



Impact of Gamification Implementation in Pancasila Education in Elementary Schools

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Article Info	Abstract
<p>Article history: <i>Received:</i> 2026-04-18 <i>Revised:</i> 2026-04-27 <i>Accepted:</i> 2026-05-01</p> <p>Keynote: Gamification, Pancasila Education, Elementary School.</p> <p>This is an open-access article under the CC BY-SA license. Copyright © 2026 by Author. Published by Yayasan Muijahidin Sajimah Selong (Musa Foundation), Indonesia.</p>	<p>Gamification is an innovative approach to learning that integrates game elements to enhance student motivation, participation, and engagement. In the context of Pancasila in elementary schools, learning is often still conventional in nature, making it less appealing to students. Therefore, there is a need for more interactive and enjoyable learning strategies. This study aims to explore the impact of implementing gamification in Pancasila education in elementary schools. The method used was a Systematic Literature Review (SLR) following the PRISMA protocol. Data were obtained from Google Scholar via the Publish or Perish application, covering the years 2021–2026. From the 500 articles identified, a selection process was conducted to identify 11 articles that met the inclusion criteria for analysis. The results of the study indicate that gamification has a significant positive impact on improving learning outcomes, motivation, interest, and student engagement. Additionally, gamification also contributes to affective and psychomotor aspects, such as self-confidence and creativity. In conclusion, gamification is an effective and innovative learning strategy for improving the quality of Pancasila Education in elementary schools, although further research is needed to strengthen the generalizability of the findings.</p>

INTRODUCTION

Gamification is a learning approach that integrates game elements to enhance motivation, participation, and enjoyment of learning. Elements such as points, challenges, levels, and rewards are used to create an interactive and healthily competitive learning experience. This approach is not merely about playing; rather, it involves designing learning experiences that are challenging and stimulate curiosity, with teachers serving as designers and students as active participants in building knowledge (Hayati et al., 2025). The use of gamification can boost students' interest in learning by presenting material in the form of fun games. As a result, this approach serves as a varied and engaging learning resource to foster a love of learning (Syuhada et al., 2024).

Pancasila Education is a required subject in elementary school, but efforts to boost student motivation and engagement remain a complex challenge for educators. Therefore, a deep understanding of the obstacles students face is necessary to design effective lessons that encourage active participation (Sari, 2025). Pancasila education plays a strategic role as the foundation for instilling the core values that guide the delivery of



education in Indonesia, while also shaping individuals' mindsets and character through the process of internalizing those values (Rizkiyah and Fatonah, 2024).

In education, gamification effectively boosts student motivation and engagement by creating a fun and challenging environment. Students are motivated not only by academic achievement but also by healthy competition and symbolic rewards. As such, gamification serves as a meaningful learning strategy, not merely as entertainment (Astuti, Hadi and Eminita, 2026). Gamification is used to foster healthy competition and increase student engagement. This approach aligns with findings that physical-digital games can make abstract concepts more accessible, thereby boosting motivation particularly in the early grades of elementary school and the integration of local culture further strengthens students' self-confidence (Sari et al., 2025). The gamified learning materials developed by teachers offer practical and inclusive benefits, as they can be used by all students, including those with special needs. Additionally, these materials support both face-to-face and online learning (blended learning), making them more flexible and effective for both teachers and students (Twiningsih, 2024).

The method previously used was the lecture method, which tended to be monotonous and teacher-centered; as a result, the learning process was not optimal because students did not participate actively, became easily bored, and did not show much interest in the material presented, which ultimately led to low student interest and engagement in learning activities (Lutfia, Asiah and Ningrum, 2026).

Based on the issues outlined above, a number of previous studies have conducted empirical tests on the impact of gamification in Pancasila education in elementary schools. However, the limitations of empirical approaches—which tend to be non-generalizable because they represent only specific contexts—create a need for a literature review. Such a review is necessary to synthesize and analyze the patterns of findings from previous studies in order to gain a deeper and more comprehensive understanding. Furthermore, there remains a need for studies focused on exploring the impact of gamification in Pancasila education at the elementary school level. Therefore, the novelty of this study lies in the use of a comprehensive analytical approach to explore the impact of gamification in Pancasila education at the elementary school level through the Systematic Literature Review method.

METHOD

The method used in this study is a Systematic Literature Review (SLR). An SLR is a research approach aimed at identifying, evaluating, and synthesizing relevant empirical evidence based on predetermined inclusion criteria, in order to address the research question (Karnilah, Nurjanah and Fitri, 2024). In conducting this study, the data sources specifically scientific articles were obtained from the SINTA database using the keywords "gamification," "Pancasila Education," and "elementary school." Thus, the application of the Systematic Literature Review (SLR) method provided a strong scientific foundation

for formulating a comprehensive study on the impact of gamification in Pancasila Education instruction at the elementary school level.

In conducting a systematic review, a selection protocol is required to identify and ensure that the data sources used are relevant to the research focus. The protocol used in this study is PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). This protocol comprises three main stages: the identification stage, the selection stage, and the eligibility stage (REF).

Identification Process

The initial step in applying this method is to identify the database that will be used as the source for the literature review. The online database utilized in this study is Google Scholar, which was accessed via the Publish or Perish software to obtain data sources relevant to the research topic. Additionally, the researcher applied filtering strategies during the search process to ensure that the search results were neither random nor biased. The details of the data source search strategy are presented in Table 1 below:

Table 1. Database Search Strategies.

Filter	Description
Year	2021-2026
Kata kunci	"Gamification," "Pancasila Education," "Elementary School"
Source type	Journal
Language	Indonesian or English
Document type	Article

During the screening phase, the researcher set a maximum limit of 500 data sources to be searched. After applying various automatic search filters via Publish or Perish, a total of 500 data sources were identified. This number aligns with the maximum search limit previously established by the researcher.

Selection Process

After obtaining 500 data sources during the identification phase, a rigorous selection process was conducted. In practice, all data retrieved through Publish or Perish were downloaded in RIS format and subsequently processed using the Covidence software to facilitate the screening process. The results of the initial processing indicated that there were no duplicates among the collected data sources.

The selection process was conducted integrally through the Covidence system, specifically during the Title and Abstract Screening stage, which involves filtering based on the relevance of the title and abstract to the research focus. At this stage, 365 data sources were eliminated for failing to meet the criteria, including not addressing gamification in learning, not focusing on the elementary school level, and not being empirical research.

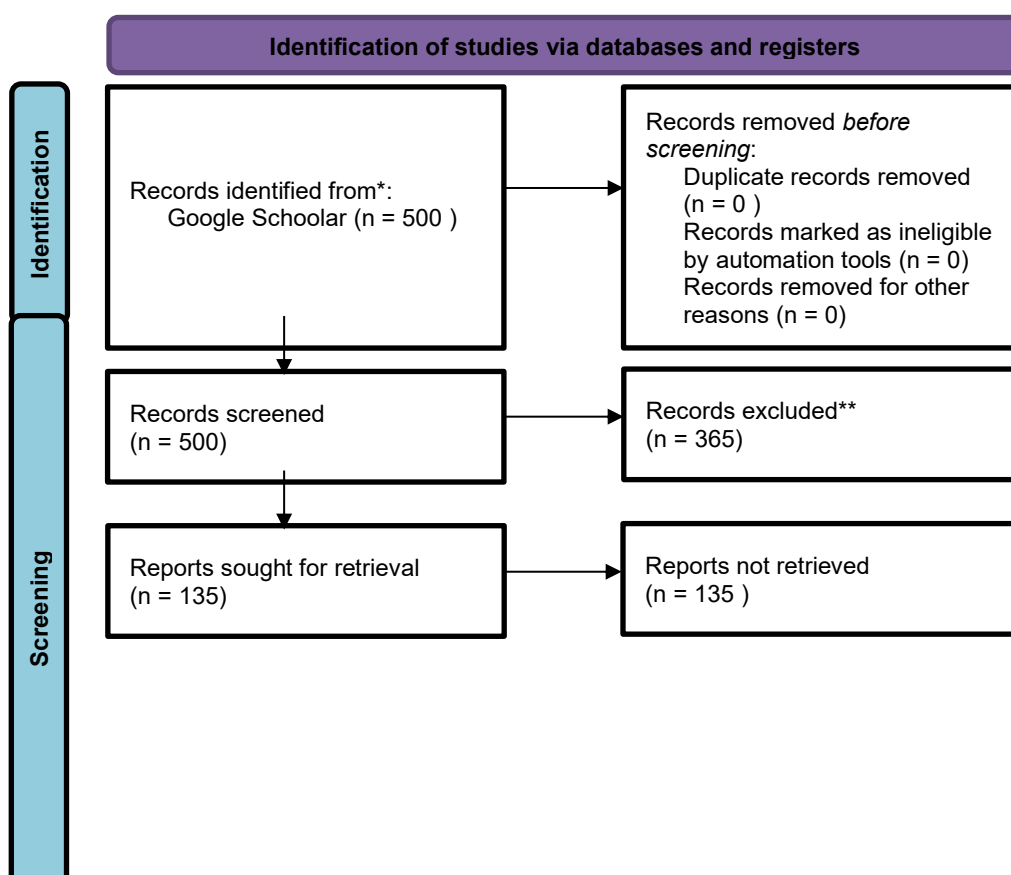
Feasibility Study

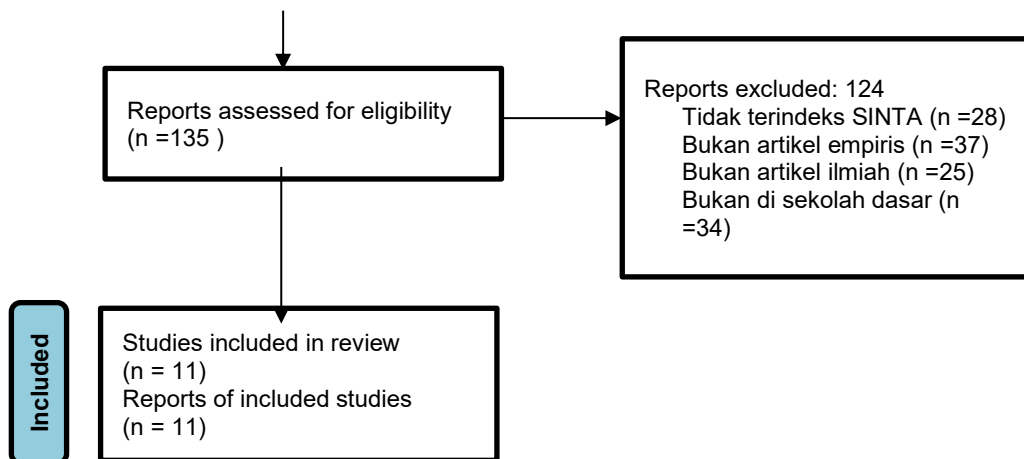
After completing the Title and Abstract Screening stage in Covidence, the process continued with the eligibility assessment of 135 data sources. In the Covidence selection system, this stage is known as the Full-Text Review, which requires researchers to thoroughly examine the content of each source and then classify them into inclusion and exclusion categories. The inclusion category comprises data sources that meet the criteria and are deemed suitable as references in the study, while the exclusion category comprises sources that do not meet these requirements. Prior to this stage, the researcher first established inclusion and exclusion criteria as the basis for the selection process:

Table 2. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Article title and content	A discussion relevant to the exploration of the impact of gamification on Pancasila education in elementary schools	This discussion is not relevant to the exploration of the impact of gamification on Pancasila education in elementary schools
Year of publication	Published in 2021–2026	Published in 2021
Type of publication	This is an empirical research article, not a literature review, and is indexed in SINTA.	This is not an article or an empirical study and is not indexed in SINTA.
Language	Indonesian or English	Other than Indonesian or English
Accessibility	Free open-access articles with full text	This is not a free, open-access article with the full text available

Table 3. Prism Table





RESULTS AND DISCUSSION

Article	Topic Relevance
The Impact Of Board Game-Based Gamification On 4th-Grade Students' Learning Interest In Pancasila Education (Lutfia, Asiah and Ningrum, 2026)	The results of the study indicate that the implementation of a gamification method using board games has a positive and significant effect on increasing students' interest in learning the Pancasila Education subject in the fourth grade at MI Al-Fatah Sindang Anom, East Lampung. This is evidenced by the difference in mean scores between groups and the statistically significant test results. Furthermore, the research findings align with gamification theory and previous studies, thereby strengthening the validity of the results obtained.
The Effect of Wordwall-Based Gamified Learning Media on the Learning Outcomes of Third-Grade Students in Pancasila Education at an Elementary Madrasah (Khoiriyah et al., 2025)	The results of the study indicate that the use of Wordwall-based gamified learning materials effectively improves learning outcomes in Pancasila Education among elementary school students. This is evidenced by an increase in average scores, N-Gain scores in the "effective" category, and statistically significant results. Compared to conventional methods, Wordwall is more effective in enhancing students' motivation, engagement, and understanding.
The Effect of Gamification Using Quiziz on Learning Outcomes in Pancasila Education for Fifth-Grade Students at SDN 175820 Batu Nabolon in the 2024/2025 School Year (Pardede et al., 2025)	The results of the study indicate that the implementation of gamification through Quizizz has a significant effect on improving learning outcomes in Pancasila Education at the elementary school level, as evidenced by an increase in the average score from 44 to 78, an improvement in mastery rates, and the results of a paired-sample t-test with a significance level of $0.000 < 0.05$. This approach also enhances student motivation, engagement, and participation, and has a positive impact on affective and psychomotor aspects. However, limitations in the study design and sample size necessitate further research to strengthen these findings.



Improving Civic Education Learning Outcomes Through a Project-Based Learning (PBL) Model Integrated with Gamification Based on the Local Wisdom of the Dayak Tribe in Class 6A at SDN 001 Bunyu (Mariati and Mustaji, 2025)	The research findings indicate that the implementation of Project-Based Learning (PBL) integrated with gamification and Dayak local wisdom effectively enhances student engagement and learning outcomes. This is evidenced by an increase in learning engagement from 65% to 80% and in achievement rates from 62.96% to 85.18%. These findings confirm that contextual, interactive, and project-based learning can enhance student engagement and understanding.
Development of a Gamified Quiz Learning Tool Using the 4D Model for the Topic of Rights and Responsibilities in the Fourth Grade of Madrasah Ibtidaiyah (Suyanti, Fatimah and Rudianto, 2025)	The results of the study indicate that the gamified Quizizz learning platform is highly suitable (score of 4.6) and effective in improving learning outcomes, as evidenced by an increase in the average score from 68.5 to 78.5 and in the mastery rate from 65% to 88%. Students also demonstrated positive responses and high engagement, reflecting increased motivation and active learning. This effectiveness is influenced by the alignment with student characteristics and the interactive learning design. However, the study's limitations include its focus on a single school, the absence of a control group, and the lack of an assessment of long-term impacts.
The Application of Gamification Methods in a 2D Multimedia-Based Pancasila Educational Game (Putri and Wahyu, 2025)	The results of the study indicate that the implementation of gamification through educational games effectively enhances student motivation and learning outcomes. This is supported by a high usability score (84.7; rated "excellent") and improved grades, particularly among students below the minimum passing score. Thus, gamification can serve as a more effective learning alternative compared to conventional methods.
Enhancing Students' Interest in Learning Through the Use of a Gamification Approach in Pancasila Education in Elementary Schools (Aquanur et al., 2025)	The research findings indicate that the implementation of gamification significantly increased students' interest in learning, from 33% in the pre-intervention phase to 93% in Cycle II, encompassing aspects such as enjoyment, attention, interest, and engagement. These findings align with the results of a Systematic Literature Review (SLR), which confirms that gamification enhances motivation and participation through interactive and enjoyable learning.
Gamification: The Effect of PBL-Based Gamification on Improving Students' Active Learning Skills (Shofiyah and Anwar, 2024)	The results of the study indicate that the integration of gamification into the Problem-Based Learning (PBL) model has a positive impact on student engagement. This is evidenced by a significant improvement in test scores as well as changes in student behavior, with students becoming more active, confident, and enthusiastic in their learning.
The Use of Technology-Based Gamification on	The results of the study indicate that technology-based gamification significantly enhances students' creative thinking

<p>Students' Creative Thinking Skills in Pancasila Education Classes in Elementary Schools (Muasbbikhati and Rachmadullah, 2025)</p>	<p>skills. In addition to creating an enjoyable learning environment, this approach fosters the development of creativity in understanding Pancasila education materials. Therefore, gamification has the potential to serve as an innovative learning alternative to improve the quality of education, particularly at the elementary school level.</p>
<p>The Application of Digital Gamification Using Quizizz in Pancasila Education to Improve Learning Outcomes Among Elementary School Students (Wandari et al., 2026)</p>	<p>This article examines the implementation of digital gamification using Quizizz in Pancasila education in elementary schools through the Classroom Action Research (CAR) method. The study is considered relevant and timely because it highlights the integration of technology in learning and demonstrates a significant improvement in student learning outcomes and engagement from the pre-cycle to Cycle II.</p>
<p>The Implementation of Gamification-Based Learning Media Using the Genially Website to Improve Student Learning Outcomes at SDN Mojopurno 01 (Rajab, 2025)</p>	<p>This improvement indicates that gamification-based learning media can create an interactive and enjoyable learning environment that encourages active student participation. Furthermore, the use of Genially provides a more meaningful learning experience by integrating game elements with the subject matter. Thus, the implementation of Genially's web-based gamification media is considered effective in improving learning outcomes.</p>

A review of 11 articles indicates that gamification in Pancasila education at the elementary school level has a significant positive impact. This approach has been shown to improve students' cognitive learning outcomes, motivation, and interest in learning, as evidenced by higher grades, higher achievement rates, and greater student engagement. Furthermore, gamification also contributes to the development of affective and psychomotor aspects, such as activity, self-confidence, and enthusiasm for learning. The integration of gamification with various technology-based and conventional learning models and media creates an interactive, enjoyable, and contextual learning experience, while simultaneously fostering creative thinking skills. Nevertheless, limitations in the study's design and scope indicate the need for further research to strengthen the validity and generalizability of the findings. Overall, gamification is an effective innovative strategy for holistically improving the quality of Pancasila education.

CONCLUSION

Based on a Systematic Literature Review (SLR) of 11 articles, the application of gamification in Pancasila education in elementary schools has been shown to have a significant positive impact, including improvements in learning outcomes, motivation, interest, engagement, as well as affective and psychomotor aspects such as self-confidence, creativity, and cooperation. Thus, gamification is an innovative and effective learning strategy capable of making learning more interactive and enjoyable.



Therefore, educators are advised to integrate gamification in a planned manner, while schools need to provide support through facilities and training. Further research is recommended to expand the scope and methods to strengthen generalizability and test effectiveness in diverse contexts.

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