

**PENGARUH GAMIFIKASI PADA MODEL *FLIPPED CLASSROOM* DAN
COOPERATIVE LEARNING TERHADAP TINGKAT *COGNITIVE*
ENGAGEMENT SISWA**

SKRIPSI

Diajukan untuk Memenuhi Sebagian Syarat untuk Memperoleh Gelar Sarjana
Pendidikan pada Program Studi S1 Pendidikan Sistem dan Teknologi Informasi



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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat
memperoleh gelar Sarjana Pendidikan pada Program Studi
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ABSTRAK

Keterlibatan kognitif mempengaruhi keterlibatan fisik dan emosi. Keterlibatan kognitif adalah kesiapan siswa dalam menuntaskan tugas belajarnya dan terlibat secara aktif di kelas. Berbagai permasalahan yang muncul selama proses kegiatan belajar mengajar disebabkan oleh kurangnya keterlibatan siswa. *Flipped Classroom Cooperative Learning* (FCCL) dapat meningkatkan minat belajar siswa, memaksimalkan interaksi siswa dan guru di kelas, dan mengasah kompetensi keterampilan abad-21. Studi kasus penelitian ini saat pelaksanaan program Penguatan Profesional Kependidikan (P3K) ditemukannya minat dan keterlibatan siswa yang sangat rendah sehingga berdampak pada hasil belajar yang kurang baik. Tujuan dari penelitian ini adalah untuk mengetahui rancangan pembelajaran gamifikasi dengan *flipped classroom* dan *cooperative learning* dan mengetahui efektivitasnya terhadap *cognitive engagement*. Metode pendekatan kuantitatif digunakan untuk mengetahui uji normalitas, uji homogenitas, uji hipotesis, serta uji *n-gain score* bila diperoleh hasil yang signifikan antara metode pembelajaran gamifikasi dengan FCCL dan metode FCCL. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara implementasi metode gamifikasi dengan FCCL dan FCCL dilihat dari hasil *posttest* dengan signifikansi 0,000, yang berarti kurang dari 0,05. Berdasarkan hasil uji *n-gain score* diperoleh bahwa nilai rerata dari KE adalah 36,1982 atau 36,2%, sementara KK adalah -5,9779 atau -6% yang berarti keduanya termasuk kategori tidak efektif. Namun, berdasarkan hasil tersebut KE dengan metode FCCL dengan gamifikasi masih lebih baik dibanding KK dengan metode FCCL saja. Walaupun begitu, metode keduanya dapat meningkatkan interaksi antara guru dan siswa serta meningkatkan kolaborasi antar tim dan teman sekelas melalui penugasan kelompok yang diberikan di kelas. Berbagai faktor mampu mempengaruhi efektivitas metode pembelajaran tersebut. Salah satu yang perlu dipastikan sebelum menerapkan suatu *treatment* adalah dengan mengetahui lingkungan belajar yang sudah terbentuk di sekolah agar mampu mengadaptasikan metode pembelajaran dengan tepat.

Kata Kunci: *Flipped Classroom* (FC), *Cooperative Learning* (CL), *Gamification*, *Treatment*

ABSTRACT

Cognitive engagement affects physical and emotional engagement. Cognitive engagement is the readiness of students to complete their learning tasks and be actively involved in class. Various problems that arise during the process of teaching and learning activities are caused by a lack of student involvement. Flipped Classroom Cooperative Learning (FCCL) can increase student interest in learning, maximize student and teacher interaction in class, and hone 21st century skill competencies. This research case study during the implementation of the Educational Professional Strengthening (P3K) program found very low student interest and involvement which resulted in poor learning outcomes. The purpose of this study is to determine the design of gamification learning with flipped classroom and cooperative learning and determine its effectiveness on cognitive engagement. The quantitative approach method is used to determine the normality test, homogeneity test, hypothesis test, and n-gain score test if significant results are obtained between the gamification learning method with FCCL and the FCCL method. The results showed that there was a significant difference between the implementation of the gamification method with FCCL and FCCL seen from the posttest results with a significance of 0.000, which means less than 0.05. Based on the results of the n-gain score test, it was found that the mean value of KE was 36.1982 or 36.2%, while KK was -5.9779 or -6%, which means that both are in the ineffective category. However, based on these results, CE with the FCCL method with gamification is still better than FC with the FCCL method alone. Even so, both methods can increase interaction between teachers and students and increase collaboration between teams and classmates through group assignments given in class. Various factors can influence the effectiveness of the learning method. One thing that needs to be ensured before applying a treatment is knowing the learning environment that has been formed in schools so that they are able to adapt learning methods appropriately.

Keywords: *Flipped Classroom (FC), Cooperative Learning (CL), Gamification, Treatment*

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