

ABSTRACT

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THE EFFECTIVENESS OF TECHNOLOGY G IN ENHANCING INTEREST AND CONTINUITY IN LEARNING MANDARIN AMONG GRADE III–V ELEMENTARY STUDENTS AT XYZ SCHOOL JAKARTA

(xvii + 88 pages: 11 pictures, 27 tabels, 6 appendices)

Interest and continuity in learning Mandarin among elementary students remain a challenge, especially when learning materials rely heavily on repetition and memorization. While gamification has been widely explored in digital learning, few studies have simultaneously examined its impact on affective aspects such as motivation and learning continuity in the context of Mandarin language education. This study aims to investigate the effectiveness of Technology G—a quiz-based gamified platform—in enhancing students’ interest and continuity in learning Mandarin. A quantitative approach was employed using a post-test only non-equivalent control group design, involving 70 Grade III–V students from the Chinese Language Acquisition program at XYZ School Jakarta. The experimental class received instruction using Technology G, while the control class followed conventional methods. Data were collected through a Likert-scale questionnaire and analyzed using t-tests, Chi-square, and linear regression. Results show that the experimental class had higher tendencies in interest and continuity scores compared to the control group, although the differences were not statistically significant. However, a strong positive correlation was found between learning interest and learning continuity. These findings suggest that gamified learning contributes positively to student engagement and may foster sustained motivation in Mandarin language learning at the elementary level.

Keywords: *gamification, Mandarin, learning interest, learning continuity, elementary education*

References: 40 (1978 – 2025)

ABSTRAK

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EFEKTIVITAS PENGGUNAAN TEKNOLOGI G TERHADAP MINAT BELAJAR DAN KEBERLANGSUNGAN BELAJAR BAHASA MANDARIN PADA MURID KELAS III–V SD SEKOLAH XYZ JAKARTA

(xvii + 88 halaman: 11 gambar, 27 tabel, 6 lampiran)

Minat belajar dan keberlangsungan belajar Bahasa Mandarin pada murid sekolah dasar masih menjadi tantangan, terutama ketika pembelajaran bersifat repetitif dan kurang menarik. Penelitian sebelumnya lebih banyak berfokus pada hasil kognitif, belum banyak yang mengkaji aspek afektif seperti motivasi dan keberlanjutan belajar secara bersamaan, khususnya dalam konteks gamifikasi. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan teknologi gamifikasi (Teknologi G) terhadap minat belajar dan keberlangsungan belajar Bahasa Mandarin pada murid kelas III–V di Sekolah XYZ Jakarta Selatan. Penelitian menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental *post-test only non-equivalent control group*. Subjek terdiri dari 70 murid program *Chinese Language Acquisition* (36 eksperimen, 34 kontrol). Data dikumpulkan menggunakan kuesioner skala Likert 5 poin dan dianalisis dengan uji-t, *Chi-square*, dan regresi linier. Hasil menunjukkan bahwa kelas eksperimen memiliki kecenderungan skor lebih tinggi dalam minat dan keberlangsungan belajar, meskipun perbedaannya tidak signifikan secara statistik. Namun, terdapat hubungan positif yang signifikan antara minat dan keberlangsungan belajar. Penelitian ini menyimpulkan bahwa teknologi gamifikasi berkontribusi positif dalam membangun pengalaman belajar yang lebih menarik dan berkelanjutan di tingkat sekolah dasar.

Kata kunci: gamifikasi, minat belajar, keberlangsungan belajar, Bahasa Mandarin, sekolah dasar

Referensi: 40 (1978 – 2025)