

ABSTRAK

PENERAPAN MEDIA PEMBELAJARAN *IDEOLOGY QUEST* BERBASIS *GAMIFICATION* TERHADAP *PARTISIPASI BELAJAR* SISWA PADA MATA PELAJARAN PENDIDIKAN PANCASILA DI SMPN 2 BANJAR AGUNG

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Penelitian ini bertujuan untuk mengetahui penerapan media pembelajaran berbasis *Gamification* terhadap Partisipasi belajar di SMP Negeri 2 Banjar Agung. Metode penelitian menggunakan pendekatan kuantitatif dengan jenis *quasi-experiment*. Subjek penelitian ini adalah peserta didik kelas VIII di SMP Negeri 2 Banjar Agung dengan teknik pengumpulan data melalui observasi, angket dan wawancara . Teknik analisis data yang digunakan meliputi analisis statistik deskriptif, uji prasyarat analisis, uji hipotesis, Uji *Independent Sample t-test* serta uji *N-Gain Score*

Berdasarkan hasil penelitian, penerapan media pembelajaran *Ideology Quest* berbasis *Gamification* lebih efektif dibandingkan dengan media pembelajaran *non-gamified*. Hal ini diperkuat dengan hasil besaran *N-Gain Score* kelas eksperimen sebesar 74,97 dengan kategori baik, sedangkan kelas kontrol sebesar 43,88 dengan kategori cukup baik.

Maka dapat disimpulkan bahwa penerapan Media Pembelajaran *Ideology Quest* Berbasis *Gamification* terhadap Partisipasi Belajar peserta didik kelas VIII di SMP Negeri 2 Banjar Agung lebih efektif dibandingkan dengan kelas kontrol yang tidak menggunakan media pembelajaran berbasis *Gamification*.

Kata Kunci: Gamifikasi, Media Pembelajaran, Partisipasi Belajar, Pendidikan Pancasila.

ABSTRACT

THE IMPLEMENTATION OF GAMIFICATION-BASED IDEOLOGY QUEST LEARNING MEDIA TOWARDS STUDENTS' ACTIVE PARTICIPATION IN THE PANCASILA EDUCATION SUBJECT AT SMPN 2 BANJAR AGUNG

By

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This study aims to determine the effectiveness of gamification-based learning media on learning participation at SMP Negeri 2 Banjar Agung. The research method used a quantitative approach with a quasi-experimental design. The subjects were eighth-grade students at SMP Negeri 2 Banjar Agung. Data collection techniques included observation, questionnaires, and interviews. Data analysis techniques included descriptive statistical analysis, prerequisite analysis, hypothesis testing, independent sample t-tests, and the N-Gain Score test. The results showed that the implementation of gamification-based Ideology Quest learning media was more effective than non-gamified learning media. This is supported by the N-Gain Score of 74.97 for the experimental class, categorized as good, while the control class scored 43.88, categorized as fair. Therefore, it can be concluded that the implementation of gamification-based Ideology Quest learning media on learning participation among eighth-grade students at SMP Negeri 2 Banjar Agung is more effective than the control class that did not use gamification-based learning media.

Keywords: Gamification, Learning Media, Learning Participation, Pancasila Education.