

ABSTRAK

PENGARUH PENDEKATAN *GAMIFICATION* BERBASIS *EDUCAPLAY* TERHADAP HASIL BELAJAR IPAS PESERTA DIDIK KELAS V SEKOLAH DASAR

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Masalah penelitian ini adalah rendahnya hasil belajar IPAS peserta didik kelas V SD Negeri 2 Reno Basuki. Penelitian bertujuan untuk mengetahui pengaruh pendekatan *gamification* berbasis *educaplay* pada pembelajaran IPAS terhadap hasil belajar peserta didik, pengaruh pendekatan *gamification* berbasis *quizizz* pada pembelajaran IPAS terhadap hasil belajar peserta didik, perbedaan peningkatan hasil belajar IPAS pada kelas eksperimen dengan kelas kontrol pada peserta didik. Metode penelitian menggunakan *quasi experimental design* dengan *nonequivalent control group design*. Populasi penelitian yaitu seluruh peserta didik kelas V dengan jumlah 47 peserta didik. Sampel penelitian ditentukan dengan teknik *cluster random sampling*. Teknik pengumpulan data menggunakan tes dan nontes. Pengujian hipotesis menggunakan uji *paired sample t-test* dan *independent samples t-test*. Hasil penelitian yaitu terdapat pengaruh pada penerapan pendekatan *gamification* berbasis *educaplay* terhadap hasil belajar IPAS dengan nilai signifikansi $p = 0,000$ atau $0,000 < 0,05$, terdapat pengaruh pada penerapan pendekatan *gamification* berbasis *quizizz* terhadap hasil belajar IPAS dengan nilai signifikansi $p = 0,000$ atau $0,000 < 0,05$, dan terdapat perbedaan peningkatan hasil belajar IPAS pada kelas eksperimen yang menggunakan pendekatan *gamification* berbasis *educaplay* dengan kelas kontrol yang menggunakan pendekatan *gamification* berbasis *quizizz* pada peserta didik kelas V sekolah dasar dengan nilai signifikansi $p = 0,028$ atau $0,028 < 0,05$.

Kata kunci: *educaplay*, hasil belajar, IPAS, pendekatan *gamification*, *quizizz*

ABSTRACT

THE EFFECT OF THE EDUCAPLAY-BASED GAMIFICATION APPROACH ON STUDENTS' SCIENCE LEARNING OUTCOMES IN GRADE V ELEMENTARY SCHOOL

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The problem of this research was the low learning outcomes in IPAS of fifth-grade students at SD Negeri 2 Reno Basuki. The research aimed to determine the effect of the gamification approach based on educaplay in IPAS learning on students' learning outcomes, the effect of the gamification approach based on quizizz in IPAS learning on students' learning outcomes, and the difference in the improvement of IPAS learning outcomes between the experimental class and the control class. The research method used a quasi-experimental design with a nonequivalent control group design. The population of the research consisted of all fifth-grade students with a total of 47 students. The sample was determined using the cluster random sampling technique. The data collection techniques used tests and non-tests. Hypothesis testing used the paired sample t-test and independent samples t-test. The results showed that there was an effect of the implementation of the gamification approach based on educaplay on IPAS learning outcomes with a significance value of $p = 0.000$ or $0.000 < 0.05$, there was an effect of the implementation of the gamification approach based on quizizz on IPAS learning outcomes with a significance value of $p = 0.000$ or $0.000 < 0.05$, and there was a difference in the improvement of IPAS learning outcomes between the experimental class using the gamification approach based on educaplay and the control class using the gamification approach based on quizizz for fifth-grade elementary school students with a significance value of $p = 0.028$ or $0.028 < 0.05$.

Keywords: educaplay, gamification approach, learning outcomes, quizizz, science