



Utilization of Gamification-Based Media in an Effort to Make Learning Fun and Change the Mindset of Parents About the Importance of Children's Education

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ABSTRACT

The use of technological and informational developments in education today needs to be implemented selectively. This selective approach aims to make educational activities more meaningful and help achieve desired learning goals. One such technological development is the utilization of gamification-based learning media. Gamification media is designed to be engaging, combining games with educational content. This approach benefits students during learning activities, as they remain engaged and understand the material better. In this context, parental involvement in children's education is equally important in supporting the development of learning activities. Community service activities integrated into learning programs help maintain quality standards and positively impact educational outcomes. Quality education, in turn, helps create quality human resources. Teachers can effectively utilize gamification media to enhance their lesson material. The success of these community service activities represents one approach to improving the distribution of quality education for all.

Keywords: Children Education, Media Gamification, Parental Mindset

1. Introduction

Sanggar Bimbingan Kuala Langat Selangor is a non-formal education institution under the Community Learning Activity Centre or PKBM-PNF of the Indonesian Embassy in Kuala Lumpur. The Guidance Centre provides education and teaching facilities ranging from grade 1 to grade 6 of Primary School (SD). The teaching staff or teachers do not have a Bachelor of Education background so that the learning strategy is less mastered. Likewise, the teachers' understanding of media and learning models for elementary school children is still minimal, which has an impact on the effectiveness of delivering material to elementary school children that is not in accordance with the characteristics of students. Teachers at the Selangor tutoring centres are excellent in their dedication to providing the education services that elementary school children and parents need. Students at the Kuala Langat Selangor tutoring centre are the children of Indonesian Migrant Workers (TKI) who work in Malaysia. To fulfil their educational needs, their children are sent to the Kuala Langat Selangor Guidance Centre so that they can read, write and count.

In equipping the learning strategies of teachers in the studio and driving fun learning for elementary school students, opening the mindset for parents of students about the importance of education, the community service team equips them with interactive learning media, namely gamification media. The importance of applying digital-based learning media can encourage the improvement of the learning process in the guidance centre to be more innovative and varied. One of the learning with digital media that can be

used with gamification applications. Gamification as one of the learning media that applies game elements to non-game situations, where this method is always used to motivate or influence people's behaviour (Sanchez et al., 2020).

Learning with gamification media is a media that utilises technology and information. Gamification media can be used as a solution to transform educational activities. Gamification media creates interaction with users through a game-like mechanism (Umar & Wiguna, 2020). The interesting concept of game play causes a person to tend to be categorised in the sense of addiction to use the game continuously (Abdillah et al., 2022). Therefore, gamification media is designed in such a way that the media can continue to be used by students and can encourage students to do more fun learning activities. The use of gamification media can make it a habit to re-use a certain environmental platform (Abdillah et al., 2022). Gamification presents material with the help of technology so that the resulting media is interesting and can encourage users to be actively involved in learning, which aims to increase user participation, motivation and achievement (Sambung et al., 2018). In addition, gamified learning media is more engaging and enhances knowledge skills in students and increases motivation to participate in learning, and helps achieve the set learning objectives (Mukarromah & Agustina, 2021).

2. Literature Review

2.1. Gamification-based Media

Gamification is the implementation of game design features and systems into a non-game context, namely learning (Anurogo et al., 2023). Gamification media learning is a hot topic in education, which is in line with students' interest in games (Alkalah, 2016). Gamification as an approach to learning that integrates game features including: scores, points, and rewards, into the classroom environment to increase student engagement and encourage them to improve their knowledge (Valentinna, 2020). This approach is done through games to motivate students in the learning process. The implementation of educational activities has a close dependence on the use of media, one of which is gamification media, this is evidenced by carrying out proper implementation so that it is necessary to design games that are relevant to learning objectives so that they do not replace learning materials (Hakeu et al., 2023).

2.2. Benefits of Gamification Media

Gamification as a tool in the learning process can make learning activities interesting for students. The utilisation of gamification in the learning process can improve problem-solving skills and students' interest in the learning process (Astawa & Dewi, 2021). The utilisation of gamification media is one way to make learning content more interesting and interactive so that it can motivate students in learning (Yulianti et al., 2023). The application of gamification makes students learn activities with games that are designed in such a way that students can learn more relaxed, get used to critical thinking, responsibility, cooperation, and healthy competition (Srimuliyani, 2023). Gamification is said to encourage students in the implementation of learning where it provides a positive impact in the use of technological development.

2.3. Advantages and disadvantages of Gamification Media

The learning process using educational technology is one of the benefits of gamification features. In the implementation of gamification learning, it provides many advantages, among others: 1) learning is more fun; 2) motivates students to follow their learning; 3) helps students concentrate on understanding the material; 4) gives students the opportunity to compete, explore, and excel in class (Jusuf, 2016). The advantages offered by gamification media have some disadvantages felt by students, among others: 1) gamification media requires software such as laptops or mobile phones connected to an adequate quota or internet network; and 2) communication/social activities between students and other friends are hampered because they only focus on the gamification media (Hadi & Athallah, 2020).

2.4. Fun Learning

Joyful learning is a learning activity that aims to focus the concentration of learning, so that it has high attention (Trinova, 2012). Fun learning does not mean inviting students to play around, but this learning takes place in an exciting, memorable atmosphere so that it attracts students to be actively involved and learning

objectives can be achieved optimally (Silitonga & Irvan, 2021). Fun learning can create an ease in understanding the material for students so that learning objectives can be achieved well (Nurfalaq et al., 2022). Therefore, teachers who have high creativity are needed who are able to create innovative learning activities that are able to carry out exhilarating learning activities (Jaya, 2017). This is realised in the learning process by implementing learning models through games, quizzes or other activities (A. T. Rahayu & Sibawaih, 2017).

2.5. Mindset on the Importance of Education for Children

Education is a process that can make changes in student behaviour, understanding of knowledge, attitudes, and thinking towards a better direction (Sukma, 2021). Education for children is the effort or action taken by educators and parents during the care process to create a better learning experience (Sukma, 2021). Education for children is often expected to be valuable as a process of guidance as well as the empowerment of abilities and capabilities for student (Siti & Siregar, 2013). Education is one of the foundations of life and can also be said to be an investment in life that will never end. Education can be done in various ways through the family environment (informal education) the school environment (formal education), and the community environment (non-formal education) (Suyuti, 2019). Currently, the world of education is growing rapidly by utilising technological developments. In relation to the world of education, facilities and infrastructure can be created by utilising technological developments and information that can create interactions between educators and students in learning activities (Sukma, 2021).

2.6. Quality of Learning for Teachers

As educators, teachers are strived to have professional abilities in the implementation of learning. Teachers' professional competence in implementing quality learning is determined by personal, pedagogic, and social competence (Mas, 2017). Therefore, it is necessary to foster teacher professionalism or supervision in order to improve the quality of learning (Mayaasari. & & Triwiyanto, 2013). Teachers can do this by creating adequate insights and skills to create effective and interactive learning media. Learning media development skills possessed by teachers can make quality learning activities, thus enabling students to be active, creative and fun when implementing learning in the classroom (Rumidjan et al., 2017). One way that can be done is by creating interactive learning media. The utilisation of interactive learning media in the implementation of learning in the classroom can provide a new learning experience for students, so that students can explore new knowledge or material through interactive learning media. Interactive learning media is proven to support learning with the hope of creating an atmosphere of an active, interactive, effective, and fun learning process (Ar et al., 2024).

3. Methodology

The community service participants were attended by 6 teachers, 16 parents, 23 students. The place of implementation of community service activities at Sanggar Bimbingan Kuala Langat Agency address Lot 3727, Lorong Jalak, Bt.9, Kebun Baru Telok Panglima Garang, 42500, Selangor, Malaysia. The time of implementation of the service for 2 (two) meetings, in June 2024.

The methods used in the implementation of the service are: lecture, question and answer, practice/demonstration. The analysis used is descriptive qualitative, namely field research directly on the object of research to obtain the necessary data (Muridyanti et al., 2023). The following research requires a thorough understanding of the object under study as well as in-depth data collection over a period of time (Ziliwu et al., 2024). In this service using qualitative descriptive analysis, the data collected is in the form of information with sentences and actions and phenomena in the field related to the mindset of parents in assisting children's education. This service is carried out by providing assistance in utilising gamification media in an effort to create joyful learning for teachers.

4. Results and Discussion

The Community Service activities were carried out on 9-10 June 2024, at the Kuala Langat Selangor Guidance Studio, one of the non-formal education institutions under the Kuala Lumpur Community Learning Activity Centre. The Community Service activities were attended by elementary school students (SD) grade I to grade VI, teaching staff / teachers; study group administrators; and parents of Kuala Langat Selangor Guidance Centre students. In this activity, the team implemented several gamification-based learning media.



Figure 1. Implementation of Community Service Activities and Implementation of Gamification Media Introduction

4.1. Introduction to Gamification Media for Students in Learning

In this service activity, all participants, especially students, were very enthusiastic about participating in educational game activities. All students showed courage, speed, and accuracy in answering. This shows that media with gamification applications provide fun and excitement in learning so that it makes it easier for students to learn. Learning that is packaged interestingly with educational games eliminates boredom in students to learn. Educational games provide a function for students to absorb material well and quickly, and increase their interest in digging deeper into the material they want to learn (Saputri et al., 2024). Learning in today's era requires a combination of learning media with technological developments that aim not to reduce student motivation and interest in learning (Novitasari et al., 2024). Therefore, the use of gamification-based media by utilising android can be applied by teachers to support student learning activities in the classroom (Maurisa & Rahayu, 2021). The students can utilise their own or their parents' android to make use of gamification-based learning media. The utilisation of android media technology can create a fun learning atmosphere so that it has a considerable impact on students, where students show high enthusiasm and curiosity during the implementation of learning. The development of digital technology, namely gamification-based media, has become one of the tools that has the potential to create an interactive and adaptive learning environment to face increasingly complex education (Hakeu et al., 2023). Gamification-based media can be downloaded for free, making it easier for teachers and students to access learning information anytime and anywhere without being limited by time and space (Rahayu et al., 2023).



Figure 2. Introduction of Gamification Media and Closing of Service Activities

4.2. Implementation of Teacher Assistance Using Gamification Media to Improve Learning Quality

Teachers at the Kuala Langat Selangor Malaysia Guidance Centre were also given training on developing learning media with gamification applications so that they can be used to assist in the learning process. Teachers also practice making gamification media according to the subjects they teach. The gamification application made by the Team was given to the Tutoring Studio to be useful in the learning process.

Through this overseas service programme, it is expected to be able to contribute in the form of quality education so that it can have an impact on the quality of education. Through this activity, it is hoped that it can provide an increase in learning activities at the Kuala Langat Selangor Guidance Centre, so that students have good knowledge and ultimately become productive human resources. Productive human resources will be able to improve the quality of life. Therefore, this overseas service programme is a form of increasing equitable distribution of quality education for all. This is in accordance with the opinion of Todaro & Smith (2015) that education has an important role in economic development.

Teachers are increasingly motivated to use technology in learning to make the learning environment more innovative, interactive and invigorating for students. This is in line with SDG 4 on quality education, which ensures inclusive, equitable and quality access for all. The connection, is that the utilisation of technology in education will make technology literate which can be used for the students of the study group in Kuala Langat Selangor to alleviate poverty by getting a better education. The utilisation of media in the implementation of learning is one of the factors that support each other in the learning process, such as the use of image media or the use of audio-visual media (Adolph, 2016).

One of the media that can be used for media utilisation assistance is gamification-based media which can be a powerful tool to enhance learning and help students develop the skills and understanding they need to succeed in the future (Hakeu et al., 2023). These sections can be explored for the implementation stage of mentoring: a) material provision activities about the importance of information technology-based learning media development; b) material provision activities about the role and benefits of information technology-based learning media; c) material provision activities about gamification-based learning media models; d) material provision activities about gamification-based interactive media development procedures; e) material provision activities about the feasibility of gamification-based interactive learning media; f) mentoring activities for making gamification-based interactive learning media.

4.3. Changing Parents' Mindset on the Importance of Education Assistance for Children

Children's education in the family sphere is used as a basis for children to follow further education at school (Fadli & Mushafanah, 2024). The developmental period of children is determined by the role of parents in providing attention and affection. This can be supported by good educational factors. Parents need to understand that education is very important to improve the quality of life, especially for primary school students. Each parent has different ways of educating, caring for, providing direction, and providing assistance in learning activities for their children (Fadli & Mushafanah, 2024). Children's creativity will develop if parents provide a democratic attitude, such as: being able to listen to children's conversations, respecting children's opinions, encouraging children to express opinions or information, and not cutting children's conversations when they want to express them (Astuti et al., 2023). Through education, students can also gain new insights, such as students starting to read, write and count well. In order to motivate students to increase their passion for learning, parents' assistance in learning activities can provide new enthusiasm, find out the progress of children's learning, and the difficulties faced by children in learning activities. In addition to parents, the role of teachers is no less important in the development of children's education. Teachers need regular communication with parents regarding the progress of educational development for children so that parents can always follow the process of children's educational activities.

5. Conclusion

The utilisation of gamification-based learning media that has been carried out has a great impact on learning activities for students at Sanggar Bimbingan Kuala Langat Selangor. Utilising current technological developments introduces students to interactive, creative, and innovative media through gamification media with the help of android. Community service activities carried out by the Department of Management Service Team show that students have a sense of excitement, interest and high enthusiasm in using gamification media as a tool in the learning process. Students are also motivated in learning activities so as to make learning activities fun, exhilarating, and have no sense of boredom or saturation. In addition, the role of parents and teachers is no less important in assisting children's education, to motivate students to find out the progress of student learning.

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