



Gamification in Indonesian language learning: the use of bamboozle to optimize students reading and writing (literacy)

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Abstract

This research purposes to determine the students learning results and determine the effect of using bamboozle media on students' reading and writing literacy skills in Indonesian language subjects for class IV at SD Negeri Wungu 01. It used classroom action research through 2 cycles with the Stephen Kemmis and M.C.Taggart model. Data collection tools are observation, test, and documentation. The subjects were class IV consisting of 18 students. Before conducting the research, researchers observed that the students learning results were still not good, this could be observed from the low learning results of students in pre-cycle activity. Based on the results of data analysis, in the pre-cycle activities the percentage of students' learning completion only reached 55% with the number of students who had completed only 3 people while those who had not completed were 15 people, then after applying the bamboozle media within the first cycle the percentage of learning completion students escalated to 69% ,The number of students who have completed it completely is 14 people while those who had not yet completed as many as 4 people, then escalated again in cycle II activities by obtaining 90% with the number of students who had completed as many as 16 people while those who had not yet completed were only 2 people, then the researchers concluded that bamboozle media had an effect on improving student learning results in class IV at SDN Wungu 01.

Keywords: Gamification; bamboozle; reading and writing literacy.

INTRODUCTION

Along with technological developments, which are marked by the pervasiveness of technology in daily life. Technology has become an integral part of life, simplifying all people's activities. In the midst of this digital era, there is the alpha generation, which is the generation born in 2010 and above (2010-2025) (Muhammad et al., 2022). When this generation grows up, they will be familiar with social media and the internet from an early age. APJII states that in 2022-2023 there will be 215.63 million internet users. Comparing this amount to the prior period of 210.03 million, there was a 2.67% escalate internet users (Aida & Mujiburrahman, 2023).

The increasingly rapid growth of technology is demonstrated by the use of gadgets or cell phones, which is one example of current technological developments. The use of gadgets is supported by demands in the educational field, cultural, social, and

economic. Technological advances have positive and negative impacts on society, especially in the field of education. The application of technology can be escalated students' learning motivation, facilitate communication between students and teachers, and enhance critical thinking skills (Muhasim, 2017).

There are 7 characteristics of professional teachers in the 21st century, namely (1) communication skills, (2) collaboration, (3) critical and creative thinking, (4) ability to solve problems, (5) ability to understand student characteristics, (6) imaginative mindset , and (7) skilled in mastering information technology (Gumiandari, 2021). In the twenty-first century, teachers simply must have them in order to create valuable learning for students, thereby preventing the negative impact of the technological developments. In this era, teachers need to

apply technology to escalate students motivation and understanding of material.

In facing the cases of the twenty first century, students need to develop a literacy culture consist of reading and writing literacy, scientific literacy, numeracy literacy, digital literacy, financial literacy, cultural and civic literacy (Nudianti & Sudiapermana, 2020). However, in this study, researchers only discussed reading and writing literacy. Literacy is the process of absorbing science-based information from oral texts with the purpose of enhancing student's cognitive competencies through reading and writing (Wahyuni & Darsinah, 2023). Indonesia came in sixth from the bottom, with a PISA survey ranking of 74 out of 79, according to the findings published by the OECD in 2018. On a scale of 1-100, Indonesia's score in 2022 will be 64.48, according to ILPM. It indicated that the reading literacy of Indonesian society is extremely minimal. Reading literacy is very closely related to writing literacy, both have a relationship between language skills and vocabulary to understand reading information and find ideas. Getting used to reading and writing activities can be escalate creativity and imagination as to form creative and interesting ideas. Reading and writing literacy must be introduced, instilled, and accustomed to students in order to prepare them for the difficulties of the twenty-first century.

Literacy known as the ability to read, write, search, process, and comprehend information as well as to analyze, react to, and use written materials in order to accomplish objectives, grow as a person, and engage in society (Saryono et al., 2017). Reading and writing literacy is a vital activity in realizing progress in building a society (Kiranti et al., 2023). The reason literacy programs are so crucial is that they work to maximize human potential-intellectual, emotional, linguistic, artistic, social, and spiritual intelligence as well as their capacity to change as technology and information flows do (Fitriyaningsih, 2021). Therefore, it is crucial to promote literacy in schools that student can fulfill the competencies of the Pancasila Student Profile and have the necessary literacy abilities.it can also realize

the Pancasila Student Profile as a characteristic of students, including: (1) having faith, being devoted to God Almighty, and having noble character, (2) global diversity, (3) working together, (4) being creative, (5) reasoning. critical, (6) independent (Iman, 2022).

The results of observation indicates that the reading and writing literacy skills of students in class IV are low. The problem lies in the learning media and students' reading and writing skills. To overcome this problem, researchers used gamification-based media. According to Raftopoulos (2015), gamification is a way of thinking, products, processes, experiences, design methods, and systems that are used at the same time as using game elements in solving non-game problems (Marisa et al., 2018). The implementation of game design concepts and components is known as gamification where game concepts outside of a gaming which generally uses game design elements to escalate user involvement, organizational productivity, etc. (Landsell & Hägglund, 2016). Gamification in the world of education is defined as a combination of game elements into a non-game system that has elements of fun, challenge and competence to escalate students' learning motivation (Senabre, 2017).

One type of game that is easy to use as a learning medium is bamboozle. Bamboozle is an educational game-based learning media that is similar to a quiz competition (Sa'diyah et.al, 2021). Bamboozle is a web-based edugame that provides interesting and interactive games (Darmawan & Aghni, 2024). Bamboozle is a game-based online web-based teaching platform that provides various kinds of games so that students can understand learning material easily (Wulandari et al., 2024). Bamboozle is a platform that resembles an online competency quiz without requiring student account registration (Susanti et al., 2024). Students' lack of interest in reading and writing activities is one of the problems that must be resolved immediately by educators. Students are more interested in learning using interesting and interactive game methods. Researchers use bamboozle as a learning

medium in the form of an interactive quiz that is adapted to the subjects studied by students.

The object is fourth grade elementary school students. Numerous earlier studies are pertinent to this research. First, a thesis by Azza Farkhatu Aina with the title "The Effectiveness of Bamboozle Game on Students Writing Skill at 8th Grade of SMP Diponegoro 3 KedungBanteng Banyumas Regency". It indicated that there is an escalate in students' writing skills after using bamboozle media in learning. Second, research conducted by Diah Kusyanti and Sukma Adelina Ray entitled "Effectiveness of Bamboozle on the Ability to Understand Folklore Texts of North Sumatra in Class VII Middle School Students", this research focuses on the effectiveness of using bamboozle media in improving student learning results in Story Text material. People of North Sumatra.

This research focuses on students' reading and writing literacy skills through the use of bamboozle media. Some students prefer learning that uses games. The researchers used gamification-based learning using bamboozle media to enhance students' reading and writing literacy skills. Because the game can be accessed via the website, it is very effective in increasing students' vocabulary and understanding of writing rules. This research uses classroom action research, It conducted in class by teachers/researchers to find out the consequences of actions taken on the subject of that class research (Azizah & Fatamorgana, n.d.). The results can be used by other schools as a guide in determining learning media. Therefore, researchers conducted research entitled "Gamification in Learning: Using Bamboozle to Optimize Students' Reading and Writing Literacy.

RESEARCH METHOD

Research Methods are written in capital letters, 1 space apart and in bold. Classroom action research methods are research conducted in class by teachers/researchers to find out, It means conducted in a class to find out the consequences of actions taken on the class research subjects (Azizah & Mirage,

n.d.). Classroom action research is a concrete step in finding effective ways to enhance the environment and escalate understanding of the situation or environment (Mahmud & Priatna, 2008). According to Hopkins, Classroom Action Research is a type of introspective work that educational actors do in order to escalate the fairness and logic of these practices, and the situations in which they are implemented (Nurulanningsih, 2023). Thus, classroom action research is an observation of learning activities conducted to solve problems and enhance the quality of learning.

This research uses the research model of Stephen Kemmis and MC Taggart which is related to the Lewin model of classroom action research concept. This research model was designed to include several cycles, each cycle consisting of stages (1) planning, (2) action, (3) observation, and (4) reflection (Mu'alimin & Cahyadi, 2014). The subjects of this classroom action research were 20 class IV students at Wungu 01 State Elementary School, Madiun Regency. This research was conducted during the odd semester of the 2024–2025 school year, from July to September. The subject that will be studied is the Indonesian language subject because it is a subject that emphasizes speaking, writing, and reading competencies, according to (Zuchdan Sumira & Herawati, 2017) .

There are 3 data collection instruments used by researchers in this research, namely: (1) observation, (2) tests, and (3) documentation. After acquiring the necessary information, the researcher conducted 2 types of data analysis, namely qualitative data obtained from observations and quantitative data obtained through tests (pretest and posttest) on student learning results which consisted of 10 multiple choice questions. The pretest was conducted by researchers before using bamboozle media in learning activities

to determine students' initial abilities in the learning material to be studied. Meanwhile, the posttest was conducted after the researcher used bamboozle media in learning activities. It conducted to determine the comparison of learning results before and after the application of bamboozle media in learning.

RESULT AND DISCUSSION

Before this research was conducted by using bamboozle in class IV students at SDN Wungu 01 had a low level of understanding in Indonesian language subjects regarding transitive and intransitive sentences through an average learning outcome score which indicated an average of 59. The data comes from the results pre-cycle observation where the teacher uses a contextual learning model without using learning media. The observations were carried out for 3 meetings, each meeting was held for 2×35 minutes. The success of student learning is influenced by several factors including the use of method, model, approach, and learning media according to their characteristics. From an educational perspective, the effectiveness of the teaching and learning process is greatly influenced by the media. Since its immediate presence might offer students its own dynamics (Qomariyah et al., 2022).

Bamboozle is a web-based online teaching platform that provides various games so that students can understand learning materials easily (Wulandari et al., 2024). Bamboozle is a platform that resembles an online competency quiz without requiring student account registration (Susanti et al., 2024).

By implementing Bamboozle as a learning media, teacher can test students' readiness, train them to read and understand material quickly, and can encourage students to be more active in learning. Bamboozle media is very much needed in learning to overcome problems that often arise during the learning process. The existence of variations in teaching can increase the attention and interest of students so that they can more easily accept learning materials, so that

students' understanding and learning outcomes of a subject matter will increase and the learning process in the classroom will run optimally as expected.

In this learning, the teacher used bamboozle as a learning medium in overcoming the problems found. The teacher gives a quiz containing transitive and intransitive sentence material in the form of multiple choices containing statements, questions, and understanding.

The lack of students' reading and writing literacy skills in understanding learning materials is caused by several things including: lack of vocabulary, the influence of gadgets, an unsupportive environment, and lack of parental support, resulting in low interest in students in reading and writing. One of the impacts found by researchers is that students have difficulty understanding transitive and intransitive sentence materials. In addition, the learning carried out does not use interesting and interactive learning media so that learning is less effective.

According to the outcomes of these observations, they are essential to take action to create learning that favors students by creating a learning environment that are safe, comfortable, interesting, interactive and communicative by involving students in learning activities. They can participate actively that can be escalate student's motivation. learn it. The action that will be taken is carrying out learning using bamboozle media. This learning is conducted in two cycles.

It was conducted in two cycles, with two meetings every cycle. Every meeting cycle is conducted with a 2×35 minute time allotment. Each cycle is carried out through four phases, specifically (1) planning, (2) action, (3) observation, and (4) reflection. Where the learning activities at the first meeting implemented the bamboozle media and at the second meeting evaluated student learning results after implementing the bamboozle.

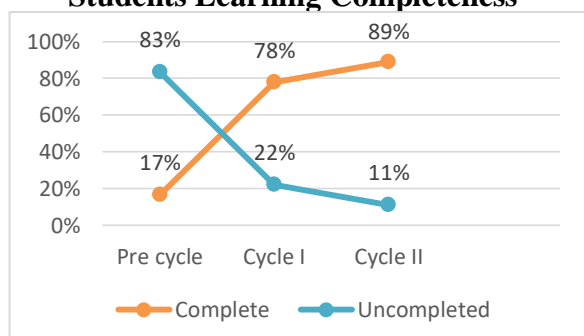
Bamboozle as a learning medium can support successful learning that can be escalate participation, cooperation, understanding of the material, and escalate students' learning motivation. The quality of

students' understanding and learning results regarding a subject matter will escalate and the learning process in the classroom will run optimally according to procedures. which has been specified.

Based on the results of observations conducted before carrying out learning using bamboozle, it showed that student learning results are still low in Indonesian language subjects, transitive and intransitive sentence material. This is because teachers use contextual learning models and do not use interesting and interactive learning media. The learning activities conducted are still teacher-centered. The quality of students' knowledge and learning results are impacted when they are not actively engaged in their education.

After the researchers conducted learning activities in cycle I to enhance student learning results by using bamboozle. Researchers obtained learning results that when using bamboozle, student participation in learning escalated more than when using non-learning media even though student activity was not evenly distributed. In cycle II, students' activeness and enthusiasm for learning is getting better and increasing, students are starting to have the courage to answer questions from the teacher, express their opinions, ask if there is something they don't understand, and so on. This showed that bamboozle is an effective medium used by teachers to escalate student activity during learning. Apart from that, bamboozle can also enhance student learning results. Below is a graph of the percentage of students' completion in pre-cycle, cycle 1 and cycle 2 activities:

Chart 1
Students Learning Completeness



The teacher uses a contextual learning model without using learning media in pre cycle activity. With the learning completeness, 15 students had not yet attained the KKM score with the percentage of 83%, while to 3 students who had attained it with a learning completeness percentage of 17%. Then in cycle 1, learning was conducted using bamboozle media, the number of students who obtained a score above the KKM escalated to 14 people with a learning completeness percentage of 78%, while in cycle I there were 4 students who had not reached the KKM score with a learning completeness percentage of 22 %. Based on the learning results, the researcher conducted follow-up actions by carrying out cycle II to enhance the quality of learning and student learning results. In cycle II there were 16 students who achieved the KKM score with a learning completeness percentage of 89%, while in cycle 2 there were 2 students who had not reached the KKM score with a learning completeness percentage of 11%. The percentage of learning is very good compared to previous learning.

In the first cycle of action activities, Numerous students score were still below the KKM threshold and their involvement in learning was still lacking, this was because students were not used to learning using bamboozle media. When conducting the bamboozle experiment, there were still many students who looked confused, too relaxed and less active when applying the bamboozle that had been prepared by the teacher. Likewise, there is a lot that has not been fully prepared by researchers, so learning still seems rigid. Therefore, from the results obtained in cycle I, action is needed to escalate student participation in learning that can achieve their learning goals.

Based on the learning that has been conducted using bamboozle media, it showed that this media can enhance student learning results in Indonesian language subjects, transitive and intransitive sentence material. This is because bamboozle can be escalated

students' learning motivation and create interactive learning. Students do not get bored in learning. By using this media, students can understand the learning material being studied and students are able to answer the questions listed in the bamboozle. Interesting and interactive learning media can escalate student involvement in learning that they can understand the learning material.

The use of bamboozle in learning influences students' learning results in class IV Indonesian language subjects at SDN Wungu 01. This can be observed based on the completeness of students' learning results which continues to escalate starting from pre-cycle, cycle I, and cycle 2. It can be seen that the participants Passive students become more active in learning, thereby influencing student learning results.

CONCLUSION

The learning outcomes and comprehension of students in learning Indonesian in transitive and intransitive sentences were found to be low based on the observations made prior to taking action to improve learning using Bamboozle media. This was indicated by the large number of students whose scores were still significantly above the KKM score, which is 75. This is further supported by study findings from the pre-cycle, which show that students' average score is 55, with the best score being 80 and the lowest being 30, and that three students have completed the pre-cycle while fifteen students have not. Measuring by the percentage of students who have finished their studies, barely seventeen percent have.

Application of learning media using bamboozle can enhance student learning results. This can be observed from the increasing learning activities of students in Indonesian language subjects, material on transitive and intransitive sentences. Based on learning activity data during the pre-cycle

implementation using a contextual learning model without using learning media, only 3 students completed the study with an average learning outcome of 80 and a learning completion percentage of 17%. Then in the implementation of cycle I using bamboozle media, there were more students who completed than before, namely 14 students with an average learning outcome score of 83 and a learning completion percentage of 78%. Continuing with the implementation of the second cycle, there were 16 students who completed their studies with an average score of 91 and a learning completion percentage of 89%. This increase can also be seen from the calculation of the increase in learning results in cycle I, namely from the average score in the pre-cycle of 55 to 80. In cycle I activities student learning results increased by 14%. Then in cycle II activities, student learning results increased again, the average score in cycle II was 89, so in cycle II was 21%.

From the results of these various cycles, it can be seen that students who were initially passive became more active when learning using bamboozle media. Thus, it may be said that learning by using bamboozle has an effect on improving student learning results, because it is able to achieve predetermined indicators of success.

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