

CHAPTER II LITERATURE REVIEW

A. Game-Based Learning

1. *Definition of Game-Based Learning*

Game-Based Learning (GBL) is an innovative teaching method that integrates game elements into the educational process to create an interactive and enjoyable learning experience. Dahalan et al. (2024) define GBL as an approach that combines educational theory, curriculum, and digital games designed to enhance thinking skills, motivation, and academic outcomes. In line with this, Triantafyllou and Sapounidis (2023) emphasize the importance of game elements in meeting students' needs for competence, autonomy, and relatedness. This method offers an effective way to increase student engagement through immersive learning experiences.

GBL is not just fun, but also has a strong foundation in improving motivation and learning outcomes. According to Partovi and Razavi (2019), GBL uses games to teach specific concepts or skills in a more engaging and interactive manner. Game elements, such as challenges, rewards, and rules, are designed to help students understand the material more effectively. This approach provides relevant learning experiences while also enhancing students' interest in the material being studied, particularly in formal educational settings.

The GBL approach also encourages students' active involvement in the learning process. Sun et al. (2024) explain that the game elements applied in the educational context can enhance motivation and facilitate better learning achievements. Additionally, Magpusao (2024) emphasizes that integrating educational content into games helps students stay focused and motivated. Game elements, such as level-based challenges or team collaboration, encourage students to actively participate, making the learning process more dynamic.

One of the strengths of GBL lies in its flexibility to be applied across various educational levels and subjects. Dahalan et al. (2024) highlight that GBL is effective in developing critical and creative thinking skills. Furthermore, Triantafyllou and Sapounidis (2023) emphasize that this approach can be tailored to meet the individual needs of students, whether through digital or non-digital games. By leveraging technology, GBL allows teachers to create learning experiences that are relevant to the modern world while addressing the needs of students in the digital age.

Overall, Game-Based Learning is an educational approach designed to integrate game elements with the goal of creating enjoyable and effective learning experiences. This approach not only helps students understand the material but also enhances their motivation and engagement

in learning. With a strong theoretical foundation and support from various studies (Dahalan et al., 2024; Sun et al., 2024; Triantafyllou & Sapounidis, 2023), GBL has proven to be one of the relevant educational methods for improving learning outcomes across various educational contexts.

2. *Characteristics of Game-Based Learning*

Game-Based Learning (GBL) is an innovative approach that integrates game elements to create an interactive and enjoyable learning experience. This method not only aims to enhance student motivation but also provides deeper learning opportunities through challenging activities. With the development of technology, the characteristics of GBL have become increasingly complex, incorporating various game genres and learning strategies. GBL is recognized as an effective method for facilitating interactive learning at the primary, secondary, and higher education levels (Zhan et al., 2024; Yang et al., 2024).

One of the key characteristics of GBL is the use of various types of games such as puzzles, strategy games, simulations, and role-playing. These games are designed to enhance students' cognitive abilities, such as critical thinking, problem-solving, and teamwork skills. According to Zhan et al. (2024), these game elements serve as teaching tools that measure students' attitudes, opinions, and achievements. Moreover, game genres such as tutorial

games in language learning demonstrate how GBL can be adapted to meet learning needs, increasing student engagement and motivation in an interactive manner (Yang et al., 2024).

Reflective components also play an integral role in Game-Based Learning (GBL). Chiou et al. (2025) emphasize the importance of self-explanation prompts, where students are asked to explain their answers, either orally or in writing. This approach encourages students to reflect on prior knowledge, connect it with new information, and understand concepts deeply. It enriches the learning experience by integrating cognitive elements into the game, making the learning process more meaningful and interactive.

Another important characteristic is the presence of scaffolding elements, which support students in achieving specific learning goals. Cai et al. (2022) show that scaffolding mechanisms in GBL, such as hints, feedback, and reward systems, are highly beneficial in helping students understand complex material. Types of games like simulations and puzzles, which support scaffolding, have proven to be more effective than other types of games. With the right design, scaffolding in GBL can improve students' achievements, especially at the primary and higher education levels.

With its unique characteristics, GBL offers great potential to revolutionize modern education. Game designs that combine reflection, scaffolding, and interactive activities enable students to learn actively while enjoying a fun experience. This approach not only enhances learning motivation but also provides students with the opportunity to develop essential real-world skills. Therefore, a well-structured implementation of GBL can be an innovative solution to meet the learning needs of the 21st century.

3. *The Benefits of Game-Based Learning*

Game-Based Learning (GBL) offers significant benefits in the field of education by supporting more interactive and meaningful learning experiences. According to Jääskä and Aaltonen (2022), GBL can enhance student motivation and their engagement in the learning process. Through the hands-on experiences offered by educational games, students can develop critical thinking and problem-solving skills. Additionally, this approach makes learning more enjoyable and effective, leading to positive impacts on their learning outcomes. This demonstrates that GBL is not just an entertainment tool but also a deep learning medium.

GBL also strengthens cognitive processes and the relevance of learning materials to the real world. Leitner et al. (2023) emphasize that the environment created by GBL

supports continuous experimentation and reflection. Students can develop computational thinking skills needed to understand complex concepts like artificial intelligence. Thus, GBL becomes a highly effective method for teaching challenging concepts at the primary to secondary school levels. Moreover, relevant educational game designs facilitate a deep understanding of the material.

In addition to improving comprehension, GBL also provides a fun learning experience. Huber et al. (2024) explain that GBL encourages students to practice critical skills through an interactive approach. The elements of the game in GBL make students feel more involved in the learning process, thereby increasing their motivation. Through this approach, students not only understand the learning material but also learn to critically evaluate information, adding a new dimension to education.

In the context of primary education, GBL enhances students' understanding through gamification elements. Guan et al. (2025) highlight that elements like problem-solving and gamification create an engaging learning environment. With a well-structured design, GBL allows teachers to increase student engagement without the negative effects of excessive technology use. This method becomes an optimal tool for improving the quality of learning at the primary level.

In conclusion, GBL is an innovative and beneficial learning approach that supports the holistic development of students. As explained by Gill et al. (2024), GBL enhances intrinsic motivation, critical thinking, collaboration, and communication skills. Compared to traditional methods, GBL is more favored as it reduces cognitive load and improves focus on learning. Therefore, GBL becomes an effective solution in creating a relevant, in-depth, and enjoyable learning experience for students at various educational levels.

B. English Learning Motivation

1. *Types of Motivation*

Motivation plays an important role in determining how far someone can achieve their goals. According to Donald et al. (2020), motivation is divided into three main types: autonomous motivation, controlled motivation, and amotivation. Autonomous motivation arises from an internal desire to do something based on personal interests or goals. In contrast, controlled motivation is influenced by external factors such as pressure or incentives. Meanwhile, amotivation occurs when an individual feels a loss of purpose or is not motivated to take certain actions. Understanding these different types of motivation provides deep insights into the factors that drive or hinder human

behavior in various contexts, including learning and decision-making.

Intrinsic motivation is the type of motivation that comes from internal drives, such as the desire to learn or complete a task for personal satisfaction. Christianson et al. (2022) and Sakka et al. (2022) emphasize that intrinsic motivation plays a key role in the learning process, especially when students feel interested in a particular subject or activity. In this context, students are motivated to explore, understand, and develop skills because of personal drive, not due to external pressure or incentives. This type of motivation often results in deeper understanding and improves overall academic performance.

In contrast, extrinsic motivation comes from external drives like rewards, recognition, or the avoidance of punishment. According to Howard et al. (2021) and Alamer & Almulhim (2021), this motivation tends to focus more on the outcome rather than the learning process itself. For example, a student may study hard to get high grades or meet the teacher's expectations, not because they are interested in the subject. While extrinsic motivation can push individuals to act in the short term, its effectiveness often depends on the sustainability of the external factors.

Another type of motivation is autonomous motivation and introjected regulation, which reflect integrated internal drives and ego influences, respectively.

Howard et al. (2021) highlight that autonomous motivation involves the desire to achieve goals without coercion, while introjected regulation is related to the need to avoid guilt or meet internal standards. These two types of motivation reflect the complexity of motivational influences on individuals, where internal and external drives complement each other in various learning contexts.

Understanding the types of motivation helps educators, leaders, and individuals create environments that support the development of positive motivation. Donald et al. (2020) suggest the importance of facilitating autonomous motivation by providing individuals with the freedom to pursue goals based on personal interests and values. Additionally, reducing pressure from controlled motivation can create a more inclusive and productive atmosphere. Therefore, understanding the different types of motivation is not only important for improving performance but also for supporting individuals' well-being in the long term.

2. Factors that Influence Motivation

Motivation in learning is influenced by various interconnected factors. According to Meşe and Sevilen (2021), factors such as good social interactions, effective management, and a conducive learning environment play an important role in creating a productive learning atmosphere. Additionally, Hidayatullah and Csikos (2024)

add that students' personal beliefs about the material and educational support from parents greatly contribute to enhancing learning motivation. These factors not only directly affect students' learning outcomes but also serve as the main foundation in shaping a positive attitude toward learning.

Positive social interaction is a key factor in building students' motivation. Meşe and Sevilen (2021) state that harmonious relationships between students and teachers, as well as among students themselves, create an environment that supports intrinsic motivation. Another influencing factor is the alignment between students' expectations and the reality of the learning experience. When their expectations are met, motivation tends to increase, but if those expectations are not fulfilled, motivation may decrease drastically. Therefore, creating a conducive learning environment is one of the keys to educational success.

Students' beliefs in the learning material also determine their motivation to learn. Hidayatullah and Csikos (2024) explain that students who have strong beliefs in the material are more motivated to learn. Furthermore, the educational background of the parents affects students' motivation, as parents with higher education are able to provide additional motivation. Students' attitudes also play a crucial role as a mediator that strengthens the relationship

between belief, motivation, and learning outcomes. A positive attitude can increase students' chances of achieving higher academic performance.

The factor of learning independence is also significant in building academic motivation. According to Jehanghir, Ishaq, and Akbar (2024), learning independence, which involves initiative, perseverance, and resource utilization, can improve students' resilience in facing academic challenges. On the other hand, the teacher's role in creating engaging learning experiences also acts as a primary motivator. Filgona et al. (2020) emphasize that simply being present in class is not enough to motivate students; teachers must create meaningful learning experiences to maintain student motivation.

In conclusion, learning motivation is influenced by various interrelated factors such as social interaction, belief in the material, learning independence, and the role of teachers. These factors not only serve as motivators but also determine students' overall academic success. Therefore, effectively managing these factors is essential to creating a supportive learning environment. Further studies should explore the interactions between these factors to enhance students' motivation.

3. *Theories of Motivation in Education*

Motivation is a crucial aspect of education that underlies how students learn and develop. In the context of education, motivation theory serves as a framework to understand the mechanisms behind students' behaviors in achieving academic goals. According to Koenka (2020), academic motivation theories include attribution theory, expectancy-value theory, social-cognitive theory, achievement goal theory, and self-determination theory. These five theories help provide insights into various issues such as diversity, methodology, and interventions in education.

Self-Determination Theory (SDT) by Ryan and Deci (2020) emphasizes the importance of supporting students' basic psychological needs, such as autonomy, competence, and relatedness. This support can enhance intrinsic motivation and internalize extrinsic motivation to improve students' psychological well-being. In education, SDT is often applied to create an environment where students feel valued and supported in their personal development.

Attribution theory, as explained by Graham (2020), focuses on an individual's perception of the causes of success or failure, which influences motivation and behavior. Bernard Weiner's model, for example, highlights causal dimensions such as stability and locus of control, which affect students' emotions and actions. This theory is

relevant in helping educators understand how students perceive their academic achievements.

According to Hattie, Hodis, and Kang (2020), other motivation theories, such as expectancy-value theory and social-cognitive theory, offer insights into how social and situational factors influence students' motivation. Expectancy-value theory explains how students' expectations of success and the value they place on a task affect their decisions. On the other hand, social-cognitive theory emphasizes the influence of the social environment on motivation.

Overall, motivation theories in education provide a foundation for developing effective learning strategies. By understanding these various theories, educators can create an environment that supports students' motivation to learn and achieve their academic goals. As concluded by Bandhu et al. (2024), these theories offer unique perspectives that integrate both internal and external factors in shaping students' motivation and behavior.

C. The Impact of Game-Based Learning on English Learning Motivation

1. The Relationship Between Game-Based Learning and Motivation

Game-Based Learning (GBL) has become an innovative approach in education to enhance student motivation. GBL integrates game elements into learning,

creating an engaging and interactive learning environment. According to Hartt et al. (2020), GBL can increase students' emotional engagement and their positive perceptions of learning. Compared to traditional methods, GBL shows greater effectiveness in fostering involvement, teamwork, and enjoyable learning experiences.

GBL can boost student engagement and enthusiasm. A study by Eltahir et al. (2021) shows that students who learn through GBL exhibit higher motivation than those using traditional learning methods. This increase is due to the GBL approach, which presents challenges, rewards, and immediate feedback, all contributing to students' understanding and interest in the learning process.

Additionally, GBL creates an interactive and supportive learning atmosphere. According to Balaskas et al. (2023), GBL facilitates autonomy, creativity, and enjoyment in learning. These elements motivate students to participate more actively, deepening their understanding of the material. For example, the use of applications like Kahoot! demonstrates how a healthy competitive atmosphere can significantly enhance students' satisfaction and motivation.

According to Hartt et al. (2020), GBL also influences how students work in teams. The competition and collaboration elements in GBL encourage students to interact with their peers, thus building their social skills.

Moreover, Eltahir et al. (2021) emphasize that students are more eager to learn when the material is delivered through games, leading to a consistent increase in learning motivation.

In conclusion, Game-Based Learning significantly contributes to increasing student motivation. Through its fun, interactive, and supportive approach, GBL not only enhances student engagement and enthusiasm but also strengthens their understanding and participation in learning. With ongoing advancements in technology, GBL becomes an effective strategy for creating relevant and innovative learning environments.

2. *The Impact of Game-Based Learning on Academic Achievement*

Game-Based Learning (GBL) has been recognized as an effective learning method for improving student academic performance. By integrating game elements into learning, GBL creates an interactive environment that motivates students to deeply understand the material. Lei et al. (2022) found that GBL significantly improves academic achievement in science, particularly for elementary school students in Eastern countries. Its effectiveness is seen in final exam and quiz results, especially with an intervention duration between 4 hours and 1 week.

GBL also encourages increased mental effort and motivation among students. According to Hu et al. (2024), the use of GBL with achievement goal instruction has a positive impact on students' performance and emotions related to achievement. With a competitive yet supportive learning atmosphere, students feel more motivated to reach their learning goals. This shows that GBL not only improves material comprehension but also builds emotional skills necessary for success in education.

Furthermore, GBL enhances students' interest in the learning material. Panda Cerra et al. (2022) emphasize that this method can create an engaging and relevant learning experience, particularly in engineering fields. This increased motivation and interest positively affect academic outcomes, reflecting GBL's effectiveness in creating more meaningful learning experiences. The use of GBL in various fields of study shows great potential for broader application in education.

According to Lei et al. (2022) and Hu et al. (2024), GBL impacts not only cognitive aspects but also helps students develop more effective learning strategies. This is evident in the improvement of student evaluations in both short-term and long-term assessments. Additionally, students who learn through GBL tend to feel more confident in facing tasks and exams because they are accustomed to the challenges presented in games.

In conclusion, Game-Based Learning has a significant positive impact on students' academic achievement. With its interactive and enjoyable approach, GBL enhances understanding, motivation, and students' interest in learning. Findings from various studies indicate that GBL is not only effective in improving academic outcomes but also in developing students' mental and emotional capabilities to achieve their educational goals. This makes GBL an innovative and relevant learning approach in the modern era.

3. Case Studies and Implementation in Schools

The implementation of Game-Based Learning (GBL) in schools has attracted the attention of researchers due to its potential to improve the quality of learning. Case studies have shown that GBL not only creates an enjoyable learning atmosphere but also helps students develop cognitive abilities and motivation. Pinedo et al. (2022) found that the use of GBL in elementary schools supports the development of executive functions, such as critical thinking and problem-solving skills, resulting in quality learning and increased student participation.

Research by Leal (2021) highlighted that GBL can reduce student boredom during lessons. In his case study, the application of game elements in the case study method encouraged active student engagement. This is important for creating an interactive and collaborative learning

environment. With challenging yet enjoyable activities, students became more motivated to understand the lesson content. GBL has proven to be effective in increasing overall student engagement.

The application of GBL in specific learning areas, such as Tajweed, has also shown positive results. Ramlan, Fabil, and Ismail (2025) reported that students using GBL to learn Tajweed experienced increased motivation and academic achievement. Game designs that incorporated motivational elements, such as level-based challenges and rewards, successfully created an engaging and meaningful learning experience. This shows that GBL can be tailored to specific learning needs.

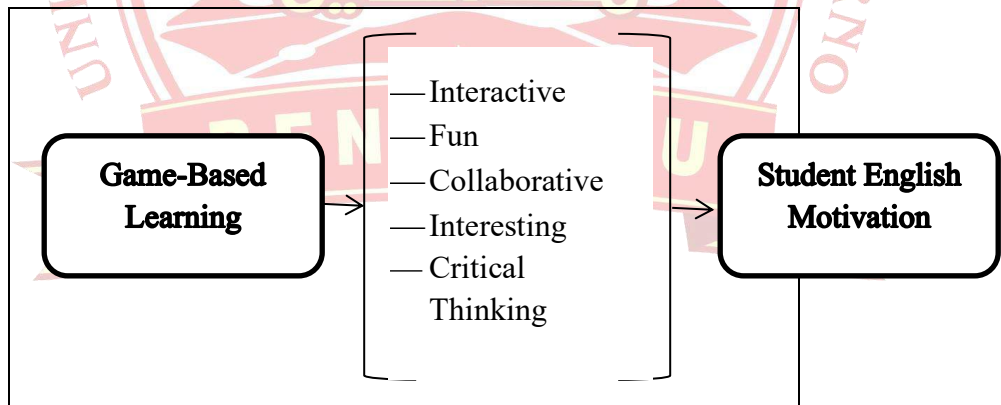
The combined findings from Pinedo et al. (2022), Leal (2021), and Ramlan et al. (2025) show that GBL supports the development of students' cognitive, social, and emotional skills. Moreover, the implementation of GBL helps students feel more confident in exploring complex concepts. By providing an interactive, student-centered platform, GBL creates a learning environment that empowers students to take an active role in the learning process.

In conclusion, the implementation of Game-Based Learning in schools has a significant impact on the quality of education. A variety of case studies demonstrate that GBL not only improves student motivation and

participation but also supports the development of executive functions and academic achievement. With its flexibility and great potential, GBL is a relevant learning method to be applied in various educational contexts, including both general and specialized learning.

D. Conceptual Framework

The theoretical framework is a crucial component of a research study, illustrating the researcher's line of thinking in constructing the rationale behind the assumptions made. It serves as a guide that highlights the connections between various factors deemed significant in the study. Built upon a combination of relevant theories, the framework helps clarify the research problem and provides a foundation for the analysis process.



*Figure 2. 1
Conceptual framework*

Game-Based Learning, which includes elements such as interactive, fun, collaborative, interesting, and critical thinking, has a strong relationship with increasing students' motivation in learning English. In this approach, students are not only passive receivers of information but also actively involved in the learning process through various educational game-based activities. The interactivity in the games allows students to participate directly, complete challenges, and make decisions, making them feel they have an important role in the learning process.

The fun element in the games helps create a learning atmosphere that is not boring and even makes students feel enthusiastic and motivated to keep learning. Through collaborative activities in the games, students are encouraged to work together with peers, exchange ideas, and complete tasks as a team, which indirectly trains their communication and social skills in English.

Students' interest in the games also becomes a major trigger for the emergence of intrinsic motivation, as they feel emotionally connected to the learning activities. In addition, the critical thinking element in the games encourages students to analyze situations, solve problems, and use vocabulary or English structures in more challenging and meaningful contexts. Thus, Game-Based Learning not only helps students build language skills but also creates a cognitively and emotionally stimulating learning environment.

Overall, Game-Based Learning is an effective approach to enhancing students' motivation in learning English because it combines cognitive, affective, and social aspects into one engaging learning package. The enjoyable and challenging learning experiences through games make students more focused, active, and enthusiastic in participating in the lessons. With active involvement and the sense of joy brought by the games, students become more motivated to learn English consistently and sustainably.

E. Some Related Previous Studies

Research on Game-Based Learning (GBL) in language learning has shown various benefits, particularly in enhancing motivation, reducing anxiety, and enriching vocabulary and grammar acquisition. Cabrera-Solano (2022) found that the use of Genially in online EFL learning can improve grammar, vocabulary, and student motivation through games tailored to learning needs. Similar results were obtained by Ahmed et al. (2022), which showed that GBL can reduce anxiety and increase motivation for EFL learners. Additionally, Ghazy et al. (2021) revealed that platforms like Kahoot! and Quizizz are effective in increasing interest in learning English. Xu et al. (2020) emphasized that vocabulary is the most dominant aspect of GBL, although game elements are still applied inconsistently. Govender and Arnedo (2021) found that feedback, themes, points, and levels are the most frequently

used GBL elements in language learning. Based on these findings, it can be concluded that Game-Based Learning contributes positively to language learning, particularly in aspects of motivation, anxiety reduction, and vocabulary acquisition.

Research on motivation in learning English has shown that various factors, such as technology, learning strategies, and language exposure, contribute to increasing student motivation. Chen et al. (2021) found that the use of virtual reality in Problem-Based Learning (PBL) enhances motivation and vocabulary acquisition for EFL learners. Afzali and Izadpanah (2021) showed that the flipped classroom model increases student motivation and engagement in learning grammar compared to traditional methods. Moreover, Leona et al. (2021) revealed that exposure to English through family and entertainment media is more influential for informal learners, while language self-confidence is a key factor for formal learners. Meanwhile, Feng Teng (2025) found a reciprocal relationship between self-efficacy, metacognitive strategies, and learning motivation, which positively impacts progress in online learning. Overall, previous research emphasizes that learning innovations and language exposure play crucial roles in enhancing motivation to learn English.

Research on the implementation of Game-Based Learning (GBL) in elementary schools shows various benefits in enhancing student engagement and motivation. Videnovik et

al. (2024) reviewed the application of GBL in computer science education and found that game design as a pedagogical strategy is effective in improving learning outcomes. Yeratziotis et al. (2024) developed a game-based intervention tool for children with reading difficulties, which demonstrates the potential of GBL in supporting cognitive development. Additionally, Ramirez et al. (2010) found that 6th-grade students in the Philippines were more interested in learning through mobile-based educational games compared to conventional methods. Tuan et al. (2024) also showed that GBL can enhance students' social and cognitive skills through collaborative learning. Overall, previous research indicates that GBL is highly effective in improving the quality of learning in elementary schools.

Research on the impact of technology in English language learning shows the vast potential of technology in improving language skills. Bin-Hadi et al. (2023) found that the use of ChatGPT in English language learning can enhance language skills, provide feedback, and support language practice through a five-dimensional artificial intelligence-assisted learning model. Winaldo & Oktaviani (2022) showed that video games significantly contribute to enriching vocabulary and pronunciation, creating a supportive learning environment. Additionally, Gayed et al. (2022) assessed that AI-based applications can help EFL learners write more structurally. Yuan & Liu (2025) also emphasized that AI tools

like Duolingo can improve engagement, enjoyment, and motivation in foreign language learning. Technology has proven to significantly enhance the English learning experience.

Research on the effectiveness of interactive learning in Islamic schools focuses on integrating technology to improve the quality of education. Ahmad et al. (2025) found that mobile learning (m-learning) can bridge tradition and innovation in Islamic education, enhancing accessibility and student engagement through mobile apps. Asad et al. (2021) revealed that information and communication technology (ICT) and e-learning can improve learning effectiveness, despite challenges related to limited resources and institutional support. Hoerudin et al. (2023) also showed that e-learning facilitates planning, implementation, and evaluation in Islamic education, although challenges in system adaptation still exist. Overall, technology can enhance the effectiveness of interactive learning in Islamic schools.

Previous research indicates that Game-Based Learning (GBL) has a positive impact on English language learning, particularly in increasing motivation, reducing anxiety, and enriching vocabulary and grammar (Cabrera-Solano, 2022; Ahmed et al., 2022). However, there are still gaps in the consistent application of game elements in language learning (Xu et al., 2020). Research at the elementary school level shows that GBL effectively enhances student engagement and social

skills (Videnovik et al., 2024; Tuan et al., 2024). However, research on the implementation of GBL in Islamic schools, particularly in the context of English motivation, is still limited. This study aims to fill that gap by focusing on the implementation of GBL at SD Islam Al-Azhar 51 Kota Bengkulu, examining its impact on student motivation in learning English, and evaluating its effectiveness in improving engagement and learning outcomes.

The novelty of this research lies in the application of Game-Based Learning (GBL) in the context of English language learning at Islamic schools, specifically at SD Islam Al-Azhar 51 Kota Bengkulu. While many previous studies have assessed the effectiveness of GBL in language learning in general, this research focuses on how GBL can enhance motivation for learning English among elementary school students in an Islamic education environment. This study also contributes by examining the interaction between GBL elements and specific factors relevant to Islamic education, which have not been widely explored in the existing literature. Thus, this research offers a new approach to integrating technology and game-based learning methods in Islamic schools and explores their impact on student motivation and engagement.