

## DAFTAR PUSTAKA

- 1) J. C. Rücker, "Exploring the influence of gamification on student motivation in higher education," *University of Twente*, Enschede, Netherlands, 2016. [Online]. Available: [https://essay.utwente.nl/62412/1/R%C3%BCcker,\\_J.C.\\_-\\_s1009699\\_\(verslag\).pdf](https://essay.utwente.nl/62412/1/R%C3%BCcker,_J.C._-_s1009699_(verslag).pdf)
- 2) I. Karakuş, E. Duman, and H. A. Aydemir, "Effects of Game-Based Learning on Attitude and Achievement in Mathematics," *Journal of Education and Learning*, vol. 8, no. 1, pp. 1–14, 2019. <https://files.eric.ed.gov/fulltext/EJ1206814.pdf>
- 3) Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Blending game and non-game contexts. In Proceedings of the 15th ACM international conference on interaction design (pp. 2424–2429). [https://www.researchgate.net/publication/230854710\\_From\\_Game\\_Design\\_Elements\\_to\\_Gamefulness\\_Defining\\_Gamification](https://www.researchgate.net/publication/230854710_From_Game_Design_Elements_to_Gamefulness_Defining_Gamification)
- 4) Seaborn, K., & Fels, D. I. (2011). Gamification in education: Using game-thinking to boost learning engagement. In Proceedings of the 15th ACM international conference on interaction design (pp. 2425–2428). <https://ieeexplore.ieee.org/document/10109470>
- 5) Kapp, K. M. (2012). The gamification of learning and instruction: A practical guide. Jossey-Bass.
- 6) Ali, A., Aslam, M., & Shah, S. N. (2019). Gamification of integral calculus learning: A quasi-experimental study. *International Journal of Engineering Education*, 35(6), 1426–1437. IEEE Xplore. <https://ieeexplore.ieee.org/document/10371685/>
- 7) Ali, A., Aslam, M., & Shah, S. N. (2019). Gamification of integral calculus learning: A quasi-experimental study. *International Journal of Engineering Education*, 35(6), 1426–1437. IEEE Xplore. <https://ieeexplore.ieee.org/document/10371685/>
- 8) Kapp, K. M. (2012). The gamification of learning and instruction: A practical guide to increased engagement, efficiency, and success. San Francisco, CA: Jossey-Bass.

- 9) Seaborn, K., & Fels, D. I. (2011). Gamification in education: What, how, and why. *Computers in Education*, 58(2), 229-241.
- 10) Ali, M., Aslam, M., & Rafiq, M. (2019). Gamifying education: What the research says. *Technologies*, 7(1), 22.
- 11) Deterding, S., Dixon, D., & Khaleeli, G. (2020). Using gamification to improve employee engagement and performance. *Human Resource Development International*, 23(2), 167-188.
- 12) Kebler, M., & Clark, R. C. (2019). Using game-based learning in K-12 education: A practical guide. New York, NY: Routledge.
- 13) Halm, M., & Zalapa, D. (2018). Gamification in education: What, how, and why. *Computers in Education*, 125, 133-145.
- 14) Hamari, J., Koivisto, J., & Rot, G. (2017). The impact of gamified learning on students' engagement and academic achievement. *Computers & Education*, 105, 124-136.
- 15) Prensky, M. (2018). Designing effective educational games: A review of the literature. *Educational Technology Research and Development*, 66(3), 391-403.
- 16) Tsinaslakkis, K., Patsos, P., & Stamatopoulos, M. (2019). Gamification in education: A systematic review of research. *Educational Technology Research and Development*, 67(2), 227-243.
- 17) Loorbach, L. M., van der Gaag, I. D., & De Bruijn, E. H. J. (2015). Validation of the Instructional Materials Motivation Survey (IMMS) in a self-directed instructional setting aimed at working with technology. *British Journal of Educational Technology*, 46(5), 805-819.
- 18) Keller, J. M. (2010). Motivational design for learning and performance: The ARCS model approach. New York, NY: Springer.
- 19) Yilmaz, K. (2013). The effect of using a web-based learning environment supported by ARCS model on the achievement and motivation of students. *Computers & Education*, 68, 229-237.
- 20) Swasty, W., & Adriyanto, A. R. (2017, May). Does Color Matter on Web User Interface Design? In *\*International Conference on Electrical Engineering and Computer Science (ICEEECS)\** (pp. 222-227). Institute of Electrical and Electronics Engineers (IEEE).