GAMIFIED FLIPPED CLASSROOM: SOLUSI UNTUK MENDUKUNG KETERLIBATAN EMOSIONAL SISWA

SKRIPSI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Sarjana pada program studi Pendidikan Sistem dan Teknologi Informasi

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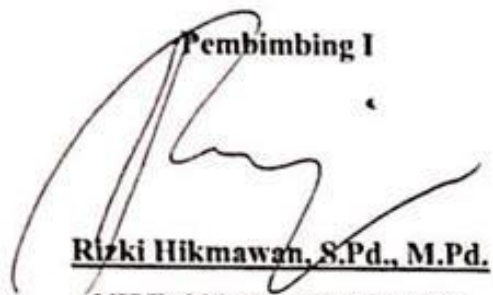
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ABSTRAK

Pendidikan saat ini harus mampu membangun kemauan dan mengembangkan kreativitas peserta didik dalam proses pembelajaran. Salah satu upaya untuk mencapainya adalah meningkatkan keterlibatan siswa ketika pembelajaran berlangsung. Namun, selama masa transisi dari pembelajaran jarak jauh ke pembelajaran tatap muka keterlibatan siswa cenderung menurun khususnya di Kabupaten Purwakarta. Maka dari itu, diperlukan upaya guru untuk memfasilitasi siswa agar terlibat khususnya secara emosional. *Gamified flipped classroom* menjadi solusi praktis untuk memfasilitasi keterlibatan siswa secara emosional karena sifatnya yang menyenangkan. Tujuan penelitian ini adalah untuk mengetahui perbedaan keterlibatan emosional ketika menggunakan *gamified flipped classroom* dan untuk mengetahui apakah *gamified flipped classroom* akan memberikan dampak keterlibatan emosional lebih baik dibandingkan dengan *flipped classroom* saja. Metode penelitian yang digunakan adalah kuasi eksperimen dengan desain *post-test only control group design*. Sampel pada penelitian ini yaitu kelas X pada program keahlian Rekayasa Perangkat Lunak di salah satu sekolah menengah kejuruan di Purwakarta yang berjumlah 43 orang. Instrumen yang digunakan berupa non tes. Berdasarkan hasil penelitian terdapat perbedaan keterlibatan emosional yang signifikan antara kelas kontrol dan kelas eksperimen dengan nilai signifikansi sebesar 0,003, artinya kelas eksperimen yang diberi perlakuan *gamified flipped classroom* memiliki tingkat keterlibatan emosional yang lebih baik dibandingkan kelas kontrol yang hanya diberi perlakuan berupa *flipped classroom* saja. Sehingga dapat dikatakan bahwa *gamified flipped classroom* adalah metode yang baik untuk meningkatkan keterlibatan emosional siswa.

Kata Kunci : Keterlibatan Emosional, Gamifikasi, *Flipped Classroom*

GAMIFIED FLIPPED CLASSROOM: A SOLUTION TO SUPPORT STUDENT'S EMOTIONAL ENGAGEMENT

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ABSTRACT

Current education must be able to build the will and develop the creativity of students in the learning process. Increasing students' engagement when learning takes place is one of the efforts to achieve such goal . However, during the transition from distance learning to face-to-face learning, student engagement tends to decrease, especially in Purwakarta Regency. Therefore, to make students to be engaged especially emotionally, such teacher's effort are needed. A practical solution to facilitate students' emotional engagement is Gamified flipped classroom due to its fun nature. The purpose of this study was to determine the difference in emotional interactions using the gamified flipped classroom and to determine whether the gamified flipped classroom would have a better impact on emotional interactions than the flipped classroom alone. This paper used quasi-experimental design with a post-test only group design as its research method. The sample in this study was class X in the Software Engineering expertise program at a vocational high school in Purwakarta, amounting to 43 people. The instrument used in the form of non-test. Based on the result, there were significant differences between the control class and the experimental class with a significance value of 0.003. Meaning that the experimental class which was treated with the gamified flipped classroom had better level of emotional engagement than the control class which was only treated in the form of a flipped classroom.. It can be said that the gamified flipped classroom is a good method to increase students' emotional engagement.

Keywords : Emotional Engagement, Gamification, Flipped Classroom

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