

Perancangan fitur online collaborative learning berbasis gamifikasi pada aplikasi SoloLearn dengan kerangka kerja mechanics dynamics aesthetics dan metode user-centered design = Gamification-based online collaborative learning feature design on SoloLearn application with Mechanics Dynamics Aesthetics (MDA) framework and User Centered Design (UCD) method

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Abstrak

Penggunaan gamifikasi pada sebuah sistem pembelajaran terbukti membawa efek positif. Online collaborative learning atau pembelajaran kolaboratif daring yang memanfaatkan sistem gamifikasi juga terbukti dapat memberikan efek positif terhadap proses kolaborasi antar peserta didik. Sayangnya, saat ini penelitian terkait hubungan elemen-elemen gamifikasi terhadap partisipasi peserta pembelajaran kolaboratif daring masih kurang. Berangkat dari isu tersebut, penelitian ini merancang fitur pembelajaran kolaboratif daring berbasis gamifikasi dengan memperhatikan faktor partisipasi pembelajar dan elemen gamifikasi dengan studi kasus aplikasi SoloLearn. Penelitian ini menggunakan kerangka Mechanics, Dynamics, Aesthetics untuk menganalisis elemen dalam gamifikasi SoloLearn. Metode penelitian menggunakan teknik observasi atas aplikasi SoloLearn dan riset pengguna menggunakan survei daring. Data penelitian dianalisis dari segi gamifikasi dan faktor yang mempengaruhi partisipasi pelajar dalam pembelajaran kolaboratif learning. Hasil analisis digunakan untuk mengusulkan desain alternatif menggunakan metode user-centered design. Penelitian menghasilkan tujuh desain alternatif yang dikembangkan dengan acuan prinsip desain interaksi Shneiderman's Eight Golden Rules of Interface Design. Evaluasi terhadap desain dilaksanakan dengan menerapkan wawancara kontekstual daring. Hasil evaluasi menunjukkan bahwa semua desain alternatif diterima oleh responden dalam hal memotivasi dan membantu proses pembelajaran pada aplikasi SoloLearn.

.....The use of gamification in a learning system has been shown to have a positive effect. Online collaborative learning that utilizes the gamification system has also been shown to have a positive effect on the collaborative process between students. Unfortunately, currently, research related to the relationship of gamification elements to the participation of online collaborative learning participants is still lacking. Based on this issue, this research designs a gamification-based online collaborative learning feature by paying attention to the learner participation factor and gamification elements with a case study of the SoloLearn application. This research uses the Mechanics, Dynamics, Aesthetics framework to analyze the elements in SoloLearn gamification. The research method uses observation techniques on the SoloLearn application and user research uses online surveys. The research data were analyzed in terms of gamification and the factors that influence student participation in collaborative learning. The results of the analysis are used to propose alternative designs using the user-centered design method. The research resulted in seven alternative designs which were developed with reference to the interaction design principles of Shneiderman's Eight Golden Rules of Interface Design. Evaluation of the design was carried out by applying online contextual interviews. The results of the evaluation showed that all alternative designs were accepted by the respondents in terms of motivating and helping the learning process in the SoloLearn application.