

ABSTRACT

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THE INFLUENCE OF GENDER, LEARNING MOTIVATION, AND CREATIVITY ON ACADEMIC PERFORMANCE IN STEAM LEARNING WITH GAMIFICATION IN GRADE IX JUNIOR HIGH SCHOOL AT XYZ PRIVATE SCHOOL IN WEST JAKARTA

(xvi + 80 pages: 6 pictures, 17 tables, 9 graphs, 12 appendices)

This study aims to examine the influence of gender, learning motivation, and creativity on students' academic performance within a STEAM with gamification learning environment in Grade IX at a private junior high school in West Jakarta. A quantitative approach with a survey design was employed, involving 48 students as research participants. Data were collected using Likert-scale questionnaires to assess motivation and creativity, while academic performance was measured through assessments from four different teachers. Data analysis involved a Chi-Square test to explore the association between gender and academic performance, as well as simple and multiple linear regression analyses to investigate the effects of motivation and creativity on academic performance. The results revealed a significant association between gender and academic performance ($p = 0.0001$), indicating that female students tended to achieve higher performance compared to their male counterparts. However, no significant effects were found for either learning motivation ($p = 0.41$) or creativity ($p = 0.22$) on academic performance, whether assessed individually or simultaneously ($p = 0.45$). These findings suggest that in STEAM learning with gamification, gender differences have a stronger impact on academic performance than students' motivation or creativity levels. Limitations of the study include a relatively small sample size, short research time, exclusion of potential moderating or mediating variables such as self-efficacy and the analysis method. The implication of this study highlights the need for differentiated instruction that accommodates students' diverse characteristics, and for more holistic assessment models that better capture non-cognitive dimensions such as creativity and motivation.

Keywords: STEAM, gender, learning motivation, creativity, academic performance

References: 58 (2001-2024)

ABSTRAK

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PENGARUH GENDER, MOTIVASI BELAJAR DAN KREATIVITAS TERHADAP PERFORMA AKADEMIK PADA PEMBELAJARAN STEAM DENGAN GAMIFIKASI DI KELAS IX SMP PADA SEKOLAH SWASTA XYZ DI JAKARTA BARAT

(xvi + 80 halaman: 6 Gambar, 17 tabel, 9 Gambar, 12 lampiran)

Penelitian ini bertujuan untuk menguji pengaruh gender, motivasi belajar, dan kreativitas terhadap performa akademik siswa dalam konteks pembelajaran STEAM dengan gamifikasi di kelas IX pada salah satu sekolah swasta di Jakarta Barat. Penelitian menggunakan pendekatan kuantitatif dengan desain survei dan melibatkan 48 siswa sebagai sampel. Data dikumpulkan melalui angket skala Likert untuk mengukur motivasi dan kreativitas, serta nilai performa akademik yang diperoleh dari penilaian empat guru. Analisis data dilakukan melalui uji Chi-Square untuk melihat hubungan antara gender dan performa akademik, serta regresi linear sederhana dan berganda untuk mengetahui pengaruh motivasi dan kreativitas terhadap performa akademik. Hasil analisis menunjukkan bahwa terdapat hubungan signifikan antara gender dan performa akademik ($p = 0.0001$), di mana siswa perempuan lebih banyak menunjukkan performa tinggi dibandingkan laki-laki. Namun, motivasi belajar dan kreativitas tidak menunjukkan pengaruh signifikan terhadap performa akademik, baik secara individu ($p = 0.41$ dan $p = 0.22$) maupun secara simultan ($p = 0.45$). Temuan ini menunjukkan bahwa dalam pembelajaran STEAM dengan gamifikasi, perbedaan gender memiliki hubungan yang kuat pada performa akademik daripada tingkat motivasi atau kreativitas siswa. Keterbatasan penelitian ini termasuk ukuran sampel yang relatif kecil, waktu penelitian yang singkat, pengecualian variabel moderasi seperti efikasi diri dan metode analisis. Implikasi dari penelitian ini menyoroti perlunya pengajaran yang terdiferensiasi untuk mengakomodasi karakteristik siswa yang beragam, dan model penilaian yang lebih holistik untuk menangkap dimensi non-kognitif seperti kreativitas dan motivasi.

Kata kunci: STEAM, gender, motivasi belajar, kreativitas, performa akademik

References: 58 (2001, 2024)