

The Influence of Gimkit Innovative Learning Media on Student Learning Outcomes

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Abstract

In fact there are still many teachers who have difficulty in creating innovative learning, especially using technology as learning that is in accordance with the era of today's students. So this study was conducted with the aim of determining the effect of using innovative learning media using the GIMKIT website on learning outcomes, the learning outcomes obtained are learning outcomes of attitudes and values. This study was conducted at SD Tirtayasa with 60 grade 5 students who participated in GIMKIT innovative learning. This study itself uses a quantitative approach and descriptive methods to obtain and present research results. From the results of this study,

it was concluded that innovative technology-based learning affects the learning outcomes of students' attitudes and values, and in this study both obtained good results. So from this study, it is hoped that teachers have references or alternatives to try and explore providing innovative learning through GIMKIT.

Keywords

Learning Innovation, student activity, Gimkit learning, Innovative Media

Introduction

Innovation in learning needs to be carried out considering that educational developments will change according to the times. This is supported by the statement (Wahyudi, 2022) that the latest innovations are needed in carrying out teaching and learning activities according to the times. From this statement, it can be concluded that innovation is needed to prepare learning for students that is in accordance with the times.

Learning that is innovative according to the times will provide its own advantages, one of which is if learning is innovated according to the times, then the learning will be able to explore the potential of students at that time. This is supported by the statement (Wibowo, 2023) that learning that is adapted to the development of the times of students has the potential to create competent students and learning will achieve maximum results. From this statement, it can be concluded that learning that is presented by continuing to innovate will produce students with competencies according to the times.

The application of learning innovation by adapting to the times can be seen from integrating the use of technology in it because students are currently not awkward with the use of technology. This is supported by the statement (Muslim,

2020) that currently students are very familiar with the use of technology, because gadgets are used during their activities. From this statement, it can be concluded that innovative learning can utilize gadgets as a medium in learning.

Although learning innovation that follows the development of the times is a demand and challenge that must be done, many teachers have not been able to use and maximize technology in learning. This is supported by (Octasyafira, 2022) that teachers are often confused in choosing the media used in learning so that learning is more interactive, including in evaluation activities. From this statement, it can be concluded that there is a lack of knowledge and skills of teachers regarding technology-based supporting media in supporting learning.

From the facts above, it can be seen that the inability of teachers reflects the problem of inhibiting innovation in learning due to ignorance in exploring the use of technology that is integrated into learning. If this continues to happen, then it will not be hampered by the creation of learning that is adjusted to the times.

Seeing the needs and problems that occur, researchers try to answer them by conducting research on the Development of Evaluation Tools Using GIMKIT on Science Learning Outcomes in Elementary Schools. Where this study aims to provide a description of the evaluation results carried out using the GIMKIT application and provide recommendations for innovative learning for teachers who need it.

Method

The research was conducted using a descriptive method, where descriptive research according to (Jayusman, 2020) is research used to describe things that happen to variables.

While the approach used is a quantitative approach, where quantitative research according to (Ali, 2022) is research conducted by taking data in the form of numbers. So this research was conducted with the aim of seeing and describing with numbers about the variables being studied.

In addition to methods and approaches, researchers also determine research variables. Where research variables according to (Ulfa, 2021) are everything that is determined by researchers to be studied. Researchers determine research variables in the form of evaluation results carried out after the development of evaluation tools using Gimkit. In addition to research variables, researchers also choose research subjects, namely 60 students consisting of two classes, namely A and B.

Gimkit itself is a website that can package questions in the form of individual or group games. How to use Gimkit is to enter multiple choice questions that have been prepared, then Gimkit will provide several game options that can be used. This game is played with students answering questions first to be able to move the game in it.

The technique of the work is done by testing using 5 questions on the subject of Science for grade 5 with Biogas material. This data acquisition was carried out for 5 minutes. To determine the location of the research, the researcher decided that this research would be conducted at SD Tirtayasa by considering several considerations, one of which was by looking at the readiness of technology-based learning facilities and infrastructure that support this school to hold technology-based learning. For this reason, the selection of this school is expected to support this research to obtain a picture of learning outcomes to the maximum.

Result and Discussion

After conducting research in two classes, namely class 5A and 5B at the same time, there were two results obtained by the researcher, namely the results of learning attitudes and values. In implementing innovative learning by integrating GIMKIT, the researcher saw the attitudes produced by students who looked enthusiastic. Students were enthusiastic and actively participated in the game, at the end of learning using GIMKIT many students asked to play the GIMKIT game again. Meanwhile, the data obtained in the results of the values obtained on the GIMKIT website are as follows:

Table 1. Student Learning Outcomes

Item	Right Answer	Wrong Answer	Total
Item 1	47	13	60
Item 2	56	4	60
Item 3	50	10	60
Item 4	45	15	60
Item 5	53	7	60

The table above is the result of calculating the five questions with student answers.

In research activities, the researcher's first focus was to see the attitudes shown by students. The researcher saw that students seemed enthusiastic because of the enthusiasm and activeness shown by students.

Seeing the description of the situation above, the researcher realized that the use of Gimkit's innovative learning provided a good response to student learning outcomes. This is supported by the statement (Sulaki, 2019) which explains that signs of good learning outcomes are indicated by students looking enthusiastic, students carrying out the activities being carried out, and students looking active during implementation.

In addition to showing signs, the researcher saw that this learning provided a good response when connected to technology. This is supported by the statement (Said, 2023) that the use of technology as a learning medium can create effective student involvement. Another expression is also explained by (Sari, 2021) that educational games can increase student motivation and learning outcomes.

Meanwhile, looking at the learning outcomes that have been obtained, students show that question 1 "Energy used in everyday life comes from energy sources, energy sources themselves are divided into two, namely ..." the results of students' accuracy in answering were 78%, with questions answered correctly by 47 students out of 60 students

In question 2 "We as a society are certainly familiar with biogas fuel, biogas is an environmentally friendly fuel and is included in alternative fuels to minimize the use of non-renewable fuels. The following are sources of biogas fuel, except ..." the results of students' accuracy in answering

were 93% with questions answered correctly by 56 students out of 60 students.

In question 3 "Fossil fuels are non-renewable fuels, of course this can have a negative impact. What are the negative impacts of using fossil fuels?" the results of students' accuracy in answering were 83% with questions answered correctly by 50 students out of 60 students.

In question 4 "The government has issued a policy to use alternative energy, currently the energy offered as an option in the use of alternative energy is biogas fuel energy. What impact can be felt by the community when using biogas fuel energy? the results of the students' accuracy in answering were 75% with questions answered correctly by 45 students out of 60 students.

In question 5 "Energy created to replace the use of non-renewable energy so that its use can be more environmentally friendly. The energy in question is energy ..." the results of the students' accuracy in answering were 88% with questions answered correctly by 53 students out of 60 students.

From the five questions that have been given, the results of the calculation of the students' accuracy in answering were 83.4%.

Conclusion

From the research that has been conducted, it is seen that there is a relationship between learning outcomes of attitudes and values with the use of technology as an innovative learning effort. The use of GIMKIT innovative learning provides a positive response to learning outcomes of attitudes and values.

In learning outcomes of attitudes, students show high enthusiasm in implementing this GIMKIT innovative learning, they are enthusiastic and active in participating in activities from beginning to end and feel happy to follow them.

In learning outcomes of values, students show good results in implementing this GIMKIT innovative learning, this can be seen from the participants' accuracy in answering above 80%.

From the results that have been obtained, the use of the GIMKIT website can be an alternative or a recommendation for teachers who want to learn and develop themselves in creating innovative technology-based learning in developing student learning outcomes.

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