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UTILIZATION OF DIGITAL EDUCATIONAL GAMES TO ENHANCE LEARNING MOTIVATION IN PANCASILA EDUCATION FOR STUDENTS WITH SPECIAL NEEDS IN ELEMENTARY SCHOOLS: A LITERATURE REVIEW

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Abstract

The subject of Pancasila Education in elementary schools plays an essential role in fostering fundamental moral values and character development, particularly within inclusive classrooms under the Kurikulum Merdeka framework. However, children with special needs, such as slow learners, ADHD, and autism spectrum disorder, frequently encounter cognitive and sensory barriers due to traditional, abstract, and rigid instructional approaches, which severely lower their learning motivation. This study aims to comprehensively analyze the effectiveness of utilizing digital educational games based on Universal Design for Learning (UDL) principles as an innovative strategy to boost students' learning motivation in inclusive elementary school. This research employs a systematic literature review of 15 empirical articles published between 2019 and 2024 from Google Scholar and SINTA, analyzed thematically using keywords such as digital games, UDL, and inclusive education. The synthesis demonstrates that integrating adaptive digital educational games (such as Wordwall, Quizizz, and Kahoot) successfully transforms a rigid environment into an accessible, humanistic, and interactive learning ecosystem. By blending rich visual stimuli, customizable pacing, and non-threatening challenges, these platforms effectively lower the anxiety of ABK while stimulating their psychological dimensions of attention, relevance, confidence, and satisfaction. This study highlights the importance of enhancing teachers' digital pedagogical and inclusive competencies to design game-based learning experiences that accommodate diverse learners' profiles, ensuring optimal internalization of civic virtues for all students.

Keywords: *Digital Educational Games, Learning Motivation, Children with Special Needs, Pancasila Education, Inclusive Elementary School*

INTRODUCTION

Pancasila Education plays a crucial role in the elementary school education system, particularly in shaping character, morals, legal awareness, and good citizenship from an early age in line with the implementation of the Kurikulum Merdeka (Putrie et al., 2025). Through Pancasila Education, students with special needs are not only taught about their rights and responsibilities but are also instilled with the noble values of Pancasila, as embodied in the dimensions of the Pancasila Student Profile (*Profil Pelajar Pancasila*) (Wahyuni, 2025). The challenges of elementary education in the modern era have become increasingly complex with the widespread implementation of inclusive education. This system mandates that every classroom must be inclusive and capable of facilitating the diverse learning profiles of students, including children

with special needs (CSN) such as slow learners, students with ADHD, mild intellectual disabilities, and autism (Marantika et al., 2024). Therefore, a deep and equitable mastery of Pancasila Education at the primary level is an essential prerequisite so that all children with special needs, without exception, can internalize national values into their daily behavior.

Field evidence demonstrates that the learning process of Pancasila Education in elementary schools frequently faces persistent, multi-layered obstacles. Instruction is often delivered in a conventional, monotonous, and teacher-centered manner, where verbalistic lecture methods and abstract memorization remain dominant (Naura et al., 2025). This rigid approach causes theoretical content in Pancasila Education to feel tedious for regular students and presents a severe cognitive barrier for students with special needs (Wahyudi, 2025). In line with research by Patikan & Windarti (2026), teachers need to implement various strategies, such as game-based methods or educational media, to ensure that students with special needs experience a safe, comfortable, and engaging learning environment. Children with special needs often face difficulties processing long-term verbal information without the aid of visual or manipulative tools. Consequently, learning motivation and active participation among inclusive students with special needs drop drastically as they feel alienated and disengaged during the learning process (Murdiani & Widyasari, 2025). This low motivation poses a serious challenge because, without strong motivation, the internalization of foundational character values cannot occur optimally across all student demographics.

To address these accessibility and motivational challenges, integrating technology into inclusive learning serves as a transformative solution in today's digital era. One innovation considered relevant to the characteristics of elementary inclusive students, who psychologically require multisensory stimulation, is the utilization of adaptive digital educational games (Sari et al., 2026). Interactive game-based platforms, such as Wordwall, Quizizz, Kahoot, and other digital media, offer an enjoyable and flexible learning environment by combining attractive visual elements, graded challenges, and customizable time settings (Azrani et al., 2025). The use of these educational games can transform a previously passive Pancasila Education classroom atmosphere into a more dynamic one. Furthermore, these media help concretize abstract civics concepts into visual formats that are easier to comprehend for slow learners and students with attention deficits.

A number of prior studies indicate that the use of digital educational games can significantly boost interest and active engagement among students with special needs in theoretical subjects (Abdullah & Santosa, 2025; Setiawaty et al., 2025; Ali et al., 2025). Nevertheless, an in-depth analysis specifically evaluating how various digital educational games directly impact the learning motivation of children with special needs in elementary school Pancasila Education through a

literature review approach remains limited. Based on this background, this article aims to comprehensively examine the utilization of digital educational games as an innovative strategy to enhance learning motivation in Pancasila Education for all students, including inclusive students with special needs in elementary schools, through a literature review approach.

METHODS

This study employs a literature review approach, which is a scientific argumentative method oriented toward data collection, analysis, and conclusion drawing based on written references relevant to the research topic (Hadi & Afandi, 2021). The primary focus of using this method is to integrate, critique, and synthesize findings from various previous research articles. Through this synthesis process, a comprehensive new understanding is expected to emerge regarding the actual impact of digital educational games on enhancing learning motivation in Pancasila Education, particularly within the context of addressing the learning needs of students with special needs in inclusive elementary school ecosystems.

All data in this study were obtained from secondary literature consisting of national scientific journal articles officially published and indexed in the Google Scholar academic database. The search for draft articles was conducted using a combination of expanded keywords, including "digital educational games," "elementary Pancasila Education," "learning motivation," "inclusive education," "students with special needs," as well as specific platforms such as "Wordwall/Quizizz/Kahoot." To maintain a focused, accurate, and up-to-date research scope, the researchers established strict inclusion criteria requiring that articles be published within the last ten years, focus on elementary school settings, particularly those implementing inclusive education or addressing the diverse characteristics of students with special needs, concentrate primarily on the implementation of educational games in Pancasila Education or Civics subjects, and measure variables related to motivation, interest, or learning accessibility for students with special needs.

Through a multi-stage screening process based on these criteria, several representative scientific journal articles were collected for further analysis. The data analysis technique applied in this review adapts an interactive analysis model comprising four continuous main stages (Marlina, 2025). The first stage begins with data collection by downloading and organizing all selected journal articles. The second stage is data reduction, carried out through intensive reading of the abstract, results, and discussion sections to filter specific information regarding digital game accommodation, adaptations for diverse special needs learners, and learning motivation. The third stage is data display, mapping these crucial findings into a systematic and inclusive descriptive narrative format. This methodological sequence concludes with the fourth stage, conclusion

drawing, to synthesize the data, address the research objectives, and formulate a new conceptualization of accessible digital game media for inclusive elementary school learning.

RESULT AND DISCUSSION

Revitalizing Rigid Pancasila Education Classrooms for Inclusive Learners

Historically, classrooms where Pancasila Education is taught have often been trapped in a cold, rigid, and one-size-fits-all atmosphere. Based on the literature review, the greatest obstacle faced by elementary school teachers, particularly in inclusive classrooms, is transforming content dense with text, norms, and abstract concepts, such as social justice, human rights, and national symbols, into materials that resonate with the lived experience of children possessing diverse cognitive capabilities (Angreni & Sari, 2020). When this process of value transmission is insufficiently engaging and accessible, students, especially those with special needs, tend to lose direction, suffer from learning anxiety, and fail to grasp the core essence of the curriculum.

Elementary-aged students with special needs are psychologically situated in the concrete operational stage, requiring tangible forms and visual representations to comprehend moral values. For students with special needs such as slow learners or those with mild intellectual disabilities, these obstacles multiply. Forced memorization of rights, duties, or Pancasila precepts through one-way verbalistic lectures leads to a sharp decline in learning motivation and a accumulation of cognitive overload (Tjaolo et al., 2025). The inability of conventional classrooms to accommodate play-based needs and specialized adaptations widens the gap between inclusive students with special needs and the instructional material.

Consequently, students with special needs often become passive, withdraw from classroom interactions, and perceive Pancasila Education merely as boring memorization beyond their intellectual reach (Hartati et al., 2023). This psychologically distressing condition directly contradicts the essence of the *Kurikulum Merdeka* and the philosophy of inclusive education, which prioritize comfort, happiness, and the fulfillment of a child's right to learn according to their nature. Core foundational values, which ought to be internalized sincerely as the groundwork for inclusive citizenship, instead turn into a daunting task that erodes students' self-confidence at school.

The introduction of digital educational games within the *Kurikulum Merdeka* offers a refreshing approach that effectively dissolves this rigidity while maintaining an inclusion-friendly environment (Chumairo et al., 2022). Grounded in the principles of Universal Design for Learning (UDL), technology is no longer viewed as an unyielding tool, but rather as an adaptive medium that honors the playful nature of children. When Pancasila Education is structured through digital

gameplay, the classroom dynamic shifts toward a flexible ecosystem wherein both neurotypical students and students with special needs feel deeply engaged, respected for their learning pace, and supported in their unique ways of processing national values.

Varieties of Digital Games: Visual and Emotional Accommodations for Students with Special Needs

The review of existing literature indicates that elementary school teachers rely on several primary digital platforms proven effective in engaging students with special needs and offering customizable features. Among the most frequently utilized platforms receiving highly positive feedback is Wordwall (Anisah & Dwi, 2026; Julaika & Nursalim, 2025; Maulana & Murtadlo, 2020). This platform is recognized as highly teacher- and child-friendly due to its elevated flexibility in designing diverse game types tailored to specific content requirements and the learning barrier profiles of students with special needs.

Through Wordwall, teachers can execute product and process differentiation by packaging moral and civic content into highly interactive templates. For students with concentration difficulties, such as those with ADHD, dynamic game templates like maze chases or random wheels redirect motor energy into focused cognitive attention. Meanwhile, for slow-learning students, matching templates that align Pancasila symbol images with simple text can be configured without time limits, offering an equitable space to process information free from external pressure. These inclusive game variations maintain curiosity and enthusiasm throughout the learning sequence.

Vibrant visual features, enlargeable text, and clear sound effects on the Wordwall platform deliver a positive multisensory stimulus for primary school children, particularly those with strong visual-auditory learning preferences or students with mild autism who thrive on structured visual patterns. These digital aesthetic elements successfully alter student perception, thereby reducing psychological tension. Strong visual touchpoints convert abstract ideas, such as collective work (gotong royong) or global diversity, into concrete visual illustrations easily retained in long-term memory.

On the other hand, platforms like Quizizz and Kahoot engage the emotional aspects and intrinsic motivation of students with special needs through adaptive features (Andika et al., 2024; Charty et al., 2025). In inclusive settings, applying features such as "Homework Mode" or disabling timers in Quizizz represents a compassionate instructional modification for students with special needs. This enables them to compete against themselves, while for neurotypical students, real-time moving leaderboards continue to stimulate healthy competition and foster critical thinking agility (Alfaizal et al., 2024).

This emotional engagement is further reinforced by soothing background music and humorous memes that serve as positive reinforcement between question transitions. These digital games harmoniously integrate auditory, visual, and kinesthetic elements through screen touches. Such rich sensory stimuli and flexibility prove well-suited for the diverse learning styles of inclusive elementary students who require active physical involvement to prevent distraction.

A Golden Bridge Toward Inclusive Learning Motivation

In-depth synthesis of relevant research articles consistently confirms that digital educational games act as a golden bridge in raising the learning motivation of all students, including those with special needs. This motivational transformation does not occur instantaneously; rather, it unfolds through layered psychological touchpoints during interaction with accessible digital media. Conditioning a barrier-free learning environment transforms negative emotions, such as anxiety, low self-esteem, and academic helplessness, into positive energy characterized by curiosity and genuine enthusiasm.

The initial dimension effectively addressed by digital educational games is student attention within inclusive classrooms (Sukmanasa et al., 2024). Interactive digital media capture complete student focus from the opening minutes without teacher compulsion. Dynamically moving animations and initial game challenges lock the focus of children with attention difficulties, significantly reducing tendencies toward daydreaming, tantrums, or mental fatigue during Pancasila Education lessons (Nurramadhani et al., 2024).

The second dimension relates closely to the relevance of learning material to real-life contexts. Through contextual case-study quizzes embedded in game narratives, students with special needs can observe the direct implementation of Pancasila values through concrete daily behaviors rather than static symbols (Ariessanti et al., 2026). They develop an elementary understanding that positive choices made within the game, such as helping a fallen peer or sharing food, reflect Pancasila precepts to be practiced at school and home.

The third dimension, equally critical for students with special needs, is the fostering of self-confidence. A major humanistic strength of digital educational games lies in immediate, private, and non-judgmental feedback systems (Setiawan et al., 2025; Maliani et al., 2025). When a student answers correctly, the game offers immediate praise through celebratory audio effects or gold stars, which Salsabila et al. (2026) note effectively enhances positive self-concept. Conversely, incorrect answers trigger no social penalty, providing instead a retake option that establishes a psychologically safe space for children to learn from mistakes without fear of peer ridicule.

This boosted self-confidence inspires remarkable behavioral shifts, particularly among inclusive students with special needs who are typically shy, passive, or hesitant in regular

classrooms. They exhibit greater courage in exploring devices, actively participating, and autonomously expressing moral choices. Digital games lower social barriers within the classroom and grant equal opportunities for all children to experience learning success.

The final dimension culminates in a deep sense of satisfaction upon completing the learning process. This feeling of satisfaction and joy arises naturally when students, regardless of their limitations or strengths, successfully complete specific game levels (Rinda, 2024). This sense of achievement fundamentally reshapes their learning orientation: they become motivated to study Pancasila Education not out of fear of sanctions or academic obligation, but because they experience genuine happiness, acceptance, and fairness within an inclusive learning ecosystem.

CONCLUSION AND RECOMMENDATIONS

Based on the literature review of prior research findings, it can be concluded that the utilization of digital educational games, such as Wordwall, Quizizz, and Kahoot platforms, is proven effective as an innovative solution for enhancing learning motivation in Pancasila Education for students with special needs in inclusive elementary schools. The introduction of flexibly designed game technology successfully transforms the learning atmosphere from one that was originally rigid, verbalistic, and unconsciously discriminatory into a dynamic, accessible, and student-centered classroom ecosystem tailored to the individual needs of learners. By providing multisensory stimuli, concrete visual representations, and adjustable game pacing, digital games accommodate both cognitive and attentional barriers faced by children with special needs. This increase in motivation not only boosts academic participation but also fosters self-confidence, emotional resilience, and equitable learning satisfaction for all students in inclusive settings.

The implications of this study emphasize the critical need to expand teachers' digital pedagogical competencies with an inclusive perspective. Elementary school teachers in inclusive settings are recommended to consistently design, adapt, and implement digital game-based media anchored in the principles of Universal Design for Learning (UDL). Game settings such as removing rigid time constraints, offering alternative text options, and enabling self-paced practice modes should be optimized to honor children's playful nature while accommodating learning diversity. Institutional support from schools in providing device infrastructure and continuous professional development for classroom teachers is equally essential. By cultivating a joyful, accessible, and motivating learning environment for Pancasila Education, the internalization of noble Pancasila values and the development of authentic, tolerant, and inclusive Pancasila Student Profiles in the younger generation can be achieved to the fullest extent, ensuring no child is left behind.

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