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Gamified Local Story "Lipi Poleng" on EFL Students' Learning Attitude During Covid-19

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Abstract

This study presents the impact of a gamified local story "Lipi Poleng" on students' English learning attitudes during the Covid-19 period. A quasi-experimental with one-group pre-test and post-test design was applied in this research. 29 students of a public junior highschool in Tabanan-Bali were involved in this research. Both quantitative and qualitative data were collected through pre-test and post-test close-ended and open-ended questionnaires. Paired sample t-test was implemented to analyze the quantitative data, while the qualitative data were examined descriptively using Miles and Huberman's flow model. It was found that the use of Lipi Poleng presented a significant effect on students' learning attitudes.

Keywords: Gamification, Learning Attitude, Covid-19

INTRODUCTION

The emergence of the COVID-19 pandemic has changed our lives from various aspects. One aspect that is affected is the education field. The implementation of learning that was previously carried out face-to-face in the classroom has turned into distance learning which is done online. In Indonesia, the urgency of the implementation of online learning is contained in the Circular Letter of the Ministry of Education and Culture number 4 of year 2020 concerning on the implementation of education policies in the emergency period of the spread of Coronavirus Disease (Covid-19) (Mendikbud RI, 2020). This regulation regulates student learning processes from elementary to upper levels to avoid face-to-face activities during the learning process.

The pandemic is one of the challenges that must be faced by teachers in the learning process. Furthermore, teachers are required to be able to facilitate the learning process, but on the other hand the form of the learning process must be changed far from what was usually done before the pandemic. One way that can be implemented in solving these problems is to use technology to support the learning process that must be carried out in remote conditions. By using technology, it can help the learning process to be carried out, so that students can still receive learning even though they are not physically in the classroom.

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One of the learning media that can be implemented in the distance learning process is using gamification. Gamification is implemented with the aim of supporting the teaching and learning process. Besides being able to provide new experiences for students, gamification is also proven to provide many other benefits such as increasing student enthusiasm, reducing monotonous learning processes, and helping students to be more focused and confident during the learning process (Zirawaga, Olusanya & Maduku, 2017). In addition, it was also stated that other good impacts that can be obtained by students during the learning process with gamification are increasing 21st century learning skills, increasing the spirit of competition, and providing opportunities for students to socialize with peers during the distance learning process (Rahmani, 2020). This is also supported by research conducted by Nieto-Escamez, & Roldán- Tapia in 2021 which states that gamification is a feasible process to be implemented along with other conventional teaching methods in the distance learning process during COVID-19.

Students' attitudes towards distance learning are also considered very important to be maintained (Sinaga & Pustika, 2021). Learning attitudes can be divided into three, namely behavioral, affective and cognitive (Svenningsson, 2021). Affective is about the feelings, assessments, emotional stimuli, and attitudes of a student in the learning process. Furthermore, from a behavioral perspective, it is about how someone behaves or acts towards the learning process. Finally, cognitive is the ability of students to understand the learning material obtained. These three elements of attitude are important to be maintained during the learning process to improve student learning outcomes.

This research was conducted at a public school in the Tabanan district, Bali, Indonesia. In the initial observation process, it was found that grade VIII students experienced lack of engagement with the online English learning process. Based on the results of the interview, it was also found that during the distance learning process, the teacher only used the Question and Answer method via WhatsApp Group. This made students percieved learning as monotonous and less interesting and motivating.

By considering the advantages that can be obtained from the use of gamification in the online learning process, so that it is feasible to implement gamification in this research. This study was conducted to analyze the effect of gamification on the VIII grade students' learning attitude. In this study, researchers used the Lipi Poleng game developed by Astawa and Dewi in 2021 (Astawa & Dewi, 2021). Lipi Poleng was used in addition to its advantages in helping students learn English, this application could also introduce students to one of the traditional Balinese folklore "Dang Hyang Nirarta" as the storyline of the implemented gamification.

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METHOD

This study is a quasi-experimental embedded mixed method with one-group pre-test and post-test design. 29 grade VIII students at a public Junior High School in Tabanan-Bali were involved in this study. Both quantitative and qualitative data were collected through pre-test and post-test close-ended and open-ended questionnaires. The influence of gamification on teaching and learning process before, during, and after intervention are presented by the qualitative result of this study. Paired Sample T-test was implemented to analyze the quantitative data, while the qualitative data were examined descriptively using Miles and Huberman's flow model.

FINDINGS AND DISCUSSION

In order to determine the effect of gamification on students' learning attitude, the researcher administered the close-ended questionnaire before and after the implementation of Lipi Poleng on students' online learning process. The result of the Paired-samples t-test is presented in the table below:

Table 1. Result of Attitude Questionnaire Paired-samples t-test

Learning Attitude	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pretest - Posttest	-26.286	6.749	1.275	-28.903	-23.669	-20.610	28	.000

In analyzing the data, Paired samples t-test was applied to determine the effect of gamification on students' learning attitude. As presented in Table 1, t=-20.610 and .000 on its significant value. The Sig. (2-tailed) was lower than 0.05. It could be concluded that there was a significant effect on students' learning attitude after using gamification during the distance learning process.

In order to find out the effect of gamification on students' learning attitude, the open-ended questionnaire was also administered. The questionnaire was formed by 3 components of learning attitude namely behavioral, cognitive, and affective components. It can be concluded that gamification influences students' learning attitude significantly. The result of the qualitative data indicates that the students'

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affective learning attitude was influenced by gamification. It was proven by the following quotation: *"I feel so happy and enjoy the learning so much. The game is so fun!" (S21/F).*

Those findings were also supported by the research done by Yildirim (2017). In his research he found out that gamification affects students' affective factor of learning attitude significantly. Their research was done on highschoolers' attitudes towards learning courses. Based on the result of the research, gamification-based learning has positively inpacted students' learning attitude towards the lesson.

The behavioural factor of learning skills was also found to be improved after the implementation of Lipi Poleng. Before the gamification was implemented in the classroom, the students demonstrated the lack of motivation to learn by showing their passiveness during the question and answer section with the teacher through WhatsApp group intercation. The following quotation demonstrates the change of students' behavioral learning skills: *"I like to learn English by playing games. I would love to try the game again until I get a better score than before" (S03/F).*

The previous data was also supported by the result of the research by Smiderle (2020). The final result of the research showed a significant change in the behaviour of students after being trated using gamification-based teaching practices. The students with low agreeableness, low openness, and introverts experienced a significant change and become better learners. It was also proven that the improvement of the students' behaviour depended on the students' characteristics.

Gamification was also proven to affect students cognitive learning skills significantly. Before the gamification was implemented in the distance learning process, students tend to be exhausted by the monotonous e-learning activities. The students' improvement on cognitive learning skills can be seen on the following quotes: *"I can answer some questions on the game really well. And I understand the story of Dang Hyang Nirarta better than learning through the textbook" (S17/M).*

Karamert & Vardar (2021) also found a significant result on students' achievement throughout the implementation of gamification-based teaching practices. Their research was implemented on fifth-grade students to find out the impact of gamification on students' achievement in mathematics courses. A remarkable statistical difference was found at the end of the research.

CONCLUSION

Based on the quantitative data, the result of this study shows that gamification-based learning using Lipi Poleng significantly affects students' learning attitude towards English Languange Learning. Meanwhile, gamification-

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based teaching practices also gives a significant impact on students' language learning skills qualitatively. There are 3 different factors of learning skills namely behavioural, affective, and cognitive.

The result of this study also presents practical reference for effective teaching practices especially during distance learning. Considering the positive effect of gamification-based teaching practices, teachers of junior highschools are recommended to use Lipi Poleng during learning to improve students learning skills namely behavioural, affective, and cognitive. At last, the researcher hopes that there will be more research on the implementation of gamification on students' learning process in different levels of learners settings.

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