

CHAPTER I

INTRODUCTION

A. Background of Study

Education today is undergoing a significant transformation driven by rapid technological advancements. The integration of technology in the classroom is not only enhancing the teaching and learning process but also addressing the diverse needs of modern learners. The rise of digital tools and resources has provided educators with innovative methods to create more engaging and effective learning environments. According to the National Education Technology Plan¹, technology in education can personalize learning, increase accessibility, and improve educational outcomes.

The role of a teacher extends beyond merely delivering content; it involves designing effective learning activities and selecting appropriate teaching models and methods to meet the diverse needs of students. In contemporary education, the teacher's ability to tailor instructional strategies is crucial for fostering an engaging and effective learning environment. Teachers must design learning activities that not only align with educational standards but also cater to the individual learning styles and needs of students. This customization is vital for maximizing student engagement and understanding.

¹ Joseph South, *Reimagining The Role of Technology in Education, Office of Educational Technology*, 2.0 (US, 2017), 12.

A study by Robert² emphasizes that differentiated instruction, which involves modifying the content, process, and products of learning based on student readiness, interest, and learning profile, significantly enhances student outcomes. Such tailored activities ensure that all students, regardless of their starting point, can achieve educational success.

Therefore, media learning patterns are starting to dominate both learning inside and outside the classroom, teachers are expected to be able to create learning models that really help students understand lessons both inside and outside the classroom. As stated by Joyce³, a learning model is a learning model that allows teachers to provide assistance to their students in acquiring information, concepts, knowledge, skills and ways of thinking, as well as in conveying their own ideas.

⁴There are many learning models in learning activities, with each having advantages and disadvantages. By considering the goals to be achieved and the material presented, educators can choose and adapt which model is most appropriate and can be applied to their students. Each learning method cannot work alone; Usually, these methods will be combined to achieve the goal. The use of learning methods will be different because the weaknesses of one method can be supported by other methods.

² Robert Linn, "Student Learning, Student Achievement: How Do Teachers Measure Up?", *Contemporary Educational Psychology*. Vol.21, No.1 (October, 1996), 44.

³ Thamrin Tayeb, "Analisis Dan Manfaat Model Pembelajaran", *Jurnal Pendidikan Dasar Islam*, Vol. 4 No. 2, (December 2017), pp. 48-55 (2017), 49.

⁴ Nurul Qamarya and others, *Model Pembelajaran Penerbit Cv.Eureka Media Aksara*, (Jawa Tengah,2023).2.

Teaching is a teacher's primary responsibility yet, in order for pupils to reach their full potential cognitive, affective, and psychomotor they must be given the opportunity to learn actively. Active learning involves students participating in all learning activities to develop competence, or the capacity to do a good deed, which eventually becomes life skills as a provision for life. Teachers need to understand how kids learn and become proficient in a variety of teaching models and techniques in order for the aforementioned to be realized. The learning model addresses how kids learn as well as how to instruct students in different ways to prevent boredom and foster a welcoming and pleasurable learning environment.⁵ Since learning is taught to students by their teachers through methods like skill development, attitude modification, or comprehension of certain scientific rules governing a learning environment, it can be thought of as a permanent change in nature.

Students who get good learning results will always try to maintain and improve the learning outcomes they have succeeded in obtaining. Nevertheless, it takes a lot of work and multiple elements to influence students' learning success, thus achieving good learning outcomes is not simple. Activities that can be carried out to realize these learning objectives are creating processes for good learning activities by preparing systematic and sustainable learning plans. One of them can be done by using and

⁵ Afzal Sayed Munna and Md Abul Kalam, "Teaching and Learning Process to Enhance Teaching Effectiveness: Literature Review", *International Journal of Humanities and Innovation (IJHI)*, Vol.4. No.1 (2021), 3.

implementing a learning model that must be adapted to the material to be taught to students.

The needs of the modern society are now was not accomplished by the conventional learning methodologies. Several contemporary learning approaches have been created and implemented in a range of educational contexts and at various levels of education.⁶ The game-based learning model is engaging and dynamic, researchers in this instance have employed it in conjunction with the team games tournament model. ⁷Game-based learning is an instructional approach that makes use of programs or games created especially to support learning and boost student performance.

This strategy teachers can provide stimulus to the most important parts of the learning process, namely emotional, intellectual and psychomotor students. Based on observations made by teachers and students regarding whether they had ever carried out learning activities using digital media, it turned out that the teaching carried out by teachers only relied on material in textbooks and only used lecture and discussion methods.

⁸Educational games can improve understanding of a subject and encourage students to study the material. Educational games must be created

⁶ Tetyana Kucher, 'Principles and Best Practices of Designing Digital Game-Based Learning Environments', *International Journal of Technology in Education and Science*, 5.2 (2021), 213–23 <<https://doi.org/10.46328/ijtes.190>>.

⁷ Ririn Oktavia, 'Game Based Learning Meningkatkan Efektivitas Belajar Siswa', *OSF Preprints*, 20.3 (2022), 1–7.

⁸ Mailistri Hasibuan, 'Penggunaan Media Digital Games Based Learning (DGBL) Untuk Meningkatkan Hasil Belajar Ppkn Pada Siswa Kelas XII BDP 1 Di SMK Negeri 1 Dumai Tahun 2022', *Journal Of Social Science Research*, Vol.3 (2023), 80.

since they have a lot of potential to increase student motivation because they combine story and animation to pique students' interests. Playing games encourages kids to participate in learning in an enjoyable and comfortable way. In addition to keeping students from being bored or sleepy, "exciting" learning activities that incorporate games will stick in their memories and give them the chance to learn in a more pleasurable environment without sacrificing the learning objectives.

⁹Digital game-based learning approach and serious games can be considered as an effective educational tool that can facilitate and enhance students' learning procedure, as a means through which interaction, cooperation and communication can be promoted and improved and as an educational process which can instill interest in educational issues, promote learning motivation and engagement, as well as induce eager and active participation in lessons.

Recent observations at MTsN 1 Kota Serang have indicated a decline in students' performance in mastering the present perfect tense. This decline highlights the need for more effective teaching strategies that can address the specific difficulties students face with this grammatical structure.

The limitations of traditional teaching methods necessitate the exploration of

⁹ Theofylaktos Anastasiadis, Georgios Lampropoulos, and Kerstin Siakas, 'Digital Game-Based Learning and Serious Games in Education', *International Journal of Advances in Scientific Research and Engineering*, Vol 4. No.12 (2018), 46.

alternative approaches that can better support student learning and improve outcomes.

According to ¹⁰Jan L. and colleagues in their book "Handbook of Game-Based Learning," digital games can raise learning achievement by giving students an engaging and applicable learning environment. The significance of designing games with learning principles like real-time feedback, ongoing evaluation, and ability-based adaptation in mind. They discovered that by using interactive challenges and simulated scenarios, DGBL can aid students in developing their critical thinking and problem-solving abilities.

Based on this explanation, the research conducted with the title: **The Influence Of The Digital Game Based Learning Model Towards Students' Mastery of The Present Perfect Tense Material** (*A Quasi Experimental Research At The Ninth Grade Of MTsN 1 Kota Serang*). This research was conducted at MTsN 1 Serang City, where the research carried out PLP activities, and researcher knew directly about learning activities in class with teachers and received direct information from the teachers who taught that there was a decline in present perfect tense material.

¹⁰ Nathalie Barz and others, *The Effect of Digital Game-Based Learning Interventions on Cognitive, Metacognitive, and Affective-Motivational Learning Outcomes in School: A Meta-Analysis, Review of Educational Research*, 2024, 10.

B. Identification of Problem

From the background above, the identification of the research are :

1. There is a decrease in student learning achievement in daily test scores in present perfect tense material.
2. During the lesson, many students do not pay attention to the teacher teaching.
3. In learning activities, the teacher only uses the lecture method and only gives questions at the end, without giving students the opportunity to be active in class.
4. Digital game-based learning models have never been applied in teaching and learning activities.

C. Scope and Limitation of The Research

In this research, we will only examine the application of the digital game-based learning model with a team games tournament model to grade 9 students at MTsN 1 Kota Serang, and the material that will be used as research material is present perfect tense material, in which the students experiencing a decline in value, or not achieving completion.

D. Statements of The Problem

Is there a significant influence of the digital game-based learning model on students' mastery of the present perfect tense material at the ninth grade of MTsN 1 Kota Serang?

E. Objectives of Study

The objective of this study is to determine if there is a significant influence of the digital game-based learning model on students' mastery of the present perfect tense material at the ninth grade of MTsN 1 Kota Serang.

F. Significances of Study

a. Theoretically

This research helps in student's mastery in present perfect tense material using digital game-based learning model. Where the learning models have never been applied in the classroom and students play an active role in them so that learning activities will remain focused and fun by using games.

b. Practically

The results of this research will provide contributions to students, teachers, future researchers, and many more. For students, they will be more enthusiastic, understand more easily, and be more focused in learning so that they can get satisfactory learning results. Then for teachers, this research can be used as an alternative student learning model, so that students do not feel bored and are enthusiastic about learning activities.

G. Organization of Writing

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it's including of Background of Study, Identification of Problem, Statements of the Problem, Objectives of Study, Hypothesis, Significances of Study, and Organization of Writing.

Chapter II Theoretical Framework, it is including Learning Model, Learning Achievement, Digital Gam-Based Learning model and the Team Games Tournament Model.

Chapter III Research Methodology, This chapter consists of place and time of the study, research methodology, population and sample, instrument and the technique of data collecting, hypothesis of the study, and the technique of data analysis.

Chapter IV Research Finding and Discussion. This chapter consist of description of the data and discussion of finding.

Chapter V Conclusion and Suggestion. It consist conclusion for suggestion.