

THE EXPLANATION STUDY OF GAMIFICATION METHOD ON THE VIRTUAL YEA PROGRAM ON THE SUCCESS OF ENTREPRENEURSHIP LEARNING DURING THE COVID -19 PANDEMIC

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ABSTRACT

Online learning during the Covid 19 pandemic undeniably raises various kinds of problems for students, one of which is boredom. Boredom has an impact on the motivation and concentration of students in receiving material during the learning process. Innovative and appropriate learning methods are needed that can be used during the online learning process without compromising the learning objectives. This study aims to determine the effect of gamification on the YEA Virtual program on the success of the entrepreneurship class during the Covid-19 pandemic. This study uses a qualitative approach with a descriptive method. Data collection techniques used are interview, observation, and documentation techniques. Informants in this study were determined based on the education level of participants and alumni. The conclusions of this study are: 1) Gamification is suitable to be applied at YEA because it is following the vision and mission of the Institute and following the curriculum that is prepared, 2) Gamification affects the success of the YEA Virtual program, especially in increasing motivation, psychology and student behavior to become entrepreneurs with integrity. , 3) Gamification is carried out virtually using software assistance such as miro for team collaboration simulation, and group line for group division, 4) Online (virtual) learning must still foster enthusiasm, cooperation, cohesiveness, and social values between participants so that the essence of education is can still be maintained, 5) The use of the gamification method is proven to be able to make participants study longer in front of the screen and not get bored quickly.

Keywords: Gamification, Entrepreneurship, Learning, Training.

INTRODUCTION

The development of information technology plays an important role in the process of implementing online learning. Online learning is increasingly being carried out, especially due to the Covid-19 pandemic, which makes face-to-face learning impossible. Information technology is indeed a solution to the current conditions of the world of education, but online learning models cannot completely replace direct learning. This is because activities in the world of education are not only to transfer knowledge, but also to educate the younger generation to remain ethical, moral and cultured.

In addition, online learning has various obstacles both from the side of students and educators. As Argaheni (2020) found that during the distance learning process, students still felt confused about the learning model being implemented. In addition, students also tend to be passive, less creative and unproductive, because the learning process itself tends to listen a lot, is not interactive and monotonous. This condition is certainly a problem in itself, especially since online learning has been carried out for almost nine months since the onset of Covid 19 in March 2020.

The same condition as a result of the Covid 19 pandemic was also felt by a non-formal school, the Young Entrepreneur Academy (YEA) which is located in Bandung. During this time, the implementation of learning is always carried out face to face. In addition, the condition of students at YEA also comes from various regions in Indonesia. The effect of the Covid 19 pandemic was felt by YEA, who was unable to carry out direct learning. So far, the learning model applied has always prioritized understanding concepts, cooperation, cohesiveness and other values. This value inculcation has never been carried out before online, because according to YEA facilitators and mentors, the education that is applied is not only about learning technical things about business, but also etiquette, ethics and morals that must be conveyed directly. Of course, the Covid-19 pandemic is a problem in itself.

It is necessary to have alternative learning models that can answer existing learning problems, the need for models or systems to make learning more interactive, active, and keep communication and collaboration between students even though it is done virtually or online. Gamification in e-learning can make students continue to be motivated in lectures or iLearning learning so that students can complete assignments at the right time or before the deadline for doing assignments, and make students more enthusiastic in learning the material that has been uploaded by the teacher (Rahardja, et al., 2018).

In gamification, there is a concept that aims to make the students feel happy and not boring when following online learning (Rahardja, 2018), because there are also the criteria for the exchange points that have been obtained by the students to be more spirit in conducting online learning in the criteria redeem points are also The leaderboard is used to find out how many points have been obtained by students during the program implemented or running (Rahardja, 2018). From the learning system gamification, students can compete to collect depi points to win the title of the best participant and get the rewards that have been prepared.

The purpose of this study was to determine the effect of gamification in the YEA Virtual learning process to increase students' motivation and learning outcomes. Motivation to learn is essential and needs to be known by every teacher in his role, which can foster passion, feel happy and enthusiastic to learn for students. Motivation is related to several students' involvement in classroom activities, such as encouragement to do something based on specific goals, habits, needs, and desires. This will be closely related to efforts to achieve business learning goals, tenacity in learning business, satisfaction, and happiness in business science, and the use of time in learning business theory.

In reality, student retention or student comprehension is strongly influenced by the teacher's model of learning activities. Students can only absorb 5% of learning materials if the lecture activity is carried out by the teacher in teaching students. Meanwhile, if learning activities are carried out with peers, the retention power of students reaches 90%. (Ali Muhson, 2010). Research by Eyler and Giles (in Ali Muhson, 2010) proves that the media used by the teacher influences the effectiveness of learning. They found that the learning model located at the top of the cone, namely learning that only involved verbal symbols through text presentations, was the one that produced the highest level of abstraction. The most effective learning is learning at the bottom of the cone, which is directly involved with purposeful learning experiences. The level of abstraction in this learning model is shallow, making it easier for students to absorb new knowledge and skills.

According to Pike in Melvin L. Silberman in his book, *Active Learning* says that by adding visual media to learning, memory will increase from 14 to 38%. When teaching has both auditory and visual dimensions, the message given will be stronger than delivery systems. In addition, the implementation of e-learning has advantages over conventional systems, namely, saving time in the teaching and learning process, reducing travel costs, reaching a wider geographical area, and so on. (Hannay & Newvine, 2006).

RESEARCH METHOD

The research method used is qualitative with a descriptive approach. According to Bogdan and Taylor (Moleong, 2012), qualitative research is a research procedure that produces descriptive data in written or spoken words from people and observable behavior. This research is also reinforced by Craswell's (2014) statement, which states that qualitative research is described comparatively to provide a theoretical basis, and application is carried out with five approaches, namely narrative approach, phenomenology, grounded theory, ethnography, and case studies. Understanding what is meant is not just understanding, but going deeper, namely understanding to the core of the phenomenon being studied, so understanding is the goal of qualitative research (Herdiansyah, 2012).

Descriptive qualitative research was used because of the desire to obtain data from in-depth information about the effect of gamification on the YEA Virtual program on the success of entrepreneurship training during the Covid-19 Pandemic. In this study, researchers play a direct role in research, namely by placing themselves as observers at the Young Entrepreneur Academy. Researchers play a direct role in conducting interviews with training alumni who have completed training programs at YEA institutions, reinforced by data from participants and training providers.

Data collection techniques used by researchers in this study were observation, interviews, and documentation studies. In-depth interviews were conducted to obtain data and confirm how successful the implementation of gamification in YEA was. Interviews were conducted on three core groups, including students, alumni, and YEA facilitators.

To process the data obtained in this study, the data are analyzed using the techniques used to describe the problem being studied by using descriptions and not in the form of numbers or statistics. The data obtained in this study, obtained in the field and then arranged, processed, and analyzed carefully and thoroughly. The processing and analysis results are used as written material and arranged systematically so that the results can be seen in a scientific report.

The results of this study are expected to be able to provide an overview of how the influence of the gamification learning method in the YEA Virtual program on the success of the entrepreneurship class during the Covid 19 Pandemic.

RESULT AND DISCUSSION

Based on the research results, several findings were found, from gamification to implementing the YEA Virtual program. According to Meyhart (2016), gamification uses game elements and game design techniques in a non-game context. Game elements are like points, badges, levels, narrative, etc., But as it develops, the core of gamification today is how to build motivation. The use of gamification has now been widely applied in the non-game/entertainment field, but is also used for education and the business world. Gamification is used to attract and motivate people to use products, and recently, gamification is also used to influence behavior.

Based on this reference, Gamification is certainly very suitable if applied in YEA, especially the YEA Indonesia program. This can be seen from YEA's vision which wants to be a bridge to prosperity for the Indonesian people by creating reliable and integrity entrepreneurs, with one of its missions being to create fun, practical, not theoretical entrepreneurial training. Seixas (2016) stated that it is crucial to note that the strategy of the gamification process must be following educational goals.

Gamification is very suitable to be applied, although adjustments are made to virtual learning. From field observations, both mentors and facilitators try to use various kinds of software that support interaction, cooperation and also the atmosphere of games and challenges. One of the software used is Miro which is applied to the materials Business Model Canvas and Customer Journey. To ensure this software can run well, a simulation is carried out by the mentor to the facilitator before the class starts. So that constraints and activity predictions can be obtained.

From the observations made, it was seen that the participants were very enthusiastic in developing a business model and carried it out with cooperation. This is of course very different from the atmosphere in other classes, where participants tend to listen more and ask questions. Through the application of gamification in the two materials above, it appears that students are more motivated to complete challenges, as well as more in-depth mastery of the material. This is certainly following the research results conducted by Juho Hamari and his team on "Does Gamification Work?" According to this concept, gamification can be seen from three major parts: 1) Implementation of motivation, 2) Psychology that results, and 3) Habits that are passed on. (Meyhart, 2016).

In addition, YEA Virtual does not only focus on providing practical business materials but also inculcating values in entrepreneurial accordance with the values of momentum, because according to YEA's President Director, Kukuh Indra Prasena, there is no good business, there are only people nice guy behind it. The inculcation of momentum values was also instilled without the participants realizing it. These values are courage, credibility, connectivity, creativity, consistency.

The use of gamification to increase motivation and interest is an important development in learning. In the 1980s, Malone and Lepper in Meyhart (2016) analyzed the positive impact of game elements in the context of learning. Some current research

also shows that gamified approaches can improve student learning environments and practice applications for customers. The potential of gamification for learning and acquiring knowledge in a business context has received little attention to date. However, it is also seen from other literature studies; several studies say the effect of gamification does not last long, but it can still be something new to study.

There are several elements of gamification that can be applied in learning. Arif Prambayun and Mohamad Farozi (2015) explain that the elements of gamification, including story/mission, Challenge, Reward (Points). Meanwhile, according to Meyhart (2016), several things regarding game elements such as points, badges, levels, progression, feedback, and task lists.

According to Marko Urha (2015) in the model of introducing gamification as E-Learning for higher education, it has main elements such as E-Learning management, essential factors in E-Learning, user experience, development phase (including analysis, planning, development, implementation, and evaluation), game mechanisms, gamification factors in E-Learning and their effects on students.

Another application of gamification in implementing the YEA Virtual program is ice-breaking every time after a break. Ice-breaking occurs because the learning process is quite long, about 7 hours in 1 day. The games that are done also have a relationship with the material being carried out. Students who can complete the challenge will be given merit points that will be accumulated with the final score. According to Lee and Hammer (2011), games can provide three psychological benefits, namely cognitive, emotional, and social, to increase the motivation of players in learning a game.

Learning resources used by YEA to facilitate students in achieving learning objectives can be in the form of soft files of presentation materials, pdfs, and others. Through this learning media, every YEA trainee will find it easier to understand the lesson. YEA also provides reading books recommended by the organizers as learning resources for training participants.

From these books, students are facilitated to master the lesson and are ready to practice. This is of course following the statement of the AECT Educational Communication and Technology Association (in As'ari: 2007) that learning from various sources in the form of data, people, or certain forms that can be used by students either separately or in combination can facilitate students in achieving learning goals.

CONCLUSION

Based on the discussion above, the following conclusions can be drawn:

- 1) Gamification is suitable to be applied at YEA because it is following the vision and mission of the Institute and following the curriculum that is prepared.
- 2) Gamification affects the success of the YEA Virtual program, especially in increasing students' motivation, psychology, and behavior to become entrepreneurs with integrity.
- 3) Gamification is carried out virtually using software assistance such as miro for team collaboration simulations, group line for group division.
- 4) Online (virtual) learning must still foster enthusiasm, cooperation, cohesiveness, and social values between participants so that the essence of education can be maintained
- 5) Using the proven gamification method can make participants learn longer in front of the screen and not get bored quickly.

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