

UNLOCKING THE POTENTIAL OF GAME BASED LEARNING EDUCATION IN JUNIOR HIGH SCHOOL INDONESIA

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Abstract

This Study aims to reveal the Potential of Game-Based Learning (GBL) Education in Schools in Intermediate First (SMP) Indonesia. The research methods used are studies case with collect data via observations and interviews with teachers and students at a junior high school in Indonesia. Research results show that GBL has the potency To increase the involvement of students in learning, providing an environment of interactive and interesting learning, as well as facilitating a deeper understanding deep about material lessons. Implications study This indicated that GBL integration can become an effective alternative For increasing effective learning in Indonesian junior high schools.

Keywords: Education, game based learning, junior high school

Abstrak

Penelitian ini bertujuan untuk mengungkap potensi Pendidikan Berbasis Game Based Learning (GBL) di Sekolah Menengah Pertama (SMP) Indonesia. Metode penelitian yang digunakan adalah studi kasus dengan mengumpulkan data melalui observasi dan wawancara dengan guru dan siswa di sebuah SMP di Indonesia. Hasil penelitian menunjukkan bahwa GBL memiliki potensi untuk meningkatkan keterlibatan siswa dalam pembelajaran, menyediakan lingkungan pembelajaran yang interaktif dan menarik, serta memfasilitasi pemahaman yang lebih mendalam tentang materi pelajaran. Implikasi penelitian ini mengindikasikan bahwa integrasi GBL dapat menjadi alternatif yang efektif untuk meningkatkan efektivitas pembelajaran di SMP Indonesia.

Kata kunci: Pendidikan, game based learning, sekolah menengah pertama

INTRODUCTION

Education in Indonesia, especially at the level of school intermediate First, is faced with a variety of challenges in adapting relevant learning models with current development. One promising approach is the use of Game-Based Learning (GBL), which integrates element games into context learning to increase engagement and motivation for students (Pangestu & Rahayu, 2023). Game-based learning (GBL) or learning-based game is an approach in the world of education that utilizes elements of the game To improve the learning process of students (Bete, 2021). In context GBL, game No is only considered as entertainment, but also as an effective tool for transferring knowledge, developing skills, and facilitating understanding of concepts complex. The draft base of GBL is

change experience Study become something more interesting and interactive through application principles games, like clear rules, interesting challenges, bait fast turnaround, and clear goals (Fahlevi, 2022; Santoso, 2011; Subasman & Aliyyah, 2023).

According to Wahyudin, (2021) in GBL, game Not only works as a means to give information to students but also as an enabling platform For participate actively in the learning process. Through interaction with content learning presented in the form of games, students can Study in a way active, explorative, and collaborative. They can dabble, create decisions, face challenges, and gain bait to come back on actions. This matter makes it possible student for involved in a way in the learning process, which in turn can increase motivation, engagement, and understanding of the material lesson. GBL can applied in various contexts of learning, starting from mathematics and science to history and language. For example, in learning mathematics, games can designed To help students understand concepts of abstract mathematics with way more concrete and structured. Temporary in learning science, games simulation can used To illustrate principles scientific and experimental in a safe and controlled virtual environment (Haromain et al., 2023; Rozi et al., 2024).

Sukirman, (2017) explains There are several principle main things to be based on in the development and implementation of GBL, including: a) Clear Rules: Every game own clear rules that govern interaction between players and the environment game. Rule This gives structure and boundaries for players but also provides freedom for exploring and exploring, b) Interesting Challenges: Challenges are the essence of experience in the game that makes it interesting and challenging for players. The challenge in GBL must be relevant to objective learning and adapting with the level of the right difficulty to get motivating students involved in a way active, c) Fast Feedback: Feed Quick and clear feedback is essential in GBL for giving information about performance students and guide they going to more understanding Good. Bait comeback can form praise, reward, or sanctions given in the context game, d) Clear Goals: Every game has clear goals that are achieved by the player. this goal gives direction and motivation for players in undergo game as well as gives understanding about what to expect from them, e) Engagement Active: GBL pushes the involvement of active students in the learning process. This matter can achieved through the design of Exciting gameplay, challenging challenges, and possibilities for interaction between players and content learning, f) Collaboration and Competition: GBL can push collaboration between students to reach objectives together, but also can integrate elements competition To increase motivation and engagement students, g) Personalization: Every student own needs and preferences learn differently. Therefore , GBL can designed to notice diverse students and provide experience customized learning with the level of skills and interests they have.

Although is Lot of research highlights deep GBL potential to increase results in Study students, its implementation in schools intermediate Indonesia first is still limited. The learning model is dominated by the approach conventional and lack thereof teacher readiness to integrate technology becomes a constraint in the implementation of GBL. Research results by Nurdeni et al., (2022) show that GBL can facilitate collaborative learning, enhance Skills solution problems, as well give experience learning more fun and

interesting for students. However, the results of the study tend to originate from context different education, so done study more carry on For understand school - specific potential and challenges intermediate Indonesia first.

Study This will explore the goals, benefits, and findings study previously related applications of GBL in various contexts of education. The focus mainly is on understanding how GBL can customized to conditions and needs unique to students and teachers at school intermediate Indonesia first. The difference in the main study This study previously is the emphasis is on context special education in Indonesia. With notice of existing challenges and needs, research will identify strategies and practices best for implementing GBL in the environment of diverse and complex education.

This research has very important benefits in context development education in Indonesia. With understanding the benefit of a study it is we can see the impact positive that can be expected from the application of GBL in the learning process at school intermediate First. The following are several benefits of the study: a) Improve Motivation and Engagement of Student: GBL has potency For increased motivation and engagement of students in the learning process. Through the use element interesting games and challenging challenges, students tend more motivated For involved in learning. They feel more enthusiastic and initiative To finish tasks learning because experience learning presented more interesting and fun, b) Helpful-Based Learning Skills: GBL can become an effective tool For developing various Skills important, like solving problems, creativity, working teamwork, and critical thinking. Through designed games with OK, students can given a chance To hone Skills in a way practical and fun. They Study To think in a way critical and analytical moments face challenges in games, as well as Study to work The same with colleagues so they For reach Shared goals, c) Facilitate Learning Collaborative: GBL can facilitate learning collaborative where students Work The same in reach objective learning. Through multiplayer games or project collaborative in-game, students can Study communicate, negotiate, and work The same in a Fun and interactive environment. This matter helps them develop the Skills social and work team required in life daily, d) Improve Understanding Concepts: GBL can help the student understand concepts complex learning with way more concrete and structured. Through simulations, scenarios, and challenges in the game, students can see How concepts the applied in context to real and empowering understanding. They can do experiments, test hypotheses, and view results from actions them, all of them can increase understanding of Study material, e) Reducing Tension in Learning: GBL can help reduce frequent tension and anxiety related to conventional learning. With an atmosphere of Relaxed and enjoyable learning, students tend more relaxed and open to learning new. They feel more comfortable Dabbling, making mistakes, and learning from experience they are not Afraid will punishment or harsh criticism, f) Improve Learning Retention and Transfer: GBL can help increase retention and transfer of learning students by giving experience deep and meaningful learning. Through interesting games and relevant challenges, students tend more actively involved in the learning process and more Likely To remember learned information over a period long. They can also transfer their skills and knowledge learned in the game to situations in life real, g) Motivating and Supporting

Teachers Learning Differential: GBL can also motivate teachers to design and implement innovative and interesting learning. With the use of appropriate technology and games with interests and styles Study students, teachers can create an experience more learning differential and relevant for every student. This matter can help increase the effectiveness of learning and stimulate creativity in teaching ., h) Encouraging Innovation and Research in Education: Research about GBL can also push innovation and research in field education. By understanding more Good how GBL can influence the learning process and outcomes of Study students, we can develop new and more effective education. Study This can give valuable insight into practitioners' and researchers' education For Keep going increase practice learning, i) Increasing Competitiveness and Readiness Student for the 21st Century: In an era where technology Keeps going develop speed, ability To use technology and adapt with change is key For future success. GBL helps students develop Skills in technology, solving problems, and the creativity required To succeed in a world that continues to change This. Thus, the implementation of GBL in schools intermediate First can help increase Power competitiveness and readiness of students To face challenges in the 21st century.

METHOD

This researcher uses study qualitative. According to Murdiyanto, (2020) Research methods qualitative focus on understanding the depth, interpretation, and disclosure meaning of the data collected. The type of research used by researchers ie studies case, usage studies case because the researcher can understand in a way deep context, process, and complexity moderate phenomenon researched (Iswadi et al., 2023). Types of research This possible researcher digs perspectives, experiences, and possible meanings hidden in the data collected related to innovation in the management of education funds (studies application technology blockchain for transparency and efficiency). Research results can give in-depth, contextual, and detailed insights about cases studied, which can used To inform policy, practice, or development theory more carry on.

RESULTS AND DISCUSSION

Based on the findings of the of the field and interviews first with several teachers at the school Intermediate First (SMP), we obtained the conclusion that potency education based on game-based learning (GBL)) in Indonesia is big. Middle school teachers generally welcome the Good GBL concept as an alternative to interesting and effective learning for students. In context education in Indonesia, where the challenges are like lack of involvement among students, high dropout rates, and disparity results, study still remains the main focus. GBL offers an interesting solution to increase quality learning. The teachers acknowledged that GBL has the potential to increase motivation and engagement in learning. With elements like interesting games, challenging challenges, and satisfying rewards, GBL can make learning more fun and enthusiastic for students. This matter can help overcome problem lack of interest and motivation study often become obstacle in the learning process conventional.

Apart from that, Master also saw that GBL can help increase understanding among draft students. With material lessons in a more interactive, visual, and practical way, GBL

makes it possible for students to study in a way that is way more fun and effective. They can do experiments, test hypotheses, and view results from action in a more real and relevant context. More recently, Master realized that GBL can facilitate collaborative learning where students work the same to reach objective learning. Through multiplayer games or collaborative projects in games, students can study, communicate, negotiate, and work in a fun and interactive environment. This helps them develop the social and work team skills required in life daily.

Apart from the benefits, the teacher also notes that GBL can help reduce frequent tension and anxiety related to learning conventionally. In an atmosphere of relaxed and enjoyable learning, students tend to be more relaxed and open to learning new things. They feel more comfortable. To dabble, create mistakes, and learn from experience, they are not afraid of punishment or harsh criticism. Not only that, teachers see that GBL can help increase retention and transfer of learning. With deep and meaningful learning, GBL can help students remember learned information for a period of time and transfer their skills and knowledge learned in games to real-life situations.

However, Master also admitted that the application of GBL in context education in Indonesia still faces a number of challenges. One of them is the availability adequate infrastructure and technology in schools, especially in rural regions. Besides, there are still worries about potency disturbance to concentration study students if game No is designed with good or no integration in a way effective with the existing curriculum.

Although teachers are optimistic that with proper support from party schools, government, and related stakeholders, GBL has the potential to be one of the most effective and innovative tools for learning in intermediate schools in Indonesia. By continuing to develop and improve practice learning GBL-based, we can create an environment more dynamic, interactive, and relevant for today's students. This will help increase results. Study students and prepare them to face challenges in the future with more good. Results of observations and interviews with subject-second researchers find that education is based on game-based learning (GBL) in schools, Intermediate First (SMP) Indonesia has the potential to increase effectiveness in learning and engagement of students. Findings This covers various aspects of a comprehensive description of how GBL is implemented and perceived in the environment of education, school, and intermediate school.

One of the main findings is that GBL can increase motivation in study students. With a material lesson in the form of an interesting and interactive game, students tend to be more enthusiastic and enthusiastic about studying. They feel challenged to reach objectives in the game and feel satisfied when they succeed in finishing the challenges given. This matter helps create an environment learning is fun and refreshing, which in turn can increase interest in learning. Apart from that, GBL can also facilitate collaborative learning between students. Through multiplayer games or project collaborative games, students can study for work together, communicate, and solve problems together. This helps develop social skills and important teamwork for success in the real world. Apart from that, learning collaboration is also possible. Students can

support each other and learn from each other, creating an inclusive and supportive learning environment.

Apart from the benefits for motivation and engagement, GBL also has the potential to increase comprehension and retention of material. With concepts in the form interactive and visual games, GBL helps students understand material in a way that is more deep and abstract (Astuti & Wijaya, 2020; Basa & Hudaidah, 2021). They can see concepts in more context, which is real and relevant, which helps increase understanding. Additionally, element games like challenges, prizes, and instant feedback are also available to help increase retention of information over time. Not only that, according to Miftahur (2022), GBL can also help develop various cognitive and metacognitive skills in students. Through challenging and thinking games, students can increase their ability to think critically, solve problems, and make retrieval decisions. They also learn to plan strategy, organize time, and evaluate performance themselves, which are important skills for success in the real world.

Apart from the benefits academically, GBL also has a positive impact on psychosocial students. By providing a relaxed and supportive learning environment, GBL helps reduce the level frequent stress and anxiety related to learning conventionally (Aqobah et al., 2023). Students feel more comfortable doing experiments, making mistakes, and learning from experience without fear of punishment or harsh criticism. This matter create atmosphere more learning positive and strengthens feelings of trust self student. However, even though GBL offers lots of benefits, implementation is still faced with several challenges. One of them is the availability adequate infrastructure and technology in schools. Many schools in Indonesia still face constraints in terms of internet access, device hardware, and necessary software for operating complex games. Besides, there are still worries about how to integrate GBL with existing curriculum and evaluate the results of learning in an objective way (Bahri, 2022; Dewi & Adhi, 2013).

Although, with proper commitment and support from party schools, the government, and education stakeholders, GBL has the potential to increase quality education in Indonesia. By continuing to develop and improve practice learning GBL-based, we can create an environment more dynamic, interactive, and relevant for today's students. This will help prepare them to face challenges in the future with more goodness and a lifetime of learning and living an independent and thoughtful life.

Based Learning (GBL) Education in Schools Intermediate First (SMP) Indonesia shows significant potential to increase quality learning. This matter was based on field findings and interviews with several teachers in junior high school, which indicated that GBL has various benefits and potential to increase effectiveness in learning. Based on results, observations, and interviews Firstly, GBL has potency big for increase involvement student in learning, providing environment interactive and interesting learning, as well facilitate more understanding deep about material lesson.

According to the theory constructivism, students are considered to build knowledge alone through interaction with the environment. GBL makes it possible for students to study through exploration and experimentation in an interesting context. This matter is

consistent with the draft Study Active, which emphasizes the importance student active involvement in learning. With the existence of GBL, students not only become passive recipients of information but also actively involved in the learning process (Bahri, 2022; Kurniawan, 2022). Intrinsic motivation theory also supports the implementation of GBL in learning. GBL, with its interesting and challenging nature, can increase intrinsic motivation in students. They feel challenged and engaged in learning. Students feel in control of their own study; you can increase their sense of competence and autonomy. This is appropriate with the principles motivation, intrinsic emphasis, and importance of internal desires and interests in the spur study (Sumiati & Gumiandari, 2022). Theory of intelligence compound recommend that every individual own various type different intelligence. GBL can serve material lessons in various possible shapes and formats to reach various types of intelligence. For example, games can combine audio-visual elements, interaction physics, and triggering puzzles to develop various types of intelligence in students. Thus, GBL can accommodate diversity-intelligence students and provide a more inclusive learning experience (Pamungkas & Sukarman, 2017; Sholihah, 2010).

Learning theory social emphasize role important models and interactions social in learning. In the context of GBL, students can study through observation and interaction with characters in games, as well as through work together and communication with fellow students. This facilitates learning collaboratively and empowers social skills in students. Students can study not only from their own experience but also from other people's experiences in games (Akmalia et al., 2023; Samudera, 2020). Cognitive theory emphasizes the importance of organizing and grouping information to understand new concepts. GBL can help facilitate active and comprehensive learning where students are confronted with concepts in meaningful and relevant contexts. With the method here, students can hook new information with existing knowledge. There is a thought that those who can strengthen and deepen their understanding of study material (Safira, 2023).

Through integration of findings from the implementation of GBL with theories of education, you can understand that GBL is not only a tool for interesting learning but also effective in increasing understanding, motivation, and engagement of students in the learning process. With notice principles theory relevant education, implementation of GBL can be designed and customized optimally to fulfill the needs of learning students. In context learning in Indonesian junior high schools, GBL has potency to increase effectiveness and relevance in learning, as well as to make learning more fun and meaningful for students.

CONCLUSION

Based on the findings and analysis in this study, it was concluded that game-based learning (GBL) education has great potential to increase effectiveness in learning at Intermediate First (SMP) schools in Indonesia. Findings from interviews and observations show that GBL is capable of increasing student involvement in learning, providing an interactive and interesting learning environment, as well as facilitating deeper understanding of material lessons. Recommendation for study furthermore includes a focus on deep GBL implementation in a wider context in a variety of

intermediate schools first in Indonesia. Study more, carry on, and explore various appropriate types of games and platforms with the needs and characteristics of students in Indonesia. Besides, it's important for notice aspect suitability curriculum and standards learning national with use of GBL. Future research can also deepen understanding about impact period long from use of GBL against performance academics, motivation learning, and skills social student. Additionally, research in the future will also consider influencing factors such as the acceptance and adoption of GBL by teachers and students, including appropriate training and support for adequate infrastructure. Evaluation can carry on towards effective learning strategies, and game design can also become a focus study. With Thus, research has advanced This can make a big contribution to the development of innovative and sustainable learning in Indonesian middle schools.

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