

IMPROVING MOTIVATION OF STUDENTS AT MTS BUSTANUL ULUM PAKISAJI BY USING GAMIFICATION

Dian Rahmawati¹, Junaidi Mistar², Dzulfikri³

^{1,2,3} Faculty of Teacher Training and Education, University of Islam Malang

Corresponding Email: ¹dianrahma558@gmail.com, ²j.mistar@unisma.ac.id,

³dzulfikri@unisma.ac.id

ABSTRACT

The goal of this study is to find out the effect of using gamification on online classroom to student's motivation. The terms gamification means using every part of a game, such as points, ranks, rewards, etc., in English learning progress. The research design of this study is qualitative research where the researcher gather data through observation, questionnaire and interview. The subjects of this study are the 9th grade students and the English teacher of MTS Bustanul Ulum, Pakisaji. The data gathered is validated through data triangulation. The finding shows that the teacher had limited understanding of gamification and the time allotment that given to the teacher became the limitation in application of gamification. The students' learning motivation is increased during the application though it is inevitable that the time needed to apply gamification is a lot. Beside the difficult task, students felt fun and easier on learning English. It is proven that the use of gamification increases students' motivation in learning English.

Keywords: Online Learning, Gamification, Learning Motivation

INTRODUCTION

Gamification is a method that incorporates games into the learning progress. Pratama (2020) stated that Gamification is the use of game design features in non-game contexts. In this case, using game features in the learning progress, which means instead of the usual teaching learning progress, game features are used as the bridge of knowledge between the students and teachers.

Alasmari (2020), stated that "Gamification offers more than a game-based learning that can address major psychological issues related to instructional practices; that is, by enhancing attention and retention among students and in making the learning process more challenging and engaging.". The result of gamification is varied based on the game used by the teachers. Commonly, the teachers pick games which include all skill of English which grows students' mastery in each skill. Pedagogical approaches such as gamification and conventional games in learning English have magical powers in improving students' English skills in listening, reading, speaking and

writing as well as language components such as pronunciation, grammar and vocabulary (Krisbiantoro, 2020).

The use of gamification affects every student, it increases the motivation to join the learning progress. Molumby (2016) stated that Students in a culture of behavioral stimuli (stemming from rapid response technology) react positively to rewards, points, or badges that essentially have no other benefit than the motivation that comes from accomplishing a task. The use of gamification could increase the motivation of the students since it makes learning feel more fun and interesting.

With this research, it is expected to have benefits for teachers in the teaching process carried out during online classes. Research related to the gamification methods and media that the researcher examines can be used during the teaching and learning process when online classes are in progress. And also, this research can be useful for students to be able to study the material properly using gamification.

Therefore, the focus of this research was to find out how teachers of Mts. Bustanul Ulum applied gamification in their online learning activity, the students' and teachers' perspectives on gamification, the advantages and disadvantages that the students feel about the application of gamification, and the students' opinion about the use of gamification and its effect on their English learning motivation.

METHODS

The researcher used qualitative research as the research design. The data was gathered through observation, questionnaire to the students before and after the application of gamification, and interviews. Data triangulation was used to validate the data. The research was done at Mts. Bustanul Ulum. The students of the 9th grade and the English teacher was the subject of the research.

Before the application of gamification, the students were given questionnaire and the teacher got an interview about their knowledge of gamification. During the application of gamification, the researcher joined the class as an observant. After the application, the students got questionnaire and the teacher got an interview again with additional question about the effect of gamification to the students' motivation.

The researcher analyzed the data from observation, questionnaire and interview by using Creswell stages of data analysis. Ary, Jacobs, Sorensen, & Razavieh (2010) mentioned that Creswell three stages of data analysis are data managing, describing, and representing.

FINDINGS AND DISCUSSION

How Teachers of MTs. Bustanul Ulum Applied Gamification in Their Online Learning Activity

In this study the researcher found that the teacher of MTs Bustanul Ulum has limited knowledge about gamification, she only understands the terms of gamification but not the variations and ways that gamification can be applied.

The teacher needs to understand gamification before applying it to the learning progress. Gamification is not simply using only games in the classroom, but also every aspect of it. As stated by Pratama (2020), gamification is the use of game design features in non-game contexts. Design features here mean the step, rules, rewards, and punishments. It is supported by Arnold (2014) who stated that by borrowing the intrinsically rewarding elements of game play; rules, victory conditions, rewards, punishments, status, stakes and personally vested narrative other endeavors can find fresh appeal with stakeholders and increase the likelihood adoption. In this case, the teacher of MTs Bustanul Ulum lacked an understanding of gamification and thought that playing games without design features were also called as gamification.

This situation held the teacher from experiencing the advantages of gamification for the students. The lack of experience then became a barrier for the teacher to try to apply it without further research and prove that the gamification was useful. The problems that the teacher face in trying out gamification mostly caused by their inability to adapt to current development in modern era. Most of the teacher is either lack in knowledge about the technology that needed or the teacher do not have them at all. The problems in the technology lead to other problems, such as lack of information, experience for both teachers and students. These problems need to be solved by the teacher to successfully apply gamification in the learning progress.

Teacher's Perspective on Gamification

The teacher of MTs Bustanul Ulum had less knowledge about gamification and even less experience. It could be seen in the interview, most of the teacher's answer to questions about gamification was answered shortly, and the answer was not as expected. The explanation that the teacher gave in the answer was about using games in learning progress, while gamification is not only using games but every part of the games, such as rules, rewards, and punishments, in learning progress.

The teacher should try to adapt it by using gamification as a medium to connect technology and education. One of the ways to break the barrier of using gamification is by giving early education to the future teacher about it. In line with this, Kamlı (2019) stated that to spread the use of game-based learning approaches that teachers adopt but do not use, teachers' lack of knowledge and skills should be addressed through in-service training programs for professional teachers and preservice education activities for student teachers.

Despite the obstacle faced by the teacher, she thought that gamification brings the students be more attentive and competitive in the learning progress. The reward and punishment in gamification led to more effort put by the students on completing the task. As stated by Chan and Lo (2022), "When students are involved in an effort-demanding activity like competitions, they need to improve their learning status to win and thus are guided to realize that winning is closely correlated to the level of effort they exert."

Students' Perspective on Gamification

The students' thought of gamification as a fun way of learning since they were put in a game environment while learning their course. This state brought students into a new excitement on the learning progress which brought joy that could increase their motivation. The chances given in gamification made the students thought that they could make at least one mistake before being considered fail. This condition led to an opportunity for the students to try to do the task or answer the question given and use their second chance to fix it if they got it wrong the first time. As stated by Asifayanti et. al. (2021), "In some gamified application there are also repetitive or drilling system, so the students are shown their mistakes and they can learn from the error answers they made.

Advantages and Disadvantages of Gamification

One of the advantages was the fun that gamification brings. This condition made the learning progress easier for the students. They will learn the course with less effort if they are in a stress and boredom-free condition. It also made the students paid more attention to the learning progress, which meant that their motivation in learning English was higher. The other advantage was the increase of the students' interaction during gamification. The game parts which bring up joy in learning caused

the students to interact more to find out the next scene or step of the game. It was supported by Barghani (2020), “gamification can prove beneficial in enhancing students’ engagement, increasing their motivation towards learning, promoting collaboration among peers, aiding with knowledge retention and establishing a positive personalized learning environment.”

Since it was done in a fun way, the lesson they learned while applying gamification get through their brains easier than usual. It was caused by their need to learn while doing the task given in the game. All of these advantages brought the students’ motivation in learning English higher than before.

In the disadvantage side, the teacher only mentioned that the application of gamification took a lot of time to do. It was true since there were lots of tasks that the students needed to get through the game. The teacher really needs to measure the time needed for the gamification to be applied, the chances that were given to the students made it harder to fit it into the limited learning time available. The teacher also needs to measure the students’ ability to join the gamification. As stated by Asifayanti et. al. (2021), the gamification applications were confusing for some students so they could not apply it well.

On the other side, the students thought that gamification was only good for smart students since they could finish the task faster than others. It made the rest of the class as ‘NPC (Non-Playable Character)’ in the game where their movement was hardly noticeable than the smart students. For some students, the rules and punishment in gamification made it lose its fun side. Those two elements made the students’ movement in playing the games limited. If they did too many mistakes, they would get punishment.

The game environment could make the students slipped away from their main purpose which was learning. In line with this Analytica (2016) stated that if the course is poorly designed students may discover a path to their game objective that does not require learning.

The next disadvantage came from the game environment itself. The punishment made the students with less ability in the English language feel that their movement is limited since they only have several chances to fail. The limitation could invoke anxiety to try since they thought that they were not able to do the task correctly. Other than the punishment, the requirement to join the gamification progress on online learning makes it difficult for some students to gain the advantages since they do not

have the tools that needed. This point was supported by Chan and Lo (2022) statement, “there is the limited access to different software and tools to support learning through games in classrooms.”

The Effect of Gamification on Students’ Learning Motivation

The main objective of this research was to find the effect of gamification on students’ motivation in learning English. The finding showed that the students’ motivation increased after the students experienced gamification. It was shown by the students’ expectation that the next lesson should be in form of gamification.

The game part of gamification made the students learned easier than usual, especially in English lessons, it was hard for some students to understand the meaning of the language while learning how to use it. Gamification brought the solution to that problem with its game, the game which almost every student said was fun. It can be seen from the answer of the interview about the students’ suggestion for the teacher, most of them said that there should be game in learning English, such as the answer from one of the students:

“Saran saya kalau bisa disetiap pembelajaran Bahasa Inggris ada permainan ataupun kuis (My advice, if it is possible to use game or quiz in every English learning progress, we should do it)”

Learning English while having fun brought some students even those who had problems understanding English to be more active and resulted in gaining more knowledge about English. Gamification kicked away the boring part of learning English, which made the students pay more attention to the lesson and resulted in a better understanding of the lesson.

This increase in motivation was in line with the previous research. The first was Kurniati et al. (2019) which has a similar result that the result of the user of StudyGo application feels motivated and rewarded enough. The reward in gamification gave the students a side goal in learning English, where they would get a good score yet a reward if they put their mind to the learning progress.

In similar view was Molumby (2016) who stated that the gamification was recommended to be adopted in the curriculum. This was in line with the researcher’s thought that gamification should be explored more by the teachers and put as a part of English learning curricula or books. The increase in motivation could be useful if it was used by the teacher for more than one time in an educational year.

CONCLUSSION AND SUGGESTION

From the data it can be concluded that the understanding of gamification from the students and the teacher were limited, they only understand gamification as using games but do not see the elements of the game as the requirements of gamification. The application of gamification by the teacher was also limited due to the target of the teacher and the time allotment. While the students saw gamification as a new and better way of learning English with more fun and chances to fix their mistakes.

Even though they had limited understanding and application of gamification, the students and the teacher successfully mentioned the advantages of gamification which was fun, makes learning easier and makes students more active, and the disadvantages, such as taking a lot of time, difficult tasks, etc. On the main point of this research, the data showed that the application of gamification increased the students' motivation to learn English.

For further researchers, it is really suggested to investigate and identify more detail about gamification and how to make it easier to be applied in the Indonesian education system. It also suggested for the next researcher to investigate the effect of gamification on the student's motivation and achievement.

For the teacher, it is suggested to learn more about variations of gamification and how to put the English learning material on it. Using gamification side by side with the conventional method will probably make the students put more attention to English learning subjects.

Even though it is fun learning while playing games, it is suggested that the students put their attention in the learning materials included in the game, also considered the conventional method learning as important as gamification.

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