

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan gamifikasi berbantuan media Educaplay Mode Froggy Jumps terhadap keaktifan belajar siswa pada mata pelajaran Sejarah di kelas X-1 SMAN 1 Darma. Latar belakang penelitian ini didasari oleh rendahnya keaktifan belajar siswa dalam mengikuti pembelajaran sejarah karena kurangnya variasi media pembelajaran sehingga pembelajaran monoton dan tidak interaktif. Perlakuan yang dilakukan adalah dengan menerapkan gamifikasi berbasis digital melalui platform Educaplay Mode Froggy Jumps guna menciptakan suasana belajar yang lebih interaktif dan menyenangkan. Data dikumpulkan melalui angket keaktifan belajar siswa yang disusun dalam bentuk skala likert dan telah melalui uji validitas dan reliabilitas. Teknik analisis data menggunakan uji independent sample t-test menggunakan IBM SPSS 30.0.0 for windows untuk melihat perbedaan rata-rata keaktifan sebelum dan sesudah penerapan gamifikasi Educaplay. Penelitian ini menggunakan metode kuantitatif dengan desain quasi experiment jenis nonequivalent control group design. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMAN 1 Darma, dengan sampel penelitian kelas eksperimen yaitu kelas X-1 dan kelas kontrol yaitu kelas X-2 yang masing-masing siswanya berjumlah 34 orang dipilih menggunakan teknik non probability purposive sampling. Hasil penelitian pada uji independent sample t-test menunjukkan nilai signifikansi 0,001 yang berarti lebih kecil dari 0,05. Artinya terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol sehingga gamifikasi berbantuan media educaplay berpengaruh terhadap keaktifan belajar siswa.

Kata Kunci: Gamifikasi, Educaplay Mode Froggy Jumps, Keaktifan Belajar

ABSTRACT

This study aims to determine the effect of implementing gamification assisted by the Educaplay platform using the Froggy Jumps mode on students' learning activeness in History subject at class X-1 of SMAN 1 Darma. The background of this research is based on the low level of student engagement in learning history due to the lack of variation in learning media, resulting in monotonous and non-interactive learning. The treatment applied was the implementation of digital-based gamification through the Educaplay platform using the Froggy Jumps mode to create a more interactive and enjoyable learning atmosphere. Data were collected through a student learning activeness questionnaire, which was structured using a Likert scale and had undergone validity and reliability testing. The data analysis technique used was an independent sample t-test using IBM SPSS 30.0.0 for Windows to examine the difference in average activeness before and after the implementation of Educaplay gamification. This study used a quantitative method with a quasi-experimental design, specifically the nonequivalent control group design. The population of the study consisted of all grade X students at SMAN 1 Darma, with the sample being the experimental class (X-1) and the control class (X-2), each consisting of 34 students selected using non-probability purposive sampling. The results of the independent sample t-test showed a significance value of 0.001, which is less than 0.05. This indicates a significant difference between the experimental and control classes, suggesting that gamification assisted by the Educaplay media has an effect on students' learning activeness.

Keywords: Gamification, Educaplay Froggy Jumps Mode, Learning Activity