posttest scores of the same group of students. Prior to hypothesis testing, a normality test using the Shapiro-Wilk test was conducted to ensure that the distribution of the data met the

assumptions required for parametric testing. The results of the normality test indicated that both pretest (sig. 0.166) and posttest (sig. 0.273) data were normally distributed. The paired sample t-test then revealed a significant difference between the two sets of scores, with a calculated t-value of -7.729 and a p-value of 0.000 ($p < 0.05$). This indicates that the increase in students' scores was statistically significant, validating the effectiveness of the GBL model in improving comprehension of Pancasila values.

3. RESULT AND ANALYSIS

RESULT

Game Based Learning (Data Description)

The implementation of the Game Based Learning (GBL) model in PPKn instruction at Sanggar Bimbingan Muhammadiyah Kepong was centered on the use of a matching game designed to reinforce understanding of Pancasila values. During the initial phase, students were administered a pretest consisting of 20 multiple-choice items assessing their comprehension across the five principles of Pancasila. The scores obtained ranged from 25 to 65, with an average score of 51.15. These results indicated that all participating students fell within the "low" comprehension category, reflecting a widespread lack of internalization of civic values. The pretest also revealed significant inconsistencies in students' ability to distinguish between abstract values and their real-life applications. This condition served as the foundation for introducing the GBL model as an intervention to address these learning deficiencies.

Game Based Learning (Data Explanation)

Following the pretest, students engaged in a structured learning session using GBL strategies, specifically through interactive matching activities that connected civic values with everyday scenarios. After the intervention, students took the same posttest to assess their conceptual gains. The results showed a marked improvement, with scores ranging from 60 to 95 and a mean score of 81.15. This shift not only elevated students into the "moderate-to-high" performance category but also indicated more consistent accuracy in connecting Pancasila principles with relevant real-world behaviors. The increase in score by approximately 30 points demonstrated that the GBL model effectively engaged cognitive and affective dimensions of learning, contributing to deeper conceptual understanding and memory retention.

Game Based Learning (Relation to Research Problem)

The substantial increase in student scores after the GBL intervention addresses the initial problem of low comprehension and passive learning. The

Comment [L5]: Results were well presented, demonstrated through pretest (51.15) and posttest (81.15) scores with statistically significant improvements. In addition to quantitative data, the authors also included qualitative observations related to student engagement, discussion and reflective ability. The discussion section successfully links the results with theory and previous literature. However, there is still a tendency for long descriptions so that comparative analysis with similar studies needs to be emphasized, especially related to GBL innovations in the context of non-formal education abroad.

results validate the assumption that traditional instructional methods in PPKn are insufficient in facilitating internalization of civic values, particularly in overseas learning contexts. By integrating interactive game elements, GBL transformed the learning process into an engaging and reflective experience. This improvement is crucial in non-formal education settings such as Sanggar Bimbingan, where students often face limitations in access to conventional educational resources. Thus, the findings affirm that GBL offers an innovative and effective solution for enhancing value-based education among Indonesian learners abroad.

Civic Education (Data Description)

The application of GBL also contributed to increased engagement with the broader domain of PPKn instruction. Observations during learning sessions revealed heightened enthusiasm, active participation, and collaboration among students. These qualitative indicators support the quantitative findings by highlighting how GBL promotes meaningful interactions with the subject matter. Notably, students began to pose questions, initiate discussions, and relate the instructional material to their own lived experiences as members of the Indonesian diaspora. The instructional strategy shifted PPKn from being a content-heavy subject into an interactive platform for dialogue and civic reflection. This shift was critical for ensuring the relevance and accessibility of the material for students in transnational education environments.

Civic Education (Data Explanation)

Further analysis of student performance showed improved comprehension not only in recognizing civic principles but also in applying them contextually. For example, when faced with scenarios related to social justice or tolerance, students demonstrated the ability to identify appropriate value-based responses. Their posttest responses also reflected greater nuance in interpreting the meanings behind constitutional principles and their implications for real-life situations. This progression indicates that GBL enabled a deeper level of critical thinking, where students were not merely memorizing definitions but were synthesizing knowledge into civic reasoning. Such learning outcomes are crucial for cultivating citizenship skills among learners, especially those positioned in multicultural and globalized contexts.

Civic Education (Relation to Research Problem)

The transformation in how students approached and responded to PPKn material reflects the success of the GBL model in addressing the core challenges faced in the original research problem. In the pretest phase, students exhibited a mechanical, memorization-based understanding of civic concepts. However, post-intervention, they demonstrated higher-order thinking in evaluating civic

dilemmas and moral decision-making. This shift aligns with the purpose of PPKn to develop responsible and critically aware citizens. Particularly in overseas learning centers like Sanggar Bimbingan, where contextual detachment from Indonesian civic life is prevalent, the GBL model acts as a bridge that reconnects learners with national identity and social responsibility.

Pancasila Values (Data Description)

In terms of understanding Pancasila values specifically, students displayed significant improvements across all five principles. Pretest responses showed that many students were unclear about the distinctions among the values, often confusing one principle with another. For instance, they struggled to distinguish between the third principle (national unity) and the fifth (social justice). After the GBL-based learning experience, posttest responses indicated clearer comprehension and greater confidence in associating civic behaviors with specific Pancasila values. The matching game provided structured and visual reinforcement that helped students contextualize abstract values, making them more relatable and memorable.

Pancasila Values (Data Explanation)

The improvements in comprehension of Pancasila values were also evident in student explanations and justifications during gameplay and class discussions. Students were able to articulate why certain behaviors aligned with particular principles and could offer examples from their personal or community experiences. This level of reflection signaled a deeper internalization of the values and a shift from rote learning to meaningful understanding. It also suggested that GBL succeeded in bridging the gap between theoretical instruction and real-life application, which has long been a challenge in civic and character education. The game format created a safe and engaging space for students to explore ethical reasoning and civic identity.

Pancasila Values (Relation to Research Problem)

By enabling students to connect the abstract tenets of Pancasila to real-world contexts, the GBL model directly addressed the core issue of value detachment highlighted at the beginning of the research. The intervention succeeded in transforming the learning experience into one that was experiential, emotionally engaging, and intellectually stimulating. The outcome demonstrates that GBL is not merely a novelty in instructional design, but a viable strategy for deepening civic understanding. This is particularly significant for Indonesian students abroad, who often lack reinforcement of national values in their immediate environment. The findings, therefore, support the conclusion that GBL is an effective pedagogical approach for revitalizing civic education through values-based learning.

ANALYSIS

Summary of Results (in analytical form)

The research findings reveal a significant transformation in students' understanding of Pancasila values following the implementation of the Game Based Learning (GBL) model. This transformation is evident not only in the numerical improvement of posttest scores, which increased by 30 points on average, but also in qualitative indicators such as enhanced participation, contextual interpretation of values, and active civic reflection. These shifts suggest that GBL effectively bridges the gap between abstract civic principles and real-life experiences, facilitating deeper comprehension. The learning process, previously passive and memory-driven, evolved into an interactive, experiential, and reflective journey that engaged both the cognitive and affective domains of learners.

Comparison with Previous Studies

These results align with and extend the conclusions of prior research showing the pedagogical potential of GBL in values education. For instance, GBL has been reported to improve student motivation, critical thinking, and engagement in various contexts (Erlande et al., 2025; Mao et al., 2022). What distinguishes the current study is its application in a non-formal, transnational education setting, where the challenge of maintaining civic engagement is more acute due to students' detachment from their sociocultural roots. The ability of GBL to stimulate cognitive processing while simultaneously encouraging moral reasoning sets it apart from traditional character education strategies. Thus, the research contributes to a growing body of literature advocating for student-centered, technologically adaptive, and context-sensitive approaches in civic education.

Reflection on the Significance of the Results

The success of this intervention demonstrates that civic education often perceived as dry and theoretical can be transformed into a vibrant and meaningful experience through strategic pedagogy. The GBL model allowed students not only to understand Pancasila values intellectually but also to connect them with personal and collective realities. This experiential element is critical, particularly for Indonesian learners abroad, whose civic development is challenged by cultural displacement. By engaging learners emotionally and socially, GBL fosters civic identity formation in ways that lectures and textbooks cannot. The students' ability to contextualize values in response to game scenarios reflects the internalization of abstract principles a key outcome for character and citizenship education.

Implications of the Study

The implications of these findings are twofold. Theoretically, the study reinforces the argument that character education must move beyond declarative knowledge into the realm of experiential, situated learning. Practically, it suggests that schools and learning centers especially those operating outside of formal institutional systems should adopt innovative pedagogical models like GBL to ensure relevance and effectiveness. For educators working with Indonesian diaspora communities, the GBL model offers a concrete method for integrating national ideology into the educational experience in a way that is interactive, engaging, and impactful. These findings may also inform policymakers and curriculum developers seeking to revitalize civic education by embedding game-based methodologies into instructional frameworks.

Analytical Explanation of the Results

The observed outcomes can be attributed to several intrinsic strengths of the GBL model. First, the element of gameplay naturally encourages curiosity, risk-taking, and immediate feedback, all of which contribute to improved learning outcomes. Second, the contextual nature of the game scenarios provided students with familiar and meaningful dilemmas, facilitating the transfer of knowledge to real-life decision-making. Third, the competitive and collaborative dynamics within the game enhanced peer interaction and mutual learning. These factors combined to create a learning environment where students felt psychologically safe, intellectually challenged, and emotionally invested conditions that are ideal for cultivating civic understanding in value-oriented education.

Recommended Actions Based on Results

Given the positive impact observed, it is recommended that educational institutions particularly those serving overseas Indonesian communities integrate GBL into their instructional strategies for PPKn. Teachers should be trained not only in content delivery but also in game design and facilitation to ensure that the educational objectives are met through gameplay. Additionally, further innovation in culturally relevant game content is needed to sustain learners' interest and deepen their connection to national values. The successful application of GBL in this study serves as a model for scalable and adaptable civic education, one that can be implemented across diverse educational contexts to foster meaningful engagement with Pancasila values.

4. CONCLUSION

What is truly remarkable about this study is the dramatic shift in students' understanding of Pancasila values following the application of the Game Based

Comment [L6]: Conclusions confirm the effectiveness of GBL in improving understanding of Pancasila values and its relevance to non-formal education in diaspora communities. Limitations of the study have been mentioned (sample size and single context), but recommendation for further research should be directed towards exploring digital or collaborative cross-cultural GBL models.

Learning (GBL) model. In a relatively short instructional period, learners who initially demonstrated low conceptual comprehension were able to internalize civic values more deeply and apply them accurately in context-based assessments. This outcome suggests that GBL is not merely an alternative teaching strategy, but a pedagogical breakthrough that redefines how civic and character education can be delivered in non-formal, transnational learning environments. The significant increase in posttest scores and the quality of student engagement provide compelling evidence for the model's educational effectiveness.

This study offers a meaningful contribution to both theoretical and practical domains. Theoretically, it reinforces the growing perspective that character and civic education must embrace interactive, student-centered, and emotionally engaging pedagogies to remain relevant in the 21st century. Practically, the research presents a viable instructional solution for educators working with Indonesian learners in diaspora communities populations often underserved by conventional curricula. By demonstrating how values like justice, democracy, and national unity can be taught through gameplay, the study broadens the pedagogical toolkit available to teachers and encourages innovation in curriculum design rooted in national ideology.

While the study yielded significant findings, it is important to note that the scope was limited to a single educational setting with a small number of participants. However, this limitation presents an opportunity rather than a weakness. Future research may explore broader applications of the GBL model in diverse cultural and institutional contexts, involving larger sample sizes and longitudinal designs to assess sustained impact. The study invites further exploration into how digital and analog game-based methods can be adapted for various educational levels and subjects, particularly those involving ideological, ethical, and character-based content.

References

- Anggriawan, K. (2024). THE PRECEPTS OF INDONESIAN UNITY AS MATERIAL FOR REFLECTION ON IMPLEMENTING HUMAN RIGHTS VALUES. *Cakrawala: Journal of Citizenship Teaching and Learning*, 2(1), 21–29.
- Anggriawan, K., & Suhendar, A. (2024). Manifestation of the Galah Asin Game as a Cultural Heritage to Strengthen the Character of the Nation's Next Generation. *Pancasila and Civics Education Journal (PCEJ)*, 3(1), 19–24.
- Ardoin, N. M., Bowers, A. W., & Gaillard, E. (2023). A systematic mixed studies review of civic engagement outcomes in environmental education. *Environmental Education Research*, 29(1), 1–26.
- Brennan, A., & King, F. (2022). Teachers' experiences of transformative professional learning to narrow the values practice gap related to inclusive practice. *Cambridge Journal of Education*, 52(2), 175–193.

- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE publications.
- Dalimunthe, M. A., Suhendar, A., Ritonga, A. R., Nasution, F. A., Nasution, L. N., & Batubara, P. E. O. (2024). Effectiveness of waste management site reduce, reuse, recycle program in improving ecological citizenship. *IOP Conference Series: Earth and Environmental Science*, 1352(1), 12040.
- Erlande, R., Lubis, B. S., Taufika, R., & Juri. (2025). Bibliometric analysis on global citizenship education in higher education. *Globalisation, Societies and Education*, 1–21.
- Faizan, H., & Abidin, A. Z. (2025). IMPROVING CIVICS EDUCATION/PPKn LEARNING ACHIEVEMENT THROUGH THE IMPLEMENTATION OF LIFE SKILLS APPROACH FOR CLASS X-2 STUDENTS OF SMA NEGERI 1 SUKAMULIA, EAST LOMBOK. *I-CONSIST: International Conference on Social and Islamic Studies*, 1(1), 9–24.
- Hwang, G.-J., Huang, H., & Chen, H.-Y. (2025). Promoting students' civic literacy and positive learning behaviors: A supportive feedback-based decision-making gaming approach. *Education and Information Technologies*, 30(1), 189–227.
- Lin, Y., Hsu, Y.-C., & Wu, X. (2024). From Theory to Practice: Role-Playing and Knowledge Building in Digital Learning Environments. *Journal of the Knowledge Economy*, 1–21.
- Mao, W., Cui, Y., Chiu, M. M., & Lei, H. (2022). Effects of game-based learning on students' critical thinking: A meta-analysis. *Journal of Educational Computing Research*, 59(8), 1682–1708.
- O'Cadiz, M. del P., Pescador, O., Schugurensky, D., & Torres, C. A. (2023). Teaching values, valuing experience: A pedagogical model from the Global South to address the ethical dimension of citizenship education. *Prospects*, 53(3), 341–353.
- Purwaningsih, E., & Kanukisya, B. (2023). Fostering Nationalism among University Students in Indonesia: A Communal Perspective. *Society*, 11(2), 529–542.
- Rustandi, A. M., Suhendar, A., & Dalimunthe, M. A. (2024). Polygamy in the Lens of Generation Z: A Communication Psychology Perspective. *Komunika*, 20(01), 18–25.
- Saragih, K. W., Suhendar, A., Damanik, J., Girsang, R. N., Saragi, S. R., & Ningrum, W. C. (2025). Juvenile Delinquency in the Perspective of Criminology in Indonesia: A Systematic Literature Review. *Journal Analytica Islamica*, 14(1), 208–218.
- Shaheen, A., Ali, S., & Fotaris, P. (2023). Assessing the efficacy of reflective game design: A design-based study in digital game-based learning. *Education Sciences*, 13(12), 1204.
- Shofyana, M., Santoso, Y. I., Aditama, M. G., Yulianti, E. H., & Wibisana, M. A.

- (2024). Bridging Cultures: Integrating Game-based Learning based on Local Wisdom in ELT. *Tell: Teaching of English Language and Literature Journal*, 12(2).
- Suhendar, A., & Halimi, M. (2023). The Role of Anti-Bullying Change Agents in Shaping Civic Dispositions to Tackle Bullying Behavior. *Proceeding International Conference on Religion, Science and Education*, 2, 903–913.
- Suhendar, A., Halimi, M., Taufika, R., Batubara, T., & Rawanoko, E. S. (2024). Fostering environmental responsibility among students: Collaborative strategies between village heads and school principals. *Education, Environmental and Society Research*, 1(1), 33–45.
- Suhendar, A., & Rambe, R. F. A. K. (2023). Group Discussion Effectiveness in Increasing Student Learning Interest in Pancasila and Citizenship Education Subjects. *Pancasila and Civics Education Journal (PCEJ)*, 2(2), 9–12.
- Suhendar, A., Ridayani, Azis, D., Mohd Yusoff, M. Z., & Rini Utami, A. (2024). Optimizing citizenship education for ecological awareness: Analysis of the effectiveness of the lihat sampah ambil (LISA) program in environmental conservation. *Journal of Professional Learning and Sustainable Education*, 1(1), 17–26. <https://doi.org/10.62568/jplse.v1i1.50>
- Suhendar, A., Syam, A. M., & Ritonga, A. R. (2023). Efektivitas Instagram Sebagai Ruang Motivasi Hijrah Mahasiswa IAIN Lhokseumawe. *Komunika*, 19(02), 12–20.
- Suhendar, A., Taufika, R., Rachmatsyah, R., Yusuf, R., Fajri, I., Mohd Yusoff, M. Z., & Adawiah, R. (2023). Eco-literacy and sustainable citizenship: The role of the school environment in shaping responsible environmental behavior. *Sekumpul: Journal of Multidisciplinary Education Sciences*, 1(1), 12–19. <https://doi.org/10.62568/jomes.v1i1.13>
- Suryani, N. A., Ruqoyyah, S., & Rohaeti, E. E. (2024). IMPLEMENTATION OF THE COOPERATIVE LEARNING MODEL TYPE MAKE A MATCH TO IMPROVE THE MATHEMATICAL CONCEPT UNDERSTANDING ABILITY IN MULTIPLICATION MATERIAL FOR 2nd STUDENTS. *Journal Of Educational Experts (JEE)*, 7(2), 82–95.
- Taufika, R., & Ginting, J. (2021). The Effect of Open-Ended Cooperative Learning on Students' Civic Education Learning Outcomes. *Holistic Science*, 1(1), 12–16.
- Taufika, R., Ritonga, A. R., & Ohorella, N. R. (2025). Consistency of Dalihan na Tolu vs. Same-Clan Marriage: The Intersection of Customary Law and Islamic Theological Doctrine. *Pharos Journal of Theology*, 106(2).
- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., & Mourey, F. (2023). Creativity, critical thinking, communication, and collaboration: assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, 11(3), 54.

- Triff, Z. (2024). FORMATION OF MORAL VALUES IN THE CONTEMPORARY EDUCATIONAL CONTEXT. *Jurnalul Libertății de Conștiință*, 12(1), 853–861.
- Trinh, M. P., Chico, R. J., & Reed, R. M. (2024). How fun overcame fear: The gamification of a graduate-level statistics course. *Journal of Management Education*, 48(4), 735–776.
- Ukur, J., Suhendar, A., Sirait, I. R., Ababbil, T. N., & Anshari, N. N. (2025). STRENGTHENING DIGITAL-BASED CIVICS EDUCATION IN PREVENTING CYBERBULLYING AMONG VOCATIONAL HIGH SCHOOL STUDENTS AT SMK PRAMA ARTHA SERBELAWAN. *Journal Analytica Islamica*, 14(1), 488–498.
- Wiratama, G. P. (2024). APPLICATION OF THE TEAM GAMES TOURNAMENT (TGT) COOPERATIVE LEARNING MODEL IN IMPROVING CIVICS LEARNING RESULTS. *Cakrawala: Journal of Citizenship Teaching and Learning*, 2(1), 8–20.
- Zhang, Y., Yun, Y., An, R., Cui, J., Dai, H., & Shang, X. (2021). Educational data mining techniques for student performance prediction: method review and comparison analysis. *Frontiers in Psychology*, 12, 698490.



Permata Bank

RESI TRANSFER

Berhasil



Detail Transaksi



Transfer

Nomor Rekening



Ke

Aris Suhandar
Bank Mandiri
1060-0156-9760-3



Jumlah

Rp 1,500,000



Biaya Transaksi

GRATIS



Dari

Septia Ade
Permata Bank
0099-XXXX-XX60



Jenis Transfer

BI-FAST



Tujuan Transaksi

Transfer Dana



Pesan



Referensi

IMPLEMENTATION OF THE GAME BASED LEARNING (GBL) MODEL IN CIVIC EDUCATION TO IMPROVE UNDERSTANDING OF PANCASILA VALUES AT SANGGAR BIMBINGAN KEPONG, MALAYSIA

Muhammad Fajar Syahputra ¹, Ryan Taufika ²,

^{1,2} Universitas Muhammadiyah Sumatera Utara, Indonesia

*Corresponding Author: fajarsyahputra1107@gmail.com

Article Info

Article history:

Received : 10 May 2025

Revised : 20 May 2025

Accepted : 30 June 2025

Available online

<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

ABSTRACT

This research was motivated by the low level of understanding of Pancasila values among students at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. The purpose of this study is to examine the effectiveness of the Game Based Learning (GBL) model in enhancing students' comprehension of Pancasila values within Civic Education. A quantitative method was used, employing a one-group pretest-posttest design. Data were collected through a written test consisting of 20 items and analyzed using a paired sample t-test. The results revealed a significant increase in the average score from 51.15 to 81.15, with a p-value < 0.05. It can be concluded that the GBL model is effective in significantly improving students' understanding of Pancasila values and is particularly relevant for application in non-formal education settings abroad.

Keywords: Game Based Learning; Civic Education; Pancasila Values

1. INTRODUCTION

The limited understanding of Pancasila values among Indonesian students abroad remains a significant concern, especially in non-formal learning settings such as Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. Preliminary test results show that students' comprehension of the five principles of Pancasila is still low, with an average score of only 51.15, indicating that the essence of Pancasila as a national ideology has not been fully internalized (Purwaningsih & Kanukisya, 2023; Suhendar et al., 2024). This problem is closely related to Civics (PPKn) instruction, which predominantly relies on conventional, teacher-centered methods. Such approaches often result in passive learning and fail to

engage students in meaningful civic reflection (Faizan & Abidin, 2025; Saragih et al., 2025).

Previous studies in character and civic education also reveal that didactic teaching models tend to emphasize moral instruction at the surface level, with limited impact on deeper value internalization (Anggriawan, 2024; Ardoin et al., 2023). Moreover, the lack of interactive and affective learning strategies further constrains students' ability to connect abstract values with real-life applications (Brennan & King, 2022; Wiratama, 2024). This gap highlights the need for a transformative pedagogical model that promotes active participation, reflection, and contextualized value application.

In response, this study investigates the effectiveness of the Game Based Learning (GBL) model in strengthening students' understanding of Pancasila values within Civics instruction at Sanggar Bimbingan Muhammadiyah Kepong. GBL is selected for its potential to create dynamic, student-centered learning environments through simulation, role-play, and problem-solving activities (Shofyana et al., 2024; Hwang et al., 2025). By integrating interactivity and engagement, this approach is expected to foster both cognitive and affective dimensions of learning, enabling students to better comprehend and internalize civic values.

This research, therefore, seeks to address a clear educational gap: the limited effectiveness of conventional Civics teaching methods in non-formal, transnational contexts. The findings are expected to contribute both theoretically by providing empirical evidence on the relevance of GBL in value-based education and practically, by offering educators innovative strategies to strengthen national identity and civic awareness among Indonesian learners abroad.

Definition of Game Based Learning

Game Based Learning (GBL) is an instructional model that incorporates the elements and mechanics of games into the learning process with the aim of enhancing student engagement and comprehension. GBL is designed not merely to entertain, but to stimulate active learning through structured gameplay that aligns with specific educational goals (Shaheen et al., 2023; Suhendar & Halimi, 2023). This model emphasizes interactivity, challenge, feedback, and motivation components inherent to games that have been shown to significantly affect learners' cognitive and emotional involvement. As an innovative pedagogy, GBL challenges traditional classroom settings by repositioning students as active agents in constructing their own understanding, rather than passive recipients of information. The learning environment becomes more dynamic, student-centered, and exploratory. This shift is especially relevant for 21st-century education, which demands not only knowledge acquisition but also the

development of problem-solving skills, critical thinking, and collaboration among students (Suhendar, Syam, et al., 2023; Thornhill-Miller et al., 2023).

Manifestations of Game Based Learning

The application of Game Based Learning in educational practice manifests through the use of educational games both digital and analog designed with specific learning outcomes in mind. GBL can take the form of quiz competitions, role-playing simulations, matching games, strategy-based games, and even virtual reality experiences. Each format integrates curriculum content into gameplay mechanics, allowing learners to engage with material in a meaningful and interactive way (Trinh et al., 2024). Effective implementation of GBL requires alignment between game design and learning objectives, as well as a clear structure that fosters reflection, feedback, and progression. In character and values education, GBL is particularly powerful because it situates learners in real-world scenarios where they must make decisions, consider consequences, and reflect on ethical dilemmas. These experiences bridge the gap between abstract values and practical application. Moreover, GBL enhances learner autonomy and collaborative learning, promoting a classroom culture where students are actively engaged not only with content but also with peers, fostering social and moral development alongside academic achievement.

Definition of Civic Education (PPKn)

Civic Education, known in the Indonesian context as Pendidikan Pancasila dan Kewarganegaraan (PPKn), is a discipline focused on the development of civic knowledge, civic skills, and civic dispositions rooted in national ideology. It aims to cultivate a sense of national identity, democratic values, legal awareness, and active citizenship among learners. PPKn integrates various domains political, legal, social, and moral into its curriculum, thereby positioning itself as a foundational subject in character education. The core objective is to prepare students not only to understand their rights and responsibilities as citizens but also to internalize and practice values such as justice, democracy, and tolerance in everyday life (O'Cadiz et al., 2023). PPKn emphasizes critical thinking and participatory learning as strategies for developing students' awareness and involvement in civic matters. In practice, however, challenges persist in achieving deep civic understanding, particularly when instruction remains overly focused on memorization of theoretical content rather than engagement with real-life civic issues.

Manifestations of Civic Education (PPKn)

The practical implementation of PPKn in the classroom involves not only delivering content about state ideology, laws, and governance structures, but also promoting critical reflection, dialogue, and problem-solving. Activities such

as debates, simulations of democratic processes, collaborative projects, and service learning represent key manifestations of effective civic education. These approaches aim to transform civic knowledge into civic competence by actively involving students in issues that affect their communities. Moreover, integrating local cultural contexts and real-life scenarios helps students connect abstract concepts to their lived experiences (Rustandi et al., 2024; Ukur et al., 2025). In character-focused topics such as Pancasila values, pedagogical strategies should move beyond textbook definitions to promote application in ethical dilemmas, social participation, and community involvement. Effective PPKn not only informs but also transforms learners into responsible, reflective, and engaged citizens.

Definition of Pancasila Values

Pancasila values represent the philosophical and ideological foundation of the Indonesian nation, comprising five core principles: belief in one God, humanitarianism, national unity, democracy, and social justice. These values are not only constitutional mandates but also cultural expressions of the Indonesian identity. Educationally, they are taught as guiding principles for behavior, decision-making, and national engagement. The essence of Pancasila values lies in their integrative nature linking personal morality, civic responsibility, and collective harmony. Teaching these values aims to foster ethical reasoning, empathy, and national loyalty in students (Triff, 2024). However, the abstraction of these values poses a pedagogical challenge. Many students may memorize the five principles without fully grasping their meaning or relevance in contemporary society. Therefore, pedagogical innovation is necessary to translate these ideological tenets into meaningful learning experiences that resonate with students' lives.

Manifestations of Pancasila Values in Education

In educational contexts, the manifestation of Pancasila values occurs through both explicit instruction and the hidden curriculum. Explicitly, these values are embedded in PPKn learning objectives and are taught through modules, assessments, and discussions. Implicitly, the school environment, teacher behavior, and institutional policies serve as modeling agents of Pancasila-based conduct. Pedagogically, integrating values into learning experiences such as storytelling, role-playing, community projects, and digital games has proven effective in bridging abstract ideology with personal engagement (Lin et al., 2024). In GBL, for instance, students are presented with decision-making scenarios that require them to reflect on justice, fairness, unity, or compassion thereby making the values of Pancasila not only understood, but also enacted. Such manifestations ensure that Pancasila is not reduced to theoretical rhetoric,

but lived through interactive, contextualized, and reflective educational experiences.

2. RESEARCH METHOD

This study focused on addressing the low level of understanding of Pancasila values among students at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia. Pretest results showed that all students scored in the low category, ranging from 25 to 65, with an average score of 51.15. These findings highlighted the urgent need for innovative pedagogical interventions capable of conveying the philosophical essence of Pancasila in a meaningful and internalized way, especially in a non-formal overseas learning context where students are distanced from Indonesia's civic environment.

A quantitative research approach was employed, using an experimental one-group pretest-posttest design (Creswell, 2021). The aim was to evaluate the effectiveness of the Game Based Learning (GBL) model by comparing students' test scores before and after the intervention. Primary data were obtained directly from student performance through a written test instrument. Although the absence of a control group limits causal inference, this design is considered appropriate for classroom-based research that seeks to identify measurable improvements in learning outcomes within a specific setting.

The research population consisted of students enrolled at Sanggar Bimbingan Muhammadiyah Kepong, Malaysia, representing Indonesian learners in a non-formal overseas education environment. They were chosen as the research subjects because of their diverse backgrounds and varying exposure to civic education, making them a strategic group for interventions aimed at strengthening national identity through Pancasila values. Data collection relied exclusively on cognitive assessments, with a 20-item multiple-choice test developed to measure comprehension across the five principles of Pancasila.

The research procedure was carried out in three phases: (1) preparation, which included the development of the test instrument and a matching game based on Pancasila values; (2) implementation, consisting of a pretest, instructional sessions using the GBL model, and a posttest; and (3) conclusion, involving evaluation of learning outcomes. The GBL activities were designed to engage students with both visual and verbal cues linked to real-life applications of Pancasila, thereby promoting experiential and reflective learning.

For data analysis, the paired sample t-test was applied using SPSS 30.0 for Windows to assess the significance of the difference between pretest and posttest scores. Normality tests using Shapiro-Wilk confirmed that both pretest (sig. = 0.166) and posttest (sig. = 0.273) data were normally distributed. Results of the paired t-test revealed a significant increase in students' understanding, with a calculated t-value of -7.729 and $p = 0.000$ ($p < 0.05$), indicating that the

GBL model had a statistically significant effect on improving comprehension of Pancasila values.

It should be noted, however, that this research has methodological limitations. The absence of a control group restricts the ability to fully attribute changes solely to the intervention, while the relatively small sample size and the specific non-formal overseas context limit the generalizability of the findings. Nevertheless, the results provide valuable preliminary evidence of the potential effectiveness of GBL in civic and character education, particularly in transnational learning environments.

3. RESULT AND ANALYSIS

RESULT

Game Based Learning and Student Performance

The implementation of the Game Based Learning (GBL) model in PPKn instruction at Sanggar Bimbingan Muhammadiyah Kepong significantly improved students' comprehension of Pancasila values. Pretest scores ranged from 25 to 65 with an average of 51.15, placing all students in the low comprehension category. After the intervention, posttest scores increased markedly to a range of 60–95 with a mean of 81.15, showing an average improvement of 30 points. This result was statistically significant ($p < 0.05$), indicating that GBL effectively enhanced both cognitive understanding and value internalization.

Civic Education Engagement

In addition to numerical gains, qualitative observations revealed greater student engagement during the GBL sessions. Learners demonstrated enthusiasm, initiated discussions, and related civic concepts to their experiences as members of the Indonesian diaspora. Such behaviors indicated a shift from passive reception to active participation in civic learning. Importantly, posttest responses reflected higher-order thinking, as students were able to apply Pancasila principles to real-life scenarios, such as issues of social justice and tolerance. This suggests that GBL not only improved comprehension but also fostered reflective and contextualized learning.

Strengthening Understanding of Pancasila Values

Students also showed clearer distinctions across the five principles of Pancasila after the intervention. While pretest responses revealed confusion such as between national unity and social justice posttest performance and classroom discussions indicated greater confidence and accuracy in associating values with concrete behaviors. The matching game provided structured reinforcement, enabling students to connect abstract ideology with everyday life situations. This

process helped them move beyond rote memorization toward meaningful understanding and civic reasoning.

ANALYSIS

Summary of Findings

Overall, the results demonstrate that GBL can transform the learning of Pancasila values from a passive and memorization-based process into an interactive, experiential, and reflective experience. Quantitative improvements in test scores were supported by qualitative indicators of deeper engagement, critical reflection, and contextual application of civic principles.

Comparison with Previous Studies

These findings are consistent with earlier research highlighting the effectiveness of GBL in enhancing motivation, critical thinking, and learning outcomes (Mao et al., 2022; Hwang et al., 2025). However, the novelty of this study lies in its application within a non-formal, transnational education setting—a context rarely examined in prior studies. Unlike school-based implementations, the current study shows that GBL can address challenges faced by Indonesian learners abroad, such as cultural detachment and limited access to formal civic education. This reinforces arguments from Erlande et al. (2025) and Shofyana et al. (2024) that game-based pedagogies are adaptable to diverse environments and particularly effective in multicultural learning contexts.

Significance of the Results

The success of the intervention demonstrates that Civics education, often perceived as rigid and theoretical, can be revitalized through innovative pedagogy. By combining cognitive and affective learning, GBL encouraged students to internalize Pancasila values while simultaneously strengthening their civic identity in diaspora settings. This dual impact underscores the importance of adopting student-centered and context-sensitive approaches in civic and character education.

Implications and Recommendations

Theoretically, this research supports the argument that value education must move beyond declarative teaching toward experiential and interactive learning. Practically, it suggests that GBL is a viable strategy for educators in Indonesian diaspora communities, as it provides an engaging means to reinforce national

identity and civic responsibility. Policymakers and curriculum developers should consider incorporating game-based strategies in Civics instruction, while teachers require training in both game design and facilitation to maximize effectiveness. Future studies should expand the sample size, include control groups, and explore digital GBL applications to validate and extend these findings.

4. CONCLUSION

This study demonstrates a significant improvement in students' understanding of Pancasila values through the application of the Game Based Learning (GBL) model. Learners who initially showed low levels of comprehension were able to internalize civic values more deeply and apply them accurately in context-based assessments. These findings confirm that GBL is not merely an alternative teaching method, but a pedagogical innovation capable of transforming civic and character education in non-formal, transnational learning environments. The increase in posttest scores, supported by enhanced student engagement and reflective learning, provides strong evidence of its effectiveness.

Theoretically, this research reinforces the view that civic and character education must adopt interactive, student-centered, and affective pedagogies to remain relevant in the 21st century. Practically, it offers educators of Indonesian diaspora communities an effective instructional model for strengthening national identity and civic awareness in contexts where conventional curricula may be less accessible. By showing how abstract values such as justice, democracy, and unity can be taught through experiential gameplay, the study contributes to expanding innovative approaches in curriculum design rooted in national ideology.

Nonetheless, this research has limitations, including its small sample size and single institutional context, which restrict the generalizability of findings. Future studies should extend the scope by employing larger and more diverse populations, as well as longitudinal designs to examine the sustainability of learning outcomes. In addition, further research is strongly recommended to explore digital-based and collaborative cross-cultural GBL models, which may provide broader applicability and relevance in globalized educational environments.

References

- Anggriawan, K. (2024). THE PRECEPTS OF INDONESIAN UNITY AS MATERIAL FOR REFLECTION ON IMPLEMENTING HUMAN RIGHTS VALUES. *Cakrawala: Journal of Citizenship Teaching and Learning*, 2(1), 21–29.
- Anggriawan, K., & Suhendar, A. (2024). Manifestation of the Galah Asin Game as a

- Cultural Heritage to Strengthen the Character of the Nation's Next Generation. *Pancasila and Civics Education Journal (PCEJ)*, 3(1), 19-24.
- Ardoin, N. M., Bowers, A. W., & Gaillard, E. (2023). A systematic mixed studies review of civic engagement outcomes in environmental education. *Environmental Education Research*, 29(1), 1-26.
- Brennan, A., & King, F. (2022). Teachers' experiences of transformative professional learning to narrow the values practice gap related to inclusive practice. *Cambridge Journal of Education*, 52(2), 175-193.
- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE publications.
- Dalimunthe, M. A., Suhendar, A., Ritonga, A. R., Nasution, F. A., Nasution, L. N., & Batubara, P. E. O. (2024). Effectiveness of waste management site reduce, reuse, recycle program in improving ecological citizenship. *IOP Conference Series: Earth and Environmental Science*, 1352(1), 12040.
- Erlande, R., Lubis, B. S., Taufika, R., & Juri. (2025). Bibliometric analysis on global citizenship education in higher education. *Globalisation, Societies and Education*, 1-21.
- Faizan, H., & Abidin, A. Z. (2025). IMPROVING CIVICS EDUCATION/PPKn LEARNING ACHIEVEMENT THROUGH THE IMPLEMENTATION OF LIFE SKILLS APPROACH FOR CLASS X-2 STUDENTS OF SMA NEGERI 1 SUKAMULIA, EAST LOMBOK. *I-CONSIST: International Conference on Social and Islamic Studies*, 1(1), 9-24.
- Hwang, G.-J., Huang, H., & Chen, H.-Y. (2025). Promoting students' civic literacy and positive learning behaviors: A supportive feedback-based decision-making gaming approach. *Education and Information Technologies*, 30(1), 189-227.
- Lin, Y., Hsu, Y.-C., & Wu, X. (2024). From Theory to Practice: Role-Playing and Knowledge Building in Digital Learning Environments. *Journal of the Knowledge Economy*, 1-21.
- Mao, W., Cui, Y., Chiu, M. M., & Lei, H. (2022). Effects of game-based learning on students' critical thinking: A meta-analysis. *Journal of Educational Computing Research*, 59(8), 1682-1708.
- O'Cadiz, M. de P., Pescador, O., Schugurensky, D., & Torres, C. A. (2023). Teaching values, valuing experience: A pedagogical model from the Global South to address the ethical dimension of citizenship education. *Prospects*, 53(3), 341-353.
- Purwaningsih, E., & Kanuksya, B. (2023). Fostering Nationalism among University Students in Indonesia: A Communal Perspective. *Society*, 11(2), 529-542.
- Rustandi, A. M., Suhendar, A., & Dalimunthe, M. A. (2024). Polygamy in the Lens of Generation Z: A Communication Psychology Perspective. *Komunika*, 20(01), 18-25.

- Saragih, K. W., Suhendar, A., Damanik, J., Girsang, R. N., Saragi, S. R., & Ningrum, W. C. (2025). Juvenile Delinquency in the Perspective of Criminology in Indonesia: A Systematic Literature Review. *Journal Analytica Islamica*, 14(1), 208–218.
- Shaheen, A., Ali, S., & Fotaris, P. (2023). Assessing the efficacy of reflective game design: A design-based study in digital game-based learning. *Education Sciences*, 13(12), 1204.
- Shofyana, M., Santoso, Y. I., Aditama, M. G., Yulianti, E. H., & Wibisana, M. A. (2024). Bridging Cultures: Integrating Game-based Learning based on Local Wisdom in ELT. *Teli: Teaching of English Language and Literature Journal*, 12(2).
- Suhendar, A., & Halimi, M. (2023). The Role of Anti-Bullying Change Agents in Shaping Civic Dispositions to Tackle Bullying Behavior. *Proceeding International Conference on Religion, Science and Education*, 2, 903–913.
- Suhendar, A., Halimi, M., Taufika, R., Batubara, T., & Rawanoko, E. S. (2024). Fostering environmental responsibility among students: Collaborative strategies between village heads and school principals. *Education, Environmental and Society Research*, 1(1), 33–45.
- Suhendar, A., & Rambe, R. F. A. K. (2023). Group Discussion Effectiveness in Increasing Student Learning Interest in Pancasila and Citizenship Education Subjects. *Pancasila and Civics Education Journal (PCEJ)*, 2(2), 9–12.
- Suhendar, A., Ridayani, Azis, D., Mohd Yusoff, M. Z., & Rini Utami, A. (2024). Optimizing citizenship education for ecological awareness: Analysis of the effectiveness of the lihat sampah ambil (LISA) program in environmental conservation. *Journal of Professional Learning and Sustainable Education*, 1(1), 17–26. <https://doi.org/10.62568/jplse.v1i1.50>
- Suhendar, A., Syam, A. M., & Ritonga, A. R. (2023). Efektivitas Instagram Sebagai Ruang Motivasi Hijrah Mahasiswa IAIN Lhokseumawe. *Komunika*, 19(02), 12–20.
- Suhendar, A., Taufika, R., Rachmatsyah, R., Yusuf, R., Fajri, I., Mohd Yusoff, M. Z., & Adawiah, R. (2023). Eco-literacy and sustainable citizenship: The role of the school environment in shaping responsible environmental behavior. *Sekumpul: Journal of Multidisciplinary Education Sciences*, 1(1), 12–19. <https://doi.org/10.62568/jomes.v1i1.13>
- Suryani, N. A., Ruqoyyah, S., & Rohaeti, E. E. (2024). IMPLEMENTATION OF THE COOPERATIVE LEARNING MODEL TYPE MAKE A MATCH TO IMPROVE THE MATHEMATICAL CONCEPT UNDERSTANDING ABILITY IN MULTIPLICATION MATERIAL FOR 2nd STUDENTS. *Journal Of Educational Experts (JEE)*, 7(2), 82–95.
- Taufika, R., & Ginting, J. (2021). The Effect of Open Ended Cooperative Learning on Students' Civic Education Learning Outcomes. *Holistic Science*, 1(1), 12–16.

- Taufika, R., Ritonga, A. R., & Ohorella, N. R. (2025). Consistency of Dalihan na Tolu vs. Same-Clan Marriage: The Intersection of Customary Law and Islamic Theological Doctrine. *Pharos Journal of Theology*, 106(2).
- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Mortsseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., & Mourey, F. (2023). Creativity, critical thinking, communication, and collaboration: assessment, certification, and promotion of 21st century skills for the future of work and education. *Journal of Intelligence*, 11(3), 54.
- Trif, Z. (2024). FORMATION OF MORAL VALUES IN THE CONTEMPORARY EDUCATIONAL CONTEXT. *Jurnalul Libertății de Conștiință*, 12(1), 853–861.
- Trinh, M. P., Chico, R. J., & Reed, R. M. (2024). How fun overcame fear: The gamification of a graduate-level statistics course. *Journal of Management Education*, 48(4), 735–776.
- Ukur, J., Suhendar, A., Sirait, I. R., Ababbil, T. N., & Anshari, N. N. (2025). STRENGTHENING DIGITAL-BASED CIVICS EDUCATION IN PREVENTING CYBERBULLYING AMONG VOCATIONAL HIGH SCHOOL STUDENTS AT SMK PRAMA ARTHA SEREELAWAN. *Journal Analytica Islamica*, 14(1), 488–498.
- Wiratama, G. P. (2024). APPLICATION OF THE TEAM GAMES TOURNAMENT (TGT) COOPERATIVE LEARNING MODEL IN IMPROVING CIVICS LEARNING RESULTS. *Cakrawala: Journal of Citizenship Teaching and Learning*, 2(1), 8–20.
- Zhang, Y., Yun, Y., An, R., Cui, J., Dai, H., & Shang, X. (2021). Educational data mining techniques for student performance prediction: method review and comparison analysis. *Frontiers in Psychology*, 12, 698490.

ORIGINALITY REPORT

12 %

SIMILARITY INDEX

11 %

INTERNET SOURCES

6 %

PUBLICATIONS

6 %

STUDENT PAPERS

PRIMARY SOURCES

1	jurnal.uinsu.ac.id Internet Source	2 %
2	journal.aspublisher.co.id Internet Source	1 %
3	jurnal.staialhidayahbogor.ac.id Internet Source	1 %
4	Submitted to Capella University Student Paper	1 %
5	Ade Soraya, Mailin Mailin, Syawaluddin Nasution. "Communication Strategy of the North Sumatra Regional Office of the Ministry of Religious Affairs in Socializing Religious Moderation in the State Islamic High School Environment of Medan City", Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan, 2025 Publication	1 %
6	journal.um-surabaya.ac.id Internet Source	1 %
7	files.eric.ed.gov Internet Source	1 %
8	ijournalse.org Internet Source	1 %
9	Submitted to Dublin City University Student Paper	1 %

Submitted to Liberty University

10

Student Paper

1%

11

ejaset.saintispub.com

Internet Source

1%

12

link.springer.com

Internet Source

<1%

13

pusdikra-publishing.com

Internet Source

<1%

14

www.ejmste.com

Internet Source

<1%

15

www.jiecr.org

Internet Source

<1%

16

eltissues.weebly.com

Internet Source

<1%

17

Ni Kadek Anggi Cahya Susaniari, Made Hery Santosa. "A Systematic Review on The Implementation of Game-based Learning to Increase EFL Students' Motivation", Journal of English Language and Education, 2024

Publication

<1%

18

Alqhtani, Amal Nasser H.. "Examining Digital Educational Game Use by Saudi Elementary Science Teachers", Ohio University

Publication

<1%

Exclude quotes

Off

Exclude matches

Off

Exclude bibliography

Off

DAFTAR RIWAYAT HIDUP

Data Pribadi :

Nama : M FAJAR SYAHPUTRA
Tempat/ Tgl. Lahir : Medan, 07 November 2002
Jenis Kelamin : Laki-Laki
AGAMA : ISLAM
Warga Negara : Indonesia
Alamat : JL DENAI GG SRIKANDI/ GG TENGAH NO 45, Kel TEGAL S.
MANDALA III, Kecamatan Medan Denai, Kota Medan
Anak Ke : 3 dari 3 bersaudara

Nama orang tua

Ayah : M Tahir Asby
Ibu : Razana
Alamat : JL DENAI GG SRIKANDI/ GG TENGAH NO 45, Kel TEGAL S.
MANDALA III, Kecamatan Medan Denai, Kota Medan

Pendidikan Formal

1. SD Negeri 068084 Medan
2. MTS Nurul Islam Indonesia Medan
3. SMK Negeri 1 Percut Sei Tuan
4. Kuliah pada Fakultas Keguruan dan Ilmu Pendidikan Program Studi Pendidikan Pancasila dan Kewarganegaraan Universitas Muhammadiyah Sumatera Utara

MEDAN, OKTOBER 2025



(M.FAJAR SYAHPUTRA)