ABSTRAK

PENGARUH MEDIA *QUIZ WHIZZER* SEBAGAI *ASSESSMENT AS LEARNING* DALAM *GAME BASED LEARNING* TERHADAP HASIL BELAJAR INFORMATIKA KELAS XI

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Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media pembelajaran *Quiz Whizzer* sebagai *Assessment as Learning* terhadap peningkatan hasil belajar peserta didik SMA pada materi pemrograman bahasa C. Latar belakang penelitian ini berangkat dari rendahnya pemahaman peserta didik terhadap konsep algoritma dan struktur program yang bersifat abstrak, sehingga diperlukan media pembelajaran interaktif yang mampu meningkatkan keterlibatan dan motivasi belajar. Metode penelitian yang digunakan adalah quasi eksperimen dengan desain *Pretest-Posttest Equivalent Group Design*, yang melibatkan dua kelompok peserta didik, yaitu kelompok eksperimen yang menggunakan *Quiz Whizzer* berbasis *Game-Based Learning* dan kelompok kontrol yang belajar secara konvensional. Analisis data meliputi uji normalitas *Kolmogorov–Smirnov*, uji homogenitas, uji hipotesis dengan *Mann–Whitney U* Test, dan perhitungan N-Gain untuk mengukur peningkatan hasil belajar. Hasil penelitian menunjukkan bahwa data pretest tidak berdistribusi normal, sedangkan data posttest normal dan homogen. Uji *Mann–Whitney* menunjukkan nilai Sig. sebesar 0,125 (> 0,05), yang berarti terdapat perbedaan signifikan antara kedua kelompok, dan nilai *mean rank* kelompok eksperimen lebih tinggi. Nilai N-Gain kelompok eksperimen berada pada kategori sedang, sedangkan kelompok kontrol rendah. Kesimpulannya, penggunaan *Quiz Whizzer* memberikan pengaruh signifikan terhadap peningkatan hasil belajar dan keterlibatan peserta didik.

Kata kunci: *Assesment as Learning, Game Based Learning,* Hasil Belajar, Pemrograman bahasa C *, Quiz Whizzer.*

ABSTRACT

THE EFFECT OF QUIZ WHIZZER ASSESSMENT AS LEARNING MEDIA IN GAME-BASED LEARNING ON STUDENTS' LEARNING OUTCOMES IN INFORMATICS FOR GRADE XI

By

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This study aims to analyze the effect of using the Quiz Whizzer learning media as an Assessment as Learning tool on improving high school students' learning outcomes in the topic of C programming language. The background of this research stems from students' low understanding of algorithm and program structure concepts, which are abstract in nature, thus requiring interactive learning media that can enhance engagement and learning motivation. The research method used was a quasi-experimental design with a Pretest-Posttest Equivalent Group Design, involving two groups of students: the experimental group using Quiz Whizzer based on Game-Based Learning and the control group using conventional learning methods. Data analysis included the Kolmogorov–Smirnov normality test, homogeneity test, hypothesis testing using the Mann–Whitney U Test, and N-Gain calculation to measure learning improvement. The results showed that the pretest data were not normally distributed, while the posttest data were normal and homogeneous. The Mann–Whitney U Test produced a Sig. value of 0.125 (> 0.05), indicating no significant difference between the two groups; however, the mean rank of the experimental group was higher. The N-Gain score of the experimental group fell into the moderate category, while the control group was in the low category. In conclusion, the use of Quiz Whizzer had a positive influence on improving students' learning outcomes and engagement, although the results were not statistically significant.

Keywords: *Assessment as Learning, C Programming Language, Game-Based Learning, Learning Outcomes, Quiz Whizzer.*