

Gamification in English Club Activities of Rumah Pintar Dolphin, Komando Armada 2 Surabaya: Challenges and Obstacles

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Abstract

In the world of education it can also be termed that gamification is the process of changing existing activities or learning activities and making content like a game. The basic idea behind gamification is to increase the motivation of an activity (Chandross and DeCourcy, 2018). This approach is considered to be able to increase students' motivation to learn English at the Dolphin English Club.

Keywords: Gamification, English, Dolphin English Club

Abstrak

Dalam dunia pendidikan juga dapat diistilahkan bahwa gamifikasi merupakan proses mengubah aktivitas yang ada atau mempelajari aktivitas dan menjadikan konten selayaknya permainan. Ide dasar dibalik gamifikasi adalah untuk meningkatkan motivasi dari sebuah aktifitas (Chandross dan DeCourcy, 2018). Pendekatan ini dinilai akan mampu meningkatkan motivasi siswa untuk belajar Bahasa Inggris di Dolphin English Club.

Kata Kunci: Gamifikasi, Bahasa Inggris, Dolphin English Club

BACKGROUND

The world of education in Indonesia, which has been affected by the Covid-19 pandemic, has caused children aged from paud to teenagers to be exposed to and addicted to the use of gadgets in their daily activities. This is what parents and school students also feel in the vicinity of the Dolphin Smart House. During after-school hours, especially in the afternoon, students only play with their gadgets while waiting for time for other activities. In addition, the lack of interaction and time spent with parents, most of whom served in the military, contributed to the children living around the Dolphin Smart House not having many positive free time activities.

For this reason, Rumah Pintar Dolphin initiated the Dolphin English Club (DEC) program which aims to provide English skills with learning methods that are different from what students get at schools in general, where English is categorized as a subject that is difficult to master. The Dolphin English Club does not only open its doors to children from the Koarmada 2 environment but also to the general public who are interested and willing to come to the location.

From the results of surveys and observations, even though they are handled by teaching and management staff who come from professionals

in their fields, there are several problems that arise in the DEC program, including:

1. The motivation of DEC students to learn English is reduced, there is a decrease in the percentage of student attendance over the past 1 month.
2. The teaching materials used are still focused on the context of learning grammar (grammar) with textbooks only, so that ongoing activities only aim to improve two language skills, namely reading and writing only.

Through the PIKAT scheme Community Service program, it is hoped that learning services for Dolphin English Club students can be handled better. In this PIKAT program it fulfills the Key Performance Indicators (IKU) in point 2, namely students get experience outside the campus and point 3, namely lecturers doing activities outside the campus.

Gamification is a method of applying elements and principles commonly found in games to a non-game context to improve engagement, motivation, and engagement. It involves using game-like elements, such as points, badges, leaderboards, challenges, rewards, and levels, and incorporating them into activities that are not considered games. play traditionally. The goal of gamification is to

exploit the psychological and motivational aspects that make games so engaging and to use these principles to achieve specific goals in different areas.

In an educational context, gamification is the integration of these game elements into the learning process to create a more engaging and interactive environment. By adding elements of competition, achievement, and progress, educators aim to increase student motivation and engagement, which ultimately leads to better learning outcomes. Gamification can be applied in traditional classrooms, online courses, training programs, corporate environments, healthcare simulations, and more.

It is important to note that gamification does not necessarily imply the creation of full-fledged games. Instead, it's about borrowing certain mechanics and design principles from the game to improve the user experience and achieve specific goals in non-game situations. and motivate participants.

METHOD

In the first problem, the reduced motivation of DEC students over the last month, the Gamification method will be applied, which is an approach that uses game components to solve non-game problems. Gamification is a product, way of thinking, process, experience, method of design, and system, which is involved at the same time, which uses game elements to solve non-game problems (Marisa, 2020).

In the world of education it can also be termed that gamification is the process of changing existing activities or learning activities and making content like a game. The basic idea behind gamification is to increase the motivation of an activity (Chandross and DeCourcy, 2018). This approach is considered to be able to increase students' motivation to learn English at the Dolphin English Club.

In the second problem, there is a lack of teaching materials that do not only focus on learning grammar or grammar, a teaching material that is in line with the Gamification method will be developed, where the teaching materials are in the form of modules containing activities that DEC students and tutors can do to

improve the four skills. language, namely reading, writing, listening and speaking.

The implementation method that will be carried out with PIKAT program partners is to apply the Gamification method in various activities in the Dolphin English Club program which can be described systematically as follows:

1. Arranging forms of activities that are directed towards games in learning that can be carried out between tutors and DEC students. These activities include: Treasure Hunt, Welcome Songs, Two Lies One Truth and various kinds of Ice Breakers. In the activities that will be carried out, partners provide building facilities, classrooms, learning tools, wifi connections, electricity networks, air conditioning and water needed during the activities. While students are in charge of preparing tools and materials that will be used for activities.
2. Organizing Focused Group Discussions (FGD) for DEC tutors to inform the activities that have been prepared. Tutors who in this case are also partners are welcome to ask questions and consult with the teaching team. Students are tasked with preparing tools and helping the lecturer team prepare FGD materials.
3. Evaluate the application of the Gamification method in activities that have been carried out by tutors and students, as well as collect feedback from students and parents of students. The role of students is to help prepare evaluation tools and collect feedback from tutors and students.
4. Compile the feedback data that has been obtained to be used as material for analysis for the continuation of the PIKAT program at the Dolphin English Club together with the ranks of the Dolphin Koarmada 2 Surabaya Smart House. Student assignments help compile data feedback.
5. Compile and produce mandatory outputs as well as additional PIKAT programs.

RESULTS AND DISCUSSION

Gamification in education is the practice of incorporating elements of game design and mechanics into educational activities to improve

engagement, motivation, and learning outcomes. The history of gamification in education can be traced back to several key developments:

1. First attempt (before 2000s):

Even before the term "gamification" was born, educators were using elements of games to make learning more engaging. Board games, quizzes, and classroom competitions are examples of early attempts to incorporate game-like elements into education.

2. Digital learning games (2000s):

With the advent of digital, the use of educational games has become commonplace. Many educational software and websites have emerged with the aim of making learning fun through interactive and playful activities. These programs often focus on subjects such as math, language arts, and science.

3. Serious game (2000s):

The concept of "serious game" took its place during this period. Serious games are designed not only for entertainment but also for educational, training or informational purposes. These games are commonly used in corporate training, healthcare simulations, and military training, but they also have applications in educational settings.

4. Badge system (2010s):

In the early 2010s, the concept of badges as a form of recognition and motivation gained traction. Inspired by the achievements of video games, educators have begun to implement badge systems in classrooms and online courses. Students can earn digital badges for completing certain tasks, demonstrating skills, or achieving specific milestones.

5. Rise of gamification (2010s):

The term "gamification" gained popularity around this time, as a broader concept that goes beyond just using games to learn. Gamification involves integrating game elements such as points, levels, leaderboards, challenges, and rewards into non-game settings, including education. This approach aims to exploit the psychological aspects of participation to improve student motivation and engagement.

6. Digital Platform and Learning Management System (2010s):

As learning management systems (LMS) and online education platforms become more and more popular, many of them are starting to incorporate game elements to engage learners. Elements such as progress bars, completion tracking, and interactive quizzes with instant feedback have been incorporated to make the learning experience more dynamic.

7. Personalized learning and adaptive systems (2010s):

Gamification principles have also been incorporated into adaptive learning systems. These systems use data and algorithms to tailor educational content to the needs of each individual student. Game elements, such as adjusting task difficulty based on performance or offering personalized challenges, are used to keep students motivated and engaged.

8. VR and AR apps (2010s):

With the advancement of Virtual Reality (VR) and Augmented Reality (AR) technology, educators have begun to explore immersive learning experiences. Gamification is often used in these environments to create engaging simulations and interactive scenarios that allow students to apply theoretical knowledge to real-world environments. The history of gamification in education shows a steady evolution from early efforts to integrate games into learning to more sophisticated applications that leverage game mechanics to improve engagement, motivation and academic achievement. As technology advances, gamification will likely continue to play an important role in shaping the future of education.

Implementing gamification in the classroom can bring many benefits, but it also comes with its own set of challenges. Here are some of the key challenges educators may face when integrating gamification into the classroom:

1. Lack of clear goals:

Gamification must be consistent with educational goals and objectives. If elements of the game are not carefully designed to support learning outcomes, it can lead to student confusion and disconnection between the game and the educational content.

2. Overemphasis on rewards:

While rewards such as badges and points can be motivating, overemphasizing extrinsic rewards can reduce intrinsic motivation to learn. Students may become more interested in earning rewards than actually engaging in educational content.

3. Balance of competition and cooperation:

Gamification often includes elements of competition, but too much competition can create an unhealthy classroom environment. Striking a balance between healthy competition and cooperation is key to ensuring students work together and support each other in their learning.

4. Keep commitment over time:

Students may be excited about fun activities at first, but the challenge is to maintain that participation throughout the course or school year. Repetitive or poorly designed game mechanics can cause interest to fade over time.

5. Technical challenges:

Integrating technology for gamification can present technical challenges, especially if there is a problem with the platform or engine being used. Technical issues or difficulty accessing game content can frustrate students and hinder their learning experience.

6. Comprehensive Design:

It is important to ensure that the elements of play are accessible to all students, including those with disabilities or different learning needs. Some game mechanics may inadvertently exclude some students, requiring careful attention to the all-round design.

7. Limited time:

Designing and implementing effective play activities can be time consuming for educators. Balancing creating engaging game elements with curriculum and instructional needs can be challenging.

8. Monitoring and Evaluation:

Evaluating the effectiveness of gamification and tracking each student's progress can be difficult. Educators need to find ways to measure the impact of gamification on learning outcomes and adjust their strategies accordingly.

9. Resistance to change:

Some students or even educators may be reluctant to introduce playful elements as it presents a difference from traditional teaching methods. Addressing this resistance and helping stakeholders understand the benefits of gamification can be an obstacle.

CONCLUSION

The activities carried out during the 12 meetings focused on the process of learning English skills starting from listening, speaking, reading and writing skills, which were slightly different from what students received when they were in their respective schools. Forms of activity usually start with a warmer or ice breaker, including Raceboard games, Guessing Games, Snake and Ladder and so on. The activity then continued with the Pre-Teach, namely the activity of introducing the material topics to be discussed at the meeting, after which it was then entered into the core material delivered through the gamification method.

In general, students can get activities that can fill their free time and keep them away from devices, especially smartphones. In addition, additional English learning can enrich their knowledge and experience, which is not obtained in schools in general. Through a series of gamification methods, students are invited to play and learn at the same time. This method is able to motivate students to always be present at every learning opportunity.

SUGGESTION

It is hoped and suggested that this training program will continue and be further developed, in fact this activity is the start of a series of Dolphin English Club programs that focus on English language skills training at Koarmada 2 Surabaya. In addition, it is also targeted that in the following year a similar program can also be held with a wider and more varied range of participants and areas of community service. Equally important, it is also necessary to pay attention to the regular scheduling of the training program, so that all participants and the community service team can participate in this activity.

THANK-YOU NOTE

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