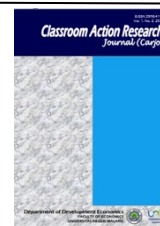




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Implementation Of Hot Seat Game-Based Interactive Learning In Economics Subjects At State Senior High School 3 Blitar

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Abstract

Educational transformation is useful for developing one's knowledge and technology to create a more comfortable and interactive classroom impression. The author wrote this article with the aim of determining the level of student interest in receiving learning with hot seat game learning media. The researcher conducted the research using the type of classroom action research (classroom action research) this research was carried out at the Teaching Assistance placement school in 2024 for class X at SMAN 3 Blitar. The use of hot seat game learning media, using the Kurt Lewin model, through several stages such as planning, acting, observing, reflecting. The results obtained were that students were interested in learning using the hot seat game model, but almost half of the students felt bored because the questions given were not challenging enough.

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INTRODUCTION

The integration of interactive and engaging pedagogical methods into economics education is paramount to fostering a deeper understanding of economic principles and their practical applications among students (Munir et al., 2021). Traditional lecture-based approaches often fall short in capturing students' attention and promoting active participation, which are crucial for effective learning (Hansen & Salemi, 2011). The incorporation of game-based learning strategies, such as the "Hot Seat" game, presents a promising avenue for transforming the learning experience in economics classrooms (Johnston et al., 2000). This method could potentially cultivate a more dynamic and stimulating environment (Monaco, 2018). Active learning methodologies, although not a novel educational approach, can be difficult for educators to develop and implement (Lauer, 2003). Game-based learning can foster student engagement, critical thinking, and collaborative skills, while simultaneously solidifying their grasp of fundamental economic concepts (Ndlela et al., 2020). The complexities inherent in economics, often involving mathematical concepts and the crucial need to connect theoretical frameworks to real-world economic scenarios, pose significant challenges to effective teaching and learning (Nepal & Rogerson, 2020). By employing interactive games like "Hot Seat," educators can translate abstract economic theories into relatable and memorable experiences, thereby enhancing student comprehension and retention. Furthermore, in light of the ongoing evolution of instructional methodologies, there is an increasing demand for innovative strategies that encourage students to assume responsibility for their learning (Chumsukon, 2020). Integrating interactive learning strategies, such as the Hot Seat game, into the economics curriculum holds the potential to promote a more engaging, effective, and student-centered learning experience.

The dynamic landscape of modern education necessitates innovative pedagogical approaches that transcend traditional lecture-based methods, especially in subjects like economics that often require abstract thinking and real-world application (Prayitno, 2017). Game-based learning, with its inherent ability to engage students actively and foster a deeper understanding of complex concepts, has emerged as a promising alternative (Joseph, 1970). The integration of games into the classroom environment has been shown to positively influence student engagement, promote active participation, and cultivate a sense of responsibility for their own learning process (Inayati & Waloyo, 2022; Wyk, 2013). Cooperative learning strategies, such as Teams Games Tournament, have also been identified as effective methods for enhancing student activity and motivation in the classroom, thereby addressing the challenge of disengagement often observed in conventional teaching settings (Hidayah & Sari, 2020). The multi-sensory and interactive elements inherent in games can significantly boost student involvement, problem-solving capabilities, and critical thinking prowess (Hilmun & Fitriah, 2021). Moreover, in subjects like mathematics that are often less desirable, the application of interactive and fun learning media, such as game-based approaches, becomes an essential strategy to foster a more engaging educational experience (Wahidah et al.,

2020). Furthermore, game-based learning awakens students' curiosity, competitiveness, and creative behaviors that enable them to construct concepts (Toquero et al., 2021). It is imperative to acknowledge the potential pitfalls associated with game-based learning, such as the risk of addiction, distractions, and misalignment with deep learning objectives (Suliswaningsih et al., 2021). Despite these challenges, the incorporation of games can yield undeniable benefits, including the simultaneous development of multiple skills, the provision of visual and practical examples, and the encouragement of self-improvement (Hanna et al., 2021). One way to transition away from lectures is to integrate game-based activities into the learning process, which encourages students to actively participate by interacting with their surroundings (Lasala, 2022).

Gamification, which involves incorporating game elements into non-game contexts, presents a viable strategy for enhancing student motivation and engagement in educational settings (Tenório et al., 2018). Gamification differs from game-based learning in that it does not necessarily involve the use of full-fledged games, but rather the application of game mechanics such as points, badges, leaderboards, and challenges to motivate learners and promote desired behaviors (Çavuş et al., 2023; Chen & Liang, 2022; Li et al., 2023). The motivation behind integrating game mechanics and principles into education stems from the inherent ability of games to foster motivation and engagement (Dichev & Dicheva, 2017). Gamification has been widely recognized as an effective tool in promoting learning outcomes in various educational settings (Li et al., 2023). While digital technologies can support gamification in education, instructors must be aware of potential distractions caused by game elements (Hu & Shang, 2018). Gamification can be combined with other active approaches, such as serious games, game-based learning, project-based learning, collaborative learning, or flipped classrooms, which increases flexibility and adaptation to students' schedules and individual needs (Jaramillo-Mediavilla et al., 2024). Gamification has the potential to increase engagement, enjoyment, and motivation by incentivizing behavior through reward systems and creating social competition (Hanus & Fox, 2014). Gamification has been shown to improve student motivation, engagement, and interaction in education, while also allowing them to immerse themselves in experiential learning (Chan & Lo, 2024). Gamification offers the potential to simplify complex concepts, cater to students' cognitive requirements, and elicit their emotional responses (Ng et al., 2024). Gamification can provide students with immediate feedback on their progress and recognition for completing tasks (Nitiasih et al., 2020).

The study seeks to explore the implementation and effectiveness of the Hot Seat game as an interactive learning tool in economics subjects at State Senior High School 3 Blitar.

METHOD

This research was conducted at SMA Negeri 3 Blitar from March to May 2024 involving 74 students from class X-9 totaling 37 students and from class X-10 totaling 37 students. Sampling in classes X-9 and X-10 because seen from the

Mid-Semester Exam scores, their classes tend to have less than maximum scores than other classes so that for the next chapter of the Daily Test this is given with interactive learning. The type of sample taken is Non-probability Sampling. The purpose of this study was to determine the level of student interest in receiving economic learning on the material of money and financial institutions based on the hot seat game with a combination of the baamboozle application. This research was conducted using the type of classroom action research. Data collection methods consist of 1) Observation to determine the initial conditions of the research location, 2) Holding a hot seat game with a combination of baamboozle to determine the level of student interest in receiving economic learning on the material of money and financial institutions, 3) Reviewing and observing the results of the hot seat game, 4) Reflecting on students. The data analysis technique used is the following formula.

$$\text{Formula : NP} = (\text{SN/NA}) \times 100 \%$$

Noted that:

NP : Final grades are expressed as a percentage of student learning outcomes.

SN : Difference between daily test scores and mid-semester exam scores

NA : Mid-semester exam student learning outcomes

Description:

Positive result: Increase

Result 0 : Constant

Negative result: Decrease

This study uses Kurt Lewin's behavioral science model in the classroom in implementing it.

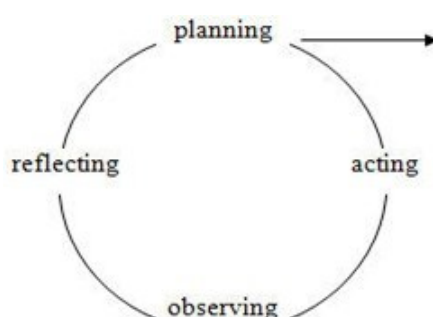


Figure 1 Classroom Action Research Model by Kurt Lewin

Based on the use of Kurt Lewin's model, the researcher did several things, namely as follows.

1. Planning

Planning is done by identifying problems that exist in students in grades X-9 and X-10 at SMA Negeri 3 Blitar. This is done by looking at the conditions and identifying student characters about effective student learning methods and student problems that are usually bored in receiving learning.

2. Action (Acting)

This action is done by providing an explanation of material related to money and financial institutions. The implementation of classroom action research using the teacher center learning approach, using the lecture method to explain material about money and financial institutions. The learning action carried out is the application of the hot seat game with a combination of the baamboozle application.

3. Observation (Observing)

Observation is carried out to find out whether there is a change after the action of implementing learning media is carried out. This observation is carried out by looking at student learning outcomes after the action, namely the application of the hot seat game with a combination of the baamboozle application.

4. Reflection (Reflecting)

Reflection is carried out by giving students a questionnaire whether this learning media can be applied in subsequent learning activities. In the application of learning media, if there are weaknesses or a decline in student learning outcomes, there is a problem that must be fixed, or it can be said that this learning media is considered less effective.

The data collection instruments used in the study were observation and questionnaires. The first observation was to observe a number of objects directly to find accurate information about the object. The second observation was to observe a number of objects directly to find out the changes received by the object after receiving the hot seat learning media. While the questionnaire was conducted to get direct answers from respondents. The following are indicators of student learning interest and assessment qualifications in the aspect of student learning interest to determine the level of student success.

Table 1 Indicator

Indicator	Sub indicator
Aspects of student involvement	Student learning outcomes
Aspects of student interest	Enthusiasm in learning, feeling happy and interested, speed in answering students, trying to get good grades

RESULT AND DISCUSSION

This hot seat game is done by combining internet utilization applications, namely baamboozle. Baamboozle is a learning medium to attract student motivation. The following is a display of economic questions on money and financial institutions in the baamboozle application. The teacher reads the questions through the baamboozle application by choosing the number according to the one chosen while the students answer the questions by playing the hot seat game. Because one group consists of 5 students, one student must get 2 questions so that a total of 10 questions must be answered from one group. Before the implementation of the hot seat game by students of grades X-9 and X-10 of SMA Negeri 3 Blitar, the teacher explained the material related to money and financial institutions and conducted a question and answer session with the students. In the implementation of the hot seat game, an assessment was carried out, namely students who answered correctly would get 20 points, students who answered one correctly would get 15 points, students with wrong answers or did not get a seat would get 10 points and all of these points were added up to become the total group score. The following are the results of observations on students based on learning interest indicators.



Figure 2 Implementation of Hot Seat Learning Model

The figure shows the implementation of the Hot Seat learning model based on games using the Baamboozle application in the Economics subject at SMA Negeri 3 Blitar. In this activity, students take turns sitting in special chairs (hot seats) to answer questions given by the teacher and classmates. The classroom atmosphere looks active and participatory, where students appear enthusiastic about participating in activities by holding materials and discussing directly.

The use of the Baamboozle application in this learning model aims to create a fun and interactive learning atmosphere. In addition to improving understanding of economic concepts, this method also trains courage, communication skills, and cooperation between students. This game-based learning is an effective alternative strategy in supporting the achievement of student competencies more comprehensively.

Hot seat game learning media with a combination of baamboozle can influence student success in achieving learning interest indicators, namely student involvement and student interest. It can be seen that students have achieved very good and good criteria. There are groups that have high scores in interest but in their involvement they have low scores because they are very interested in the hot seat game but they answer the questions incorrectly. So the hot seat game with a combination of baamboozle makes an interesting, interactive, and fun learning media but to find out more. Evaluation activities are carried out to determine the level of student success in receiving learning. The following is data on student learning outcomes in class.

CONCLUSION

Based on the results of the discussion that have been obtained, it can be concluded that the hot seat game learning media with a combination of the baamboozle application can be said to be successful as seen from the change in the average student assessment from before being given treatment (at the time of the mid-term exam) and after being given treatment (UH Chapter 2). In class X-9, a high increase was obtained by students, namely 81% increase obtained from the previous 55 to 100 and in class X-10, a high increase was obtained by students, namely 90% increase obtained from the previous 50 to 95. While the results of the questionnaire that students prefer to use learning media in the form of games because they feel not bored and do not seem monotonous. In addition, students in general are also happy with the hot seat game model and the material provided through the baamboozle application is generally also understood by students. However, almost half of the students feel bored with the hot seat game model because the questions given are too easy and simple so they are considered less challenging. With the positive impacts that exist, the author's suggestion is to continue to develop the hot seat game model learning media combined with baamboozle in the future. Even though online learning media is now widely used by teachers, offline game learning media is preferred by students because all of the students' body muscles and motor skills move and students play with their cellphones less often.

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