ABSTRACT

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DEVELOPMENT OF GAMIFICATION-BASED INTERACTIVE LEARNING MEDIA IN THE COURSE OF LEARNING THEORY AND TEACHING CONCEPTS AT UNIVERSITAS PELITA HARAPAN
(xiv + 88 pages: 36 figures; 21 tables; 20 attachments)

This study aims to develop and evaluate gamification-based learning media for attribution theory motivation in the course of Learning Theory and Teaching Concepts for the Master's Program in Educational Technology. Using the Rapid Prototype development model, the study follows the steps of Assess Needs & Analyze Content, Set Objectives, Construct Prototype, Utilize Prototype, and Install System. The subjects of the study were 25 students from the program. Product evaluation was conducted through feasibility testing by experts in instructional design (score 3.77), subject matter (3.69), and media (3.65). In addition, a field test was conducted with pretest and posttest evaluations in two classes. Class A achieved an average pretest score of 68.2 and posttest score of 88.28, with an N-gain of 60%, categorized as moderately effective. Class B, using gamification-based media, achieved a pretest score of 74.08 and posttest score of 98.99, with an N-gain of 94%, categorized as effective. The N-gain difference of 34.01% between the two classes shows significant improvement. These results indicate that gamification-based learning media is effective in enhancing learning and can be used as an independent learning aid.

Keywords: Interactive Learning Media, Learning, Gamification

References: 41 (1990 - 2024)

ABSTRAK

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PENGEMBANGAN MEDIA INTERAKTIF BERBASIS GAMIFIKASI PADA MATA KULIAH TEORI BELAJAR DAN KONSEP MENGAJAR DI UNIVERSITAS PELITA HARAPAN
(xiv + 88 halaman: 36 gambar; 21 tabel; 20 lampiran)

Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi media pembelajaran berbasis gamifikasi untuk materi teori atribusi motivasi pada mata kuliah Teori Belajar dan Konsep Mengajar bagi mahasiswa Program Studi Magister Teknologi Pendidikan. Menggunakan model pengembangan Rapid Prototype, penelitian ini mengikuti langkah-langkah *Asses Needs & Analyze Content, Set Objective, Construct Prototype, Utilize Prototype,* dan *Install System*. Subjek penelitian adalah 25 mahasiswa program studi tersebut. Evaluasi produk dilakukan melalui uji kelayakan oleh para ahli desain pembelajaran (skor 3,77), ahli materi (3,69), dan ahli media (3,65). Selain itu, dilakukan uji *field test* dengan pretest dan posttest pada dua kelas. Kelas A memperoleh skor rata-rata pretest 68,2 dan posttest 88,28, dengan N-gain 60%, tergolong cukup efektif. Kelas B, yang menggunakan media gamifikasi, memperoleh skor pretest 74,08 dan posttest 98,99, dengan N-gain 94%, tergolong efektif. Selisih N-gain antara kedua kelas sebesar 34,01% menunjukkan peningkatan signifikan. Hasil ini menunjukkan produk media pembelajaran berbasis gamifikasi efektif yang dikembangkan dapat meningkatkan pembelajaran dan dapat digunakan sebagai media dalam proses pembelajaran mandiri.