Artikel_Jurnal_Dewi_Suharyanti. docx.pdf

by admin (1)

Inovasi Kurikulum

https://ejournal.upi.edu/index.php/JIK

Identification of Curriculum and Empirical Needs for the Writing BIPA 4 GBL Model

Dewi Suharyanti[1], Suci Sundusiah[2], H. Halimah[3]

[1]Universitas Pendidikan Indonesia, Kota Bandung, Indonesia
[2]Universitas Pendidikan Indonesia, Kota Bandung, Indonesia
[3]Universitas Pendidikan Indonesia, Kota Bandung, Indonesia

dewibipamandarin@upi.edu[1], suci.sundusiah@upi.edu[2], halimah_81@upi.edu[3]

ABSTRACT

Writing skills as a skill that experts place at the highest level in language acquisition becomes a skill that is considered the most difficult. BIPA level 4 is the initial level of complex writing according to the SKL BIPA Permendikbud No. 27 of 2017. Writing skills that are considered difficult should be packaged with a fun and meaningful learning model, one of which is by developing a Game-based Learning model. Identification of curriculum and empirical needs are the initial stage carried out in the development of Game-based Learning. This research aims to identify the curriculum and syllabus of BIPA 4 writing which is then aligned with the identification of empirical learning needs through field studies of BIPA teachers at home and abroad. The results showed that argumentation text is the most difficult text to learn while the easiest text to learn is persuasion text. In terms of grammar, the affixes *me-kan, ke-an,* and *ter-* are the most difficult language to learn while the easiest grammar to learn is sentence expansion, conjunctions, rephrases and technical terms. The results also found that BIPA 4 learners need reading texts related to Indonesian insights, including culinary, biodiversity, culture, local wisdom and tourism.

ARTICLE INFO

ABSTRAK

Keterampilan menulis sebagai keterampilan yang ditempatkan para ahli pada tataran paling tinggi dalam pemerolehan bahasa menjadi sebuah keterampilan yang dianggap paling sulit. Jenjang BIPA 4 merupakan jenjang awal pembelajaran menulis yang kompleks menurut Standar Kompetensi Lulusan BIPA Permendikbud No. 27 Tahun 2017. Keterampilan menulis yang dianggap sulit sebaiknya dikemas dengan model pembelajaran yang menyenangkan dan bermakna, salah satunya dengan mengembangkan model pembelajaran berbasis game edukasi atau Game-based Learning. Identifikasi kurikulum dan kebutuhan empiris di lapangan merupakan tahap awal yang dilakukan dalam pengembangan Game-based Learning. Penelitian ini bertujuan untuk mengidentifikasi kurikulum dan silabus menulis BIPA 4 yang kemudian diselaraskan dengan identifikasi kebutuhan pembelajaran secara empiris melalui studi lapangan terhadap pengajar BIPA di dalam dan luar negeri. Hasil penelitian didapatkan bahwa teks argumentasi merupakan teks yang paling sulit dipelajari sedangkan teks yang paling mudah dipelajari adalah teks persuasi. Dari segi kebahasaan, imbuhan me-kan, ke-an, dan ter- merupakan kebahasaan yang paling sulit dipelajari sedangkan kebahasaan yang paling mudah dipelajari adalah perluasan kalimat, kata hubung, kata ulang dan istilah teknis. Hasil penelitian juga menemukan bahwa pemelajar BIPA 4 memerlukan teks-teks bacaan yang berkaitan dengan wawasan nusantara atau wawasan ke-Indonesiaan, di antaranya yaitu kuliner, keanekaragaman hayati, budaya, kearifan lokal dan wisata.

Kata Kunci: *Identifikasi Kurikulum; Kebutuhan Pembelajaran Empiris; BIPA 4; Keterampilan Menulis; GBL*

How to cite (APA 7)

Ghifari, Y., Amanda, D. A., & Hadiapurwa, A. (2024). Analysis effectiveness of online learning during the COVID-19 pandemic. *Inovasi Kurikulum, 21*(1), 1-14.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

INTRODUCTION

Writing is placed by linguists at the highest level of language acquisition. This is because in order to master this skill, learners must first master other skills, namely listening, speaking and reading. Because of this, writing is considered a difficult skill to learn. To overcome the difficulties in learning writing, BIPA teachers need to understand the curriculum and the needs of BIPA learners to develop effective learning models, especially at BIPA level 4 which is the initial level of complex writing. In addition, analyzing the empirical needs of learners in the field can be useful for designing meaningful learning experiences. By addressing the gaps and practical implementation between the curriculum and learners' needs, teachers can formulate a suitable development plan to improve learners' skills in BIPA 4 writing learning.

Writing, which is considered to be difficult learning, needs to be presented in a fun and meaningful way. Fun and meaningful learning must be planned and implemented systematically and structured in a learning model. Game-based learning is one of the models that can be used as an alternative strategy in planning fun and meaningful learning for BIPA 4 writing. According to Alessi & Trollip (2001) Game-based learning models can increase motivation which is assumed to form a healthy mentality, form a more deliberate information processing environment, and thus learning becomes more fun and meaningful.

To be able to present fun and meaningful writing learning into the Game-based Learning model, BIPA teachers must first identify learning objectives. This refers to the steps of developing a learning model according to Dick and Carey (2015) which refers to the general stages of ISD (Instructional Systems Development). These stages include identification of learning objectives, instructional analysis, learner analysis and learning context, formulation of learning performance objectives, development of assessment instruments, development of learning strategies, preparation of teaching materials, design and formative evaluation, product revision, and summative evaluation.

The identification of learning objectives as the first stage in the development of the Game-based Learning model can be done through theoretical analysis of the curriculum and syllabus used in BIPA 4 writing learning, as well as through empirical analysis of BIPA 4 teachers or learners. Researchers have conducted previous research on the curriculum and syllabus that are widely used by BIPA 4 teachers at home and abroad. The curriculum and syllabus are the SKL BIPA Permendikbud No. 27/2017, Common European Framework of Reference for Language or CEFR, American Council of the Teaching of Foreign Language or ACTFL, and Victoria Certificate Education or VCE syllabus. Empirically, in this study, researchers conducted a needs analysis of BIPA 4 learning for 23 BIPA teachers spread across 21 institutions at home and abroad.

Currently, there is still no research, either specifically identifying or analyzing the curriculum and syllabus, or specifically analyzing the needs of BIPA 4 writing. However, there have been several studies analyzing the needs of BIPA 4 or intermediate learners in reading skills. The research can be referred to because in practice, reading and writing skills cannot be separated. The research was written by Dereh et al. (2021) with the title "Needs Analysis for the Development of Reading Comprehension Teaching Materials for Intermediate Thai Students". The results of the analysis found that learners need materials on the use of causal conjunctions, the use of particles, the use of rephrases, the use of prepositions, the use of *me-, me-i* and *me-kan* affixes, the use of *ber-* affixes, the use of *ter-* affixes, and the use of *pe-* affixes. The next research was written by Herlina et al. (2020) with the title "Material Needs Analysis for BIPA Learning at Jember University". The results of the analysis found that learners need materials about the rules for using capital letters, the difference in writing *di-* as a task word and affix, and the use of pronouns.

3

The needs analysis conducted in this study is different from the needs analysis of previous studies. First, the previous research focuses on the purpose of developing reading teaching materials while this research focuses on the purpose of developing a Game-based Learning model of writing. Secondly, previous studies have not aligned empirical needs with the curriculum or syllabus that has been widely used in various institutions at home and abroad. Third, previous studies have only focused on linguistic needs and have not analyzed the needs regarding text comprehension which cannot be separated in reading and writing learning. This study aims to describe the results of curriculum and syllabus identification as well as the empirical needs of BIPA 4 writing learning for the needs of developing a Game-based Learning model.

LITERATURE REVIEW

Game-based Learning Model

The use of educational games in learning today is increasingly being considered as a new instructional technology with great potential. Michael & Chen (2018, p. 1) also mention that games have the power to teach, train and educate and are an effective means of learning skills and attitudes that are not easily learned by memorization. A study entitled "Educational Games - Are They Worth The Effort?" conducted by Per Backlund and Maurice Hendrix states that educational games have a positive impact on the learning process. This is proven by an empirical study conducted by Backlund and Hendrix on 40 scientific papers on educational games that are considered quality, one of which is a second language educational game. 29 of the 40 papers stated that educational games have a positive impact on the learning process, 7 were neutral, 2 were negative, and 2 were unclear. Educational games can also be utilized by various age groups of learners. This statement is based on the results of research by Vandercruysse et al. (2022) which proves that educational games have an influence in increasing interest and cognitive knowledge based on surveys of teenage, middle age, and elderly learners. This means that in BIPA 4 learning, which has a target age of junior high school level learners and above, is suitable to use Game-based Learning model.

According to Prensky (2007), the principles of Game-based Learning model development include active engagement, progression and challenge, and instant feedback. Active engagement is where the learner is actively involved in the game. This principle is in line with constructivism learning theory which centers learning on the learner. In addition, this principle can also accommodate learners' critical thinking and freedom to make decisions that affect their progress in writing. Progression and challenge design the game with increasing difficulty as learners progress and provide appropriate challenges. Instant feedback is a quick response to learners' actions in the game that allows them to quickly learn from mistakes and make immediate improvements.

Characteristics of BIPA 4 Learners

According to the SKL BIPA Permendikbud No. 27/2017, BIPA 4 can be interpreted as an advanced stage in Indonesian language learning, where learners have a better level of understanding and are able to use Indonesian to communicate more broadly. The minimum age limit to enter the BIPA 4 level is learners who are already in junior high school or at least 11 years old. BIPA 4 learners are encouraged to be more independent and critical in learning Indonesian. They are encouraged to find their own learning resources, develop autonomous learning skills, and apply the language in various real-life situations. They are given the opportunity to deepen their understanding of Indonesian language and culture and are able to apply Indonesian more fluently and appropriately in a variety of diverse communication contexts.

Based on research conducted by Istanti et al. (2020) entitled "Characteristics of Foreign Learners of Darmasiswa Program: Users of Indonesian Language Textbooks", BIPA learners have several characteristics including being individualistic, liking structured programmed learning, requiring direct eye contact in interaction, very happy to receive correction when making mistakes in learning, happy to be flattered and easy to apologize, having high curiosity, liking straightforwardness and directness. In addition to these studies, the researchers also conducted a survey on the characteristics of BIPA 4 learners to 23 BIPA teachers at home and abroad. From the results of the survey, the characteristics of 55 foreign students from various countries with the age range of 13-50 years old were obtained, including happy to be appreciated, happy to do hands-on practice, like challenges, happy to receive corrections, like structured programmed learning, and happy to actively participate. The characteristics based on the research results are very possible to be accommodated into the Game-based Learning model which has the principles of active involvement, progression and challenge, and instant feedback.

Foreign Language Writing Learning

Foreign language writing learning refers to the process of learning and developing writing skills in a language that is not one's native language. According to Warschauer (2018, p. 330), foreign language writing learning is a process of acquiring effective writing skills in a language that is not one's native language through various activities, exercises, and writing tasks. The skills that must be mastered include the use of vocabulary, text types, writing styles, and the linguistic structure of the target language.

Understanding the linguistic structure of Indonesian in learning to write is the basis for understanding the use of vocabulary, various types of text and writing styles. According to Yule (2015) the linguistic structures that must be mastered by foreign language learners include aspects of spelling (phonology), grammar (morphology), phrasing (syntax), and sentence structure (semantics). These linguistic structures are associated with reading texts, including narrative texts, description texts, exposition texts, persuasion texts, and argumentation texts, among others. Furthermore, to support the development of writing skills about the linguistic structure into the reading texts, Yule emphasize the importance of practice and feedback in developing writing skills. Through constant practice and effective feedback, learners can improve their weaknesses and hone their writing skills better. A study conducted by Folse, H. Keith. (2004) mentioned that practice in language learning is an important component that can help learners acquire and retain language knowledge. They concluded that through structured and diverse exercises, learners can internalize the grammar rules, vocabulary, and communication skills they learn.

METHODS

This research uses qualitative research with a descriptive model. Qualitative research is required to be able to explore data based on what is said, felt, and done by data sources (Sugiyono, 2010, p. 295). Data in qualitative research is expressed in the form of words, sentences, discourse, exposure, analysis, argumentation, and various other forms of understanding. The research subjects were BIPA curriculum and syllabus 4 writing skills that are widely used at home and abroad as well as 23 BIPA teachers at home and abroad who represent 55 BIPA learners from various countries. Data collection techniques in this study used documentation techniques, questionnaires and interviews. The stages of curriculum identification and empirical needs carried out in this qualitative research refer to the stage of identifying learning objectives in the Dick and Carey (2015) development model.

RESULTS AND DISCUSSION

5

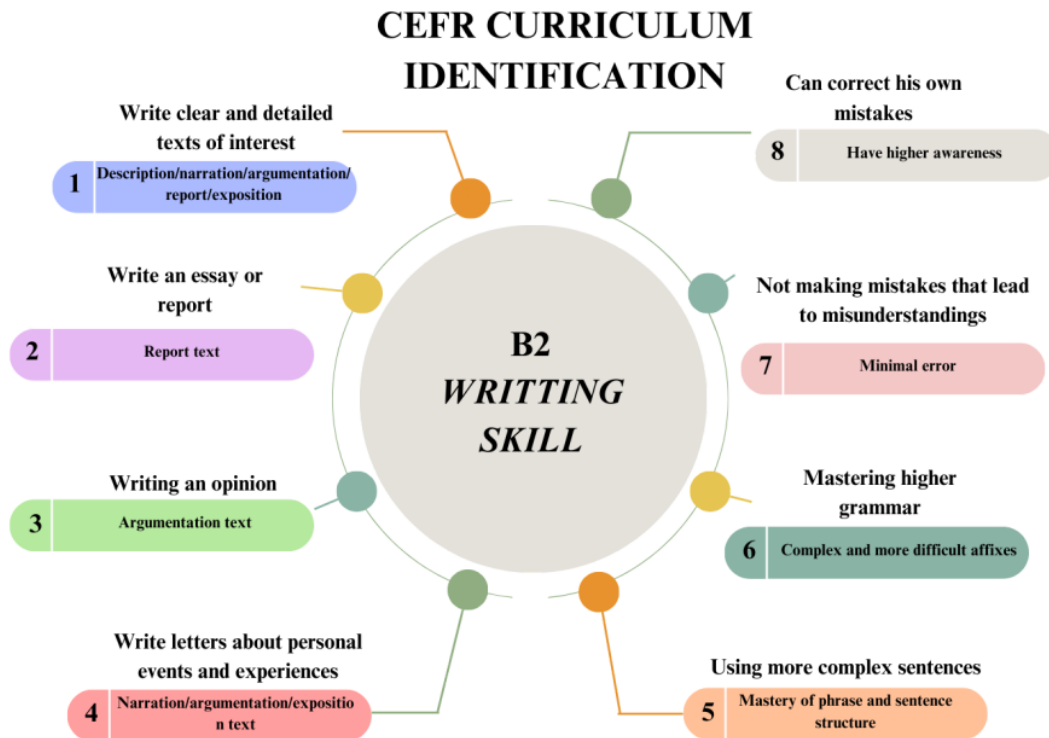**Curriculum Identification of SKL Permendikbud No. 27/2017**

SKL Permendikbud No. 27/2017 is a curriculum reference adapted from CEFR (Common European Framework of Reference for Language) with various adjustments. The SKL Permendikbud No. 27/2017 has detailed the competency elements that must be achieved by BIPA 4 learners in writing skills. The following are the results of the identification of the Permendikbud SKL curriculum at the BIPA 4 level of writing skills.
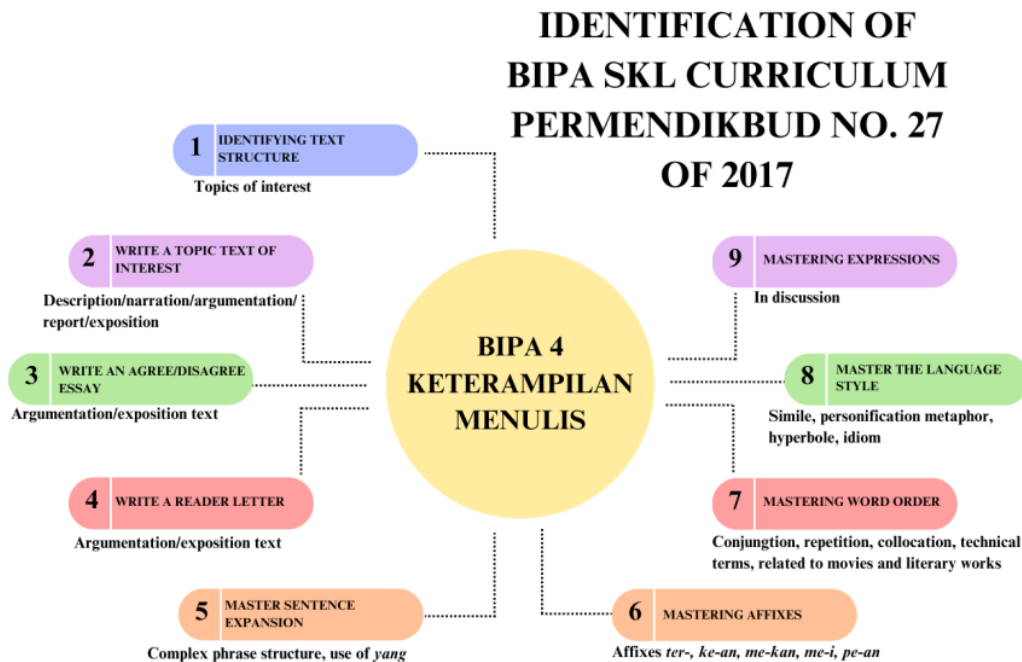
Picture 1. Identification of BIPA SKL Curriculum Permendikbud No. 27 of 2017
Source: Author's Documentation 2023

Curriculum Identification of CEFR

BIPA level 4 is the same as level B2 in the CEFR. Level B2 is a level referred to as independent users named Vantage which is described as "Limited Operational Proficiency" and "adequate response to situations normally encountered". There are similarities in learning objectives between CEFR and SKL Permendikbud No. 27/2017 because SKL Permendikbud No. 27/2017 is an adaptation of CEFR. However, in some cases, BIPA teachers directly make CEFR as a reference for making curriculum or syllabus in BIPA 4 writing learning. The similarities can be seen from the types of texts that B2 learners must master, namely being able to write texts related to interests, write essays and report texts, and write letters containing an event about personal experience. The following are the results of the CEFR curriculum identification.
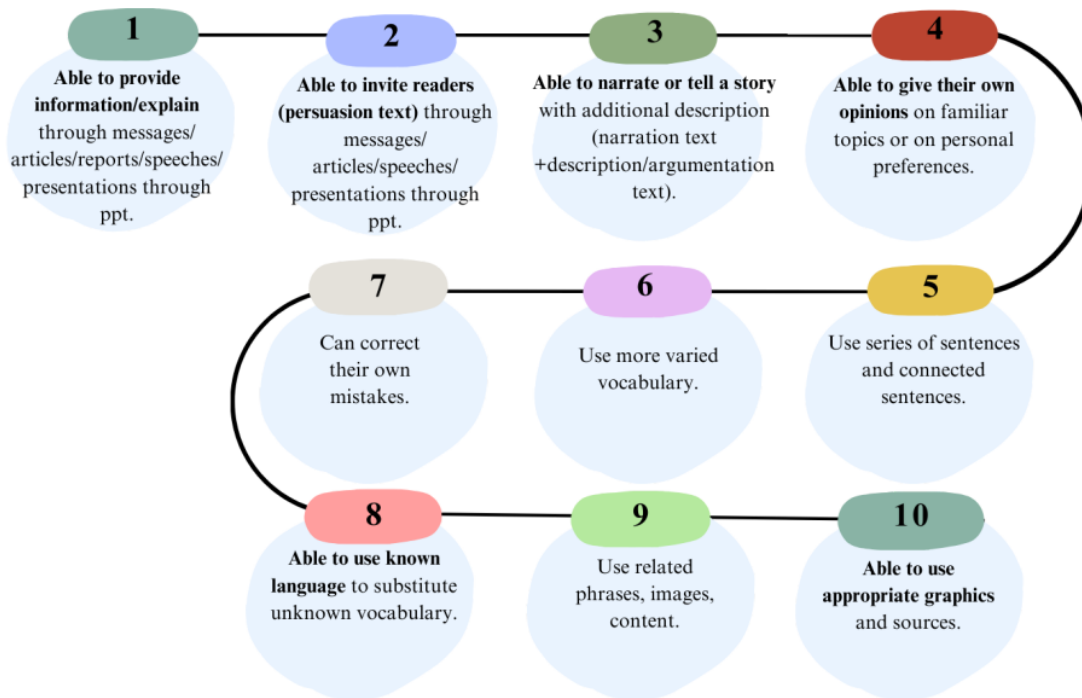
Picture 2. Identification of CEFR Curriculum
Source: Author's Documentation 2023

Curriculum Identification of ACTFL

Some teachers use the ACTFL curriculum reference in learning to write BIPA 4. The BIPA 4 level is an intermediate level in ACTFL which is also referred to as an intermediate level. ACTFL is based on three modes of communication, namely interpersonal, interpretive, and presentational. Writing skills fall into the presentational communication mode. The presentational communication mode contains one-way communication in informing, explaining, inviting and narrating without active interaction and negotiation between two people with different cultural backgrounds so as to facilitate interpretation by the recipient of the information. Therefore, to ensure that the receiver of information is successful in their interpretation, the presenter must have knowledge of the language and culture of the receiver of information. Strategies in the presentational mode include writing messages, articles, reports, telling a story, giving a speech, describing a poster and presenting using powerpoint. The following are the results of the ACTFL curriculum identification.

7

ACTFL CURRICULUM IDENTIFICATION

1 Able to provide information/explain through messages/ articles/reports/speeches/ presentations through ppt.

2 Able to invite readers (persuasion text) through messages/ articles/speeches/ presentations through ppt.

3 Able to narrate or tell a story with additional description (narration text +description/argumentation text).

4 Able to give their own opinions on familiar topics or on personal preferences.

7 Can correct their own mistakes.

6 Use more varied vocabulary.

5 Use series of sentences and connected sentences.

8 Able to use known language to substitute unknown vocabulary.

9 Use related phrases, images, content.

10 Able to use appropriate graphics and sources.

Picture 3. Identification of ACTFL Curriculum
Source: Author's Documentation 2023
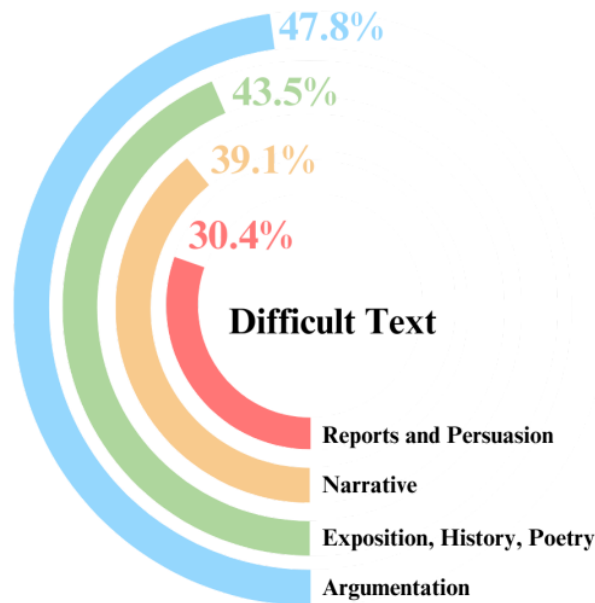
Syllabus Identification of VCE

The VCE syllabus is the syllabus used by schools in Victoria, Australia. Australia has a curriculum called ACARA, but each territory in Australia is authorized to develop its own syllabus that is used in all schools within that territory. The Victorian part of the territory has a syllabus called VCE. The VCE for Indonesian is called the VCE Indonesian Second Language which consists of Units 1-2 and Units 3-4. BIPA 4 learners on the VCE syllabus are equivalent to VCE unit 3 level. Similar to ACTFL, VCE also focuses on learners' participation in interpersonal communication, interpretation of other speakers' language, and presentation of information and ideas in Indonesian on various themes and topics. The following are the results of the VCE syllabus identification.
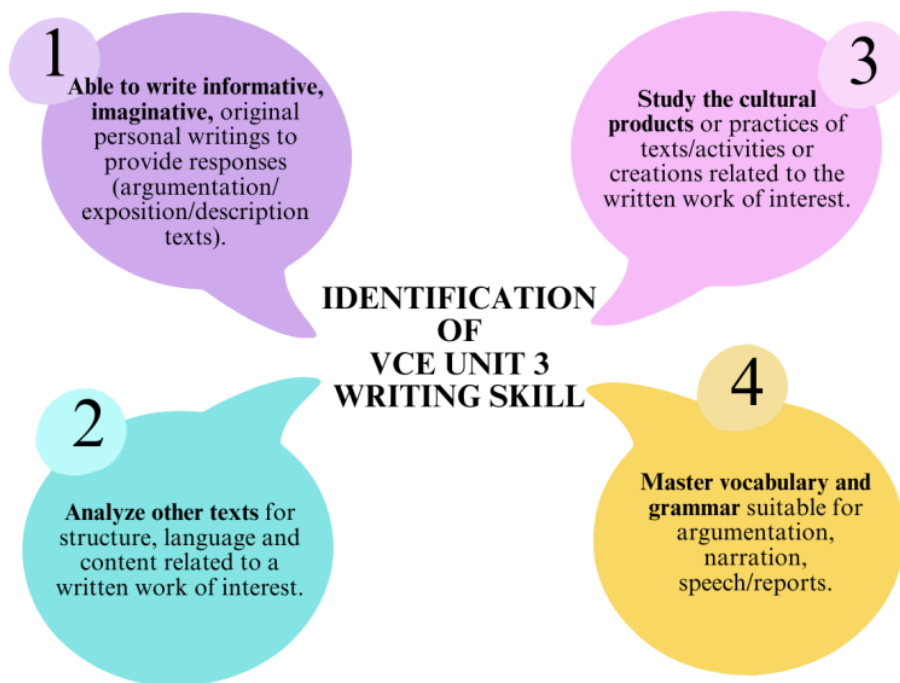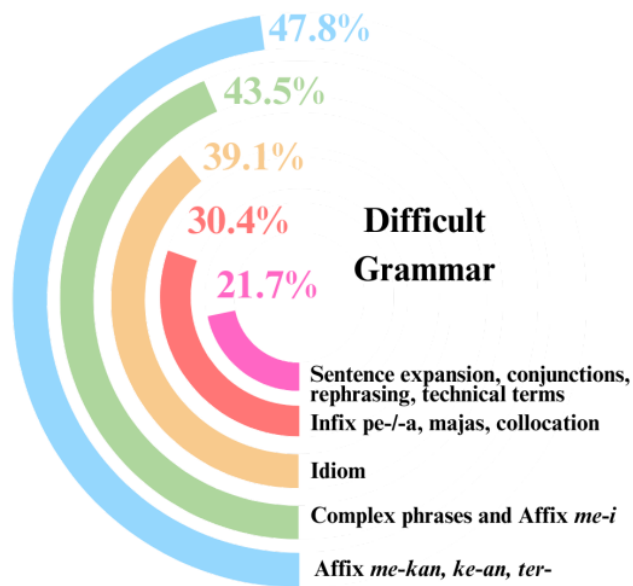
Picture 4. Identification of VCE Syllabus
Source: Author's Documentation 2023

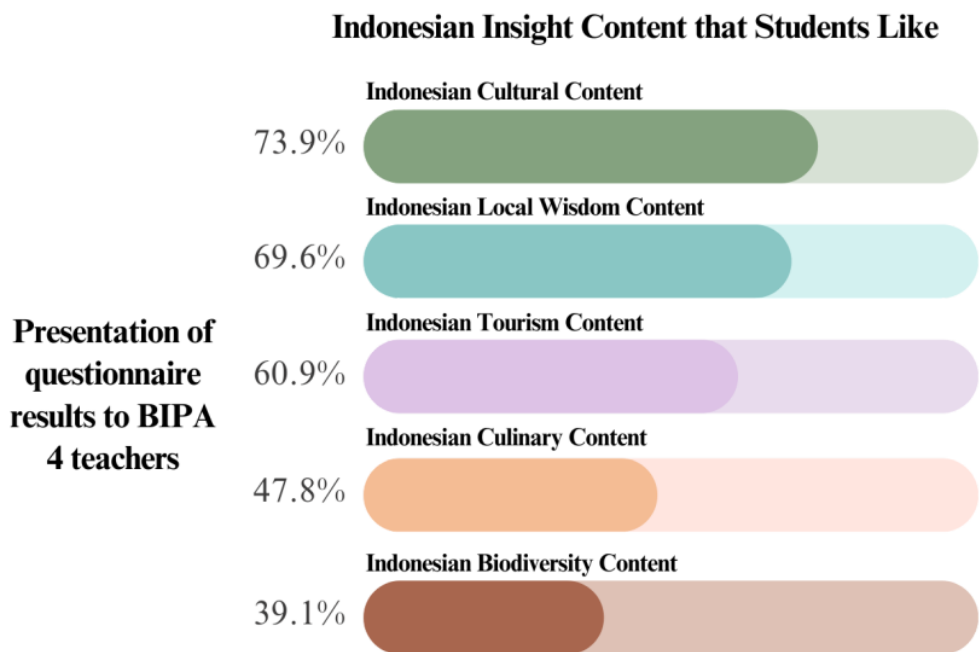**Empirical Needs Identification with Home and Abroad BIPA 4 Teachers**

From the results of the questionnaire of intermediate BIPA teachers, it was found that 47.8% of teachers agreed that argumentation texts (see Picture 5) were the most difficult to teach and absorb by learners. Followed by exposition text, history text, and poetry text with 43.5%; narration text with 39.1%; report text and persuasion text with 30.4%. In terms of linguistic knowledge, 47.8% of teachers feel that *me-kan, ter-* and *ke-an* affixes are the linguistic parts that are considered difficult to teach and learn by BIPA learners (see Picture 6). This is followed by complex phrase structure and *me-i* affixes (43.5%); idiom usage (39.1%); *pe-/-an* affixes, stylistic usage, and collocation (30.4%); sentence expansion using *yang*, conjunctions, repetitions, and vocabulary recall (21.7%). Besides, the learners also like the reading content about the insight of the archipelago or the insight of Indonesia Ness (see Picture 7). 73.9% of learners like cultural content, 69.6% like local wisdom content, 60.9% like tourism content, 47.8% like culinary content, and 39.1% like biodiversity content.

47.8%

43.5%

39.1%

30.4%

Difficult Text

Reports and Persuasion

Narrative

Exposition, History, Poetry

Argumentation

Picture 5. Difficult Text
Source: Author's Documentation 2023

47.8%

43.5%

39.1%

30.4%

21.7%

**Difficult
Grammar**

Sentence expansion, conjunctions, rephrasing, technical terms

Infix pe-/-a, majas, collocation

Idiom

Complex phrases and Affix *me-i*

Affix *me-kan, ke-an, ter-*

Picture 6. Difficult Grammar
Source: Author's Documentation 2023

Indonesian Insight Content that Students Like

Picture 7. Difficult Indonesian Insight Content that Students Like
Source: Author's Documentation 2023

DISCUSSION

The results of the identification of the BIPA SKL curriculum Permendikbud No. 27/2017, CEFR curriculum, ACTFL curriculum, VCE syllabus, and empirical needs of 23 BIPA teachers at home and abroad, BIPA 4 writing learning outcomes were obtained, including being able to write argumentation texts, exposition texts, narrative texts, report texts, and persuasion texts; being able to identify and use *me-kan, ter-, ke-an, me-i, pe-/-an* affixes; being able to identify and use complex phrase structures and the use of *yang*; being able to identify and use conjunctions, rephrases, collocations; and being able to identify and use figure of speech and idioms.

The results of the identification of learning objectives are designed into a Game-based Learning model in five lesson chapters that contain the theme of archipelago/Indonesian insight. This Game-based Learning model is packaged into a web-based application named GEMARI (Game Kembara Indonesia). The structure of GEMARI Game-based Learning material based on curriculum identification and empirical needs is arranged based on the level of difficulty of the text type with grammar adjustments that must be achieved. In this case, the grammar is not given based on the level of difficulty but is given based on the suitability of the text type. The following is the structure of the GEMARI material:

Picture 8. GEMARI Content Material
Sumber: Dokumentasi Penulis 2021

History texts and poetry texts were not included in the content at the learning objectives identification stage. This is because in the curriculum and syllabus identified, poetry and history are included in the BIPA level 5 curriculum. Poetry and history texts have a higher level of complexity relating to various figures of speech and technical terms beyond the everyday vocabulary.

CONCLUSION

Referring to the curriculum and syllabus widely used by BIPA teachers at home and abroad, there are many similarities in the learning objectives of BIPA 4 writing skills. Both SKL BIPA, CEFR, ACTFL and VCE place the skill of writing texts based on personal interests or preferences at the very beginning. The texts can be argumentation, persuasion, report, narration, exposition and description. In addition, VCE emphasizes cultural involvement in the written work created by the learners. Learners at this stage are also emphasized to be able to correct their own mistakes in style, vocabulary, and grammar which are higher than those listed in CEFR and ACTFL.

Aligned with empirical needs, descriptive texts have been widely studied at previous levels so they do not fall into the category of texts that are difficult to learn at this level. Poetry and history texts are not listed in any curriculum and syllabus, but are often given to BIPA 4 learners who are preparing to move to the next level. The results of this study are expected to provide an overview of what should be achieved in BIPA 4 writing skills referring to the curriculum and syllabus that are widely used today. The result can be used as a guideline in developing various kinds of learning models that are fun and meaningful.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest related to the publication of this article. The authors also emphasize that the data and content of the article are free from plagiarism.

REFERENCES

Alessi, S. M., & Trollip, S. R. (2021). *Multimedia for learning: Methods and development*. Allyn & Bacon, Inc.

Anwar, M. (2018). Pengaruh Pendekatan Berbasis Game terhadap Motivasi Belajar Siswa. *Jurnal Pendidikan*, *3*(2), 1-10.

Arifin, Z. (2019). Pengaruh Penggunaan Game Menulis Cerita terhadap Keterampilan Menulis Bahasa Inggris Siswa. *Jurnal Pendidikan Bahasa Inggris*, *4*(1), 1-10.

Backlund, P., & Hendrix, M. (2018). Educational games-are they worth the effort? A literature survey of the effectiveness of serious games. *VS-Games*, 1-8.

Carolina, J. E., G, Y., & D, Y. (2021). Efforts to Improve Simple Dialogue Writing Skills Through the Guided Writing Activity Strategy (SAMT) in Class IV Students of SDN Malaka Jaya 06 Pagi. *International Journal of Multicultural and Multireligious Understanding*, *8*(8), 288-296.

Chen, C. M., & Lin, Y. C. (2018). Enhancing EFL learners' writing performance through online peer feedback and rubric-referenced self-assessment. *Computer Assisted Language Learning*, *29*(2), 327-344.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) - Common European Framework of Reference for Languages (CEFR). (n.d.). The Council of Europe. Retrieved December 21, 2023, from http://www.coe.int/lang-CEFR

Dereh, N., Suyitno, I., & Harsiati, T. (2021). Analisis Kebutuhan untuk Pengembangan Bahan Ajar Membaca Pemahaman bagi Mahasiswa Thailand Tingkat Menengah. *Jurnal Pendidikan: Teori, Penelitian dan Pengembangan*, *6*(8), 1238-1245.

Dewi, H., Alfitriyani, H. U., & Wuryaningrum, R. (2020). Analisis Kebutuhan Materi untuk Pembelajaran BIPA di Universitas Jember. *FKIP e-Proceeding*, 17-28.

Dick, & Carey. (2015). *The Systematic Design Of Instruction*. Pearson.

Folse, K. S. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. University of Michigan Press.

Indonesian. (n.d.). ACTFL. Retrieved December 21, 2023, from https://www.actfl.org/educator-resources/actfl-proficiency-guidelines/indonesian

Indonesian Second Language. (n.d.). Victorian Curriculum and Assessment Authority. Retrieved December 21, 2023, from

https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/indonesiansecondlanguage/Pages/index.aspx

Istanti, W., Andayani, Suwandi, S., & Saddhono, K. (2020). Karakteristik Pemelajar Asing Program Darmasiswa: Pengguna Buku Ajar Bahasa Indonesia. *Seminar BIPA UMK*, 227-236.

Noviyanti, G. V. (2018). Pengaruh Game Based Learning terhadap Hasil Belajar Mata Pelajaran Ekonomi Kelas X SMA. *Jurnal Pendidikan Ekonomi (JUPE)*, *6*(2).

Octavia, S. A. (2020). *Model-model Pembelajaran*. Deepublish.

Permendikbud Nomor 27 Tahun 2017.pdf. (n.d.). APPBIPA. Retrieved December 21, 2023, from http://appbipa.or.id/unduh/Permendikbud%20Nomor%2027%20Tahun%202017.pdf

Prensky, M. (2007). *Digital Game-Based Learning*. Paragon House.

Pujriyanto, P. (2021). Pembelajaran menyenangkan sebagai upaya menanggulangi pandemi Covid-19. *Epistema*, *2*(1), 1-10.

Sugiyono. (2010). *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)*. Alfabeta.

Utomo, D. P. (2020). *Mengembangkan Model Pembelajaran*. Bildung.

Vandercryusse, S., Vandewaetere, M., & Clarebout, G. (2022). Game-Based Learning: a Review on the effectiveness of education games. In M. M. Cruz-Cunha (Eds.). *Handbook of Research on Serious Games as Educational, Business, and Research Tools*, 628-647.

Vusić, D., Bernik, A., & Geček, R. (2018). Instructional Design in Game Based Learning and Applications Used in Educational Systems. *Technical Journal*, *1*(2), 11-17.

Warschauer, M., & Healey, D. (2018). Computers and language learning: An overview. Language Teaching. *Language Teaching*, *31*(2), 57-71.

Widiningsih, & Abdi, J. (2021). *Pembelajaran yang Menyenangkan dan Bermakna pada Kondisi Khusus*. Kemdikbud.

Winata, Redy, K., & Setiawan, I. M. (2020). Pengaruh Game-based Learning terhadap Motivasi dan Prestasi Belajar. *Jurnal Pendidikan dan Kebudayaan*, *10*(3), 198-206.

Winkelmann, Z. K., Eberman, L. E., Livingston, J. R., & Games, K. E. (2018). Curation of a Simulation Experience by the Clinical Scholar: An Educational Technique in Postprofessional Athletic Training. *Athletic Training Education Journal*, *12*(4), 215-219.

Yule, G. (2015). *Kajian Bahasa*. Pustaka Belajar.

Penulis diharapkan dapat melampirkan hasil cek kemiripan dengan sumber internet (similarity check) dengan hasil tidak lebih dari 20%. File bukti similarity check dilampirkan pada bagian "*ADD A SUPPLEMENTARY FILE*" saat *Submit* artikel. Hasil *similarity check* dengan menggunakan software/aplikasi *Similarity Detection* seperti Turnitin atau aplikasi lainnya. Apabila perlu bantuan tim pengelola silahkan dapat menghubungi melalui email atau nomor kontak yang tertera pada bagian *contact journal*.

Artikel_Jurnal_Dewi_Suharyanti.docx.pdf

9   Internet Source   <1%

10   search.shamaa.org
      Internet Source   <1%

11   Purwanto, Siti Latifah, Yonariza, Farid Akhsani, Eva Indra Sofiana, Mohammad Riski Ferdiansah. "Land cover change assessment using random forest and CA markov from remote sensing images in the protected forest of South Malang, Indonesia", Remote Sensing Applications: Society and Environment, 2023   <1%
      Publication

12   Wong Seng Yue, Mohd Ridhwan Abdullah. "The Motivation Design Model and Acceptance Testing Analysis of Digital Game-Based Learning (DGBL) Software", 2015 7th International Conference on Information Technology in Medicine and Education (ITME), 2015   <1%
      Publication

13   Ahmad Haekal, Ermawati Ermawati, Fatimawali Fatimawali, Rizqah Basalamah. "Halal as a Contemporary Lifestyle: Encouraging Young People of Palu City to Develop with Halal Products", Journal of Community Service: In Economics, Bussiness, and Islamic Finance, 2023   <1%

Publication

14 Faqih Abdul Bashir, Bramastia Bramastia. "Implementasi Game Based Learning Berbasis Digital", EDUKATIF : JURNAL ILMU PENDIDIKAN, 2023
Publication

<1 %

15 repository.unsri.ac.id
Internet Source

<1 %

16 www.oapub.org
Internet Source

<1 %

17 conference.umk.ac.id
Internet Source

<1 %

18 syekhnurjati.ac.id
Internet Source

<1 %

19 tec.ac.cr
Internet Source

<1 %

20 www.abdan-syakuro.com
Internet Source

<1 %

21 www.grafiati.com
Internet Source

<1 %

22 Oliver Korn, Adrian Rees, Alan Dix. "Designing a System for Playful Coached Learning in the STEM Curriculum", Proceedings of the 2017 ACM Workshop on Intelligent Interfaces for

<1 %