ABSTRACT

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ANALYSIS OF LEARNING OUTCOMES, ATTITUDE OF CONFIDENCE, AND ANALYTICAL THINKING SKILLS OF STUDENTS THROUGH THE USE OF SERIOUS GAMES IN SCIENCE LESSONS IN CLASS III SD

(xviii + 125 pages: 42 tables; 1 diagrams; 16 appendixes)

Good learning outcomes, self-confidence and critical thinking skills are very important competencies for students to have, especially in this virtual learning period. In fact, there are still many students with the ability of these three competencies which are relatively low. This research was conducted using a *quasi-experimental non-equivalent group design method,* in which there was a control class and an experimental class which were treated by serious games with the number of students in the control class and the experimental class being 14 and 16. To improve students' abilities in these three competencies, teachers can use learning strategies using serious games. The data was obtained from the students' scores before and after the students were taught using serious games. Based on the results of the calculation of non parametric based on n-gain analysis, the increase in the value of learning outcomes, self-confidence and analytical thinking skills, it is concluded that the use of serious games can improve the three competencies as a whole, especially in Science.

Keywords: serious games, learning outcomes, analytical thinking, self-confidence

Reference: 51 (1999 – 2019)

ABSTRAK

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ANALISIS HASIL BELAJAR, SIKAP PERCAYA DIRI, DAN KETERAMPILAN BERPIKIR ANALITIS SISWA MELALUI PENGGUNAAN *SERIOUS GAMES* PADA PELAJARAN SAINS KELAS III SD
(xviii + 125 halaman: 41 tabel; 1 bagan; 16 lampiran)

Hasil belajar yang baik, sikap percaya diri dan keterampilan berpikir kritis merupakan kompetensi yang penting dimiliki oleh siswa, terutama di masa pembelajaran jarak jauh saat ini. Kenyataannya masih banyak ditemui siswa dengan kemampuan ketiga kompetensi tersebut yang tergolong rendah. Penelitian ini dilakukan dengan metode *quasi experiment non equivalent group design,* di mana terdapat kelas kontrol dan kelas eksperimen yang diberi perlakuan dengan jumlah siswa kelas kontrol dan kelas eksperimen adalah 14 dan 16. Untuk meningkatkan kemampuan siswa pada ketiga kompetensi tersebut, guru dapat menggunakan strategi pembelajaran menggunakan *serious games*. Data didapat dari nilai siswa sebelum dan sesudah siswa diajarkan dengan menggunakan *serious games*. Berdasarkan hasil perhitungan non-parametrik berdasarkan uji n-gain, peningkatan nilai hasil belajar, sikap percaya diri dan keterampilan berpikir analitis, diperoleh kesimpulan bahwa penggunaan *serious games* dapat meningkatkan ketiga kompetensi tersebut secara keseluruhan khususnya pada mata pelajaran Sains.

Kata kunci: *serious games*, hasil belajar, berpikir analitis, sikap percaya diri

Referensi: 51 (1999 – 2019)