

DEVELOPING WEBSITE-BASED GAMIFICATION LEARNING MEDIA ON DEBATE TEXTS IN INDONESIAN LANGUAGE LEARNING

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Article Info	Abstract
Article History Received: November 2023 Revised: December 2023 Published: January 2024	<i>This research and development is motivated by the lack of creative learning media in Indonesian language learning, especially in grade X high school debate text material. Therefore, there is a need to develop website-based gamification learning media that makes learning more creative and innovative. Until the researcher developed the Website-Based "Adventure of Gama" Gamification in Class to determine the feasibility of developing website-based "Adventure of Gama" gamification in class X high school debate texts, and (3) to determine the effectiveness of the gamification trials being developed. This research uses the Research and Development (R&D) research method, using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development procedure. In this research, the ADDIE development procedure. The subjects in this research were class X high school students The data collection technique and instrument used in this research is a questionnaire sheet, while the information analysis technique used is quantitative descriptive data analysis. The research results show that the learning media developed is in the "Very Good" category. This is proven by obtaining an average score of 85.2 and is suitable for testing to obtain an effectiveness test. The average obtained from material experts was 100, from media experts as much as 78.8, and teaching experts as much as 77. Based on these results, it can be concluded that research into the development of website-based "Adventure of Gama" Gamification in Class X High School Debate Texts was used as media. learning that can motivate students to follow the Indonesian language learning series, especially in debate material.</i>
Keywords Gamification; Debate text; Instructional Media;	
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INTRODUCTION

In the current global era, the results you want to achieve from education are not just science or knowledge, but also developing good character in students and developing students' soft skills. In achieving this, we also need a curriculum that is good, appropriate and suitable for use in education today. The curriculum is a tool to achieve educational goals which is expected to lighten some of the tasks of educators in an effective and efficient teaching and learning process (Idi, 2014: 165). The curriculum in Indonesia has undergone changes eleven times and the current curriculum is the 2013 Curriculum (Wekke & Astuti, 2017:34).

Educators are required to always be creative and innovative in order to determine good learning methods. The methods used in learning design must be appropriate in order to achieve the expected learning objectives. Teachers must use learning methods and methods that must be appropriate to the tools to be taught. According to Wahyuni Sri & Palekahelu T.D (2019) factors that influence the learning process are methods and media in the learning series. Techniques and media have an interconnected relationship, namely they are both used in the learning process. Currently, students can be said to be generation-z students or digital native students, this is because they are close to technology and are also a generation that was born at a time when all forms of information could be obtained with technology. This is a challenge for education to provide learning using technology which is occasionally utilized in student teaching and learning series. Teaching and learning media is something that influences and is important in the teaching and learning process because it can influence the success or failure of a teaching and learning series, one example of creative learning media is gamification-based.

The results of interviews with Muhammadiyah High School students in Imogiri, Bantul, stated that the Indonesian language subject was a very complicated subject because it was always related to a large number of reading texts and encountered too many linguistic aspects. Apart from that, Indonesian is also a boring and uninteresting subject because the learning process is just like that without any new teaching materials such as teaching materials that use lots of pictures. They prefer teaching materials with lots of pictures compared to text teaching materials. Responding to the phenomenon that is occurring, it would be better if we need to develop appropriate and interesting teaching materials so that students feel like and want to learn Indonesian again, never feel bored and always pay attention to the learning material presented by the teacher until the learning process is complete. One of these teaching materials is gamification teaching materials. One innovation that can be developed in the student learning process is Gamification. The concept of Gamification refers to the transformation of systems, services, organizations and activities to provide experiences, as well as increase motivation and skills similar to games in general (Huotari and Hamari, 2017). From this opinion, Gamification has the right characteristics to be used in the learning process for students who need more active interaction with other students.

Games & Cunningham, 2011), bringing this statement into the learning process will certainly be beneficial. The word Gamification was introduced in 2010, but the development of this concept did not develop as quickly as other innovative learning concepts. Gamification is the process of applying game designs and concepts to the learning or training process with the aim of making it more interesting and entertaining for participants so as to increase engagement. (www.trainingindustry.com). Another study regarding Gamification is the process of using game elements in non-game conditions with the aim of strengthening positive learning behavior, and can be integrated into the e-learning process (LearnTech; Mariya Gachkova & Elena Somova, 2016). Another opinion that discusses gamification further is "Programs use game-based work patterns, aesthetics, and game thinking to engage other people, motivate action, promote learning, and solve problems" (Kapp, 2012).

As stated previously, gamification is the process of using game elements in non-game conditions with the aim of strengthening positive learning behavior, therefore we need to know what is included in gamification elements. The following are common elements of a game that are used in gamification. The following are elements of gamification (Ariani, 2020). The use of game elements in gamification can be adjusted to the analysis of student or instructional needs, because the use of these elements will basically continue to change according to developments in people's gaming tastes, this will also be influenced by developments in information technology.

The urgency of this research is due to the data obtained relating to the condition of Indonesian language learning media in several materials used by several high school students.

Therefore, 1) develop website-based gamification media on debate text material for high school level students, and 2) describe the feasibility of website-based gamification media on debate text material for high school level students, and 3) test the effectiveness of website-based gamification media on Debate text material for high school level students. This research is research carried out by observation, for a reason, namely 1) releasing a product in the form of a website-based gamification application, and 2) the application that has been produced is then implemented or tested for its feasibility and effectiveness with high school level students.

Based on the results of previous research, which was carried out by Yosi Marenda Wirawan, and Rizki Wahyu Yunian (2018), it was found that the quality of gamification teaching materials obtained several assessments from experts, namely material, media or design and language experts, with the results obtained that gamification teaching materials the set material is very suitable for use in the learning process. Furthermore, students' responses to gamification teaching materials obtained an average score of 3.5 with the criteria "Very Interesting" and teachers' responses to gamification teaching materials obtained a score of 3.3 with the criteria "Very Interesting". Therefore, from several of these studies, in this study a website-based gamification learning media was designed as an innovation in the teaching and learning series. The use of media in appropriate teaching and learning series of debate texts has the aim of making the material provided by educators attract more students' attention, then with this interest students become more enthusiastic in the lesson and ultimately obtain maximum results, both educators and students.

RESEARCH METHOD

Research Design

This research applied a research and development (R&D) design, a methodological framework employed to facilitate the advancement and evaluation of a product's viability. The essence of R&D lies in its capacity to refine and assess the appropriateness of a given product, making it an indispensable approach for innovation and improvement (Nana Syaodih Sukmadinata, 2006: 164). The R&D design used is ADDIE (Analyze, design, develop, implement, evaluate) design. In the context of this study, the primary objective is the creation of a gamification application designed as an instructional resource for exposition texts. To ascertain the quality and efficacy of the research product, a rigorous validation process was conducted. This validation procedure enlisted the expertise of material specialists, media professionals, and high school educators. Through this multi-faceted validation, the resulting gamification application underwent meticulous scrutiny, ensuring its alignment with educational standards and pedagogical objectives. Subsequently, the product was further subjected to classroom testing, providing empirical evidence of its effectiveness within the educational setting. This methodological approach not only underscores the significance of the research and development paradigm but also emphasizes the meticulous steps taken to ensure the validity and practical applicability of the developed gamification application.

This study employs a dual-methodology approach, encompassing both qualitative and quantitative data to achieve a comprehensive understanding of the research phenomenon. The quantitative aspect of the research is executed through the utilization of questionnaire-based data collection techniques. This questionnaire, serving as a pivotal instrument within the quantitative framework, functions as the primary reservoir of data for subsequent analysis. The analysis encompasses both descriptive statistical methods, offering a detailed summary of the collected data, and inferential statistical methods, facilitating the derivation of broader conclusions from the dataset. Upon completion of the quantitative phase, the research progresses to a qualitative dimension, seeking to imbue the statistical findings with nuanced interpretations and in-depth insights. This subsequent phase involves the employment of interview instruments, engaging with informants possessing intimate knowledge of the research

subject. The interviews serve as a conduit for elucidating and contextualizing the statistical data, thereby enriching the analysis and contributing to a more profound comprehension of the research outcomes (Mulyadi, 2011). This methodological dualism ensures a multifaceted exploration of the research question, combining the strengths of both quantitative and qualitative methodologies for a robust and nuanced analysis.

Population and Sample OR Subject

In this study, the research cohort comprised students enrolled in the tenth grade at SMA Muhammadiyah Imogiri Bantul, specifically within Class X. The selection of this educational institution in the Bantul district was methodically determined, informed by prior observations indicating a limited integration of gamification learning media in the pedagogical practices within the school. The rationale for this choice emanated from the identified dearth of utilization of gamified learning tools, prompting an investigation into the potential efficacy and adaptability of such media within the given academic setting. Moreover, the decision to focus on high school students in the study emanates from the researchers' conviction that the designed gamified learning media aligns with the cognitive and emotional inclinations typical of this demographic. This alignment is deemed crucial for fostering engagement and enhancing the probability of achieving favorable learning outcomes. Consequently, the research endeavors to shed light on the extent to which the tailored gamification approach resonates with the distinctive characteristics and preferences of high school students, offering insights into the potential for effective integration into the teaching and learning processes.

The present study employs a purposive sampling technique, a method of sample selection grounded in the deliberate and judicious consideration by the researcher or evaluator regarding which specific samples would be most pertinent and representative of the study's objectives (Babbie, 2004). The strategic determination of the sample is often predicated on the researcher's familiarity with the population under scrutiny, its constituent members, and the overarching goals of the research. This form of sampling proves particularly advantageous when applied to exploratory studies, serving as an initial foray into the realm of research or evaluation. The purposive sampling technique is well-suited for such preliminary investigations, allowing the researcher to select samples with precision, aligning them with the specific nuances and characteristics deemed most germane to the research objectives. Subsequently, this method can be succeeded by more comprehensive follow-up studies wherein samples are drawn randomly, thereby facilitating the generalization of findings to the broader population. The deliberate and targeted nature of purposive sampling underscores its utility in scenarios where the researcher seeks a nuanced understanding of the subject matter, paving the way for more informed and focused inquiries in subsequent phases of the research process.

Instruments

The research instrument employed in this study is methodologically informed by the criteria proposed by Walker and Hess, as elucidated by Azhar Arsyad (2011), pertaining to the evaluation of learning media based on their quality attributes. This meticulously designed research instrument encompasses a validation sheet, a tool utilized for soliciting feedback and assessments from a panel of experts including material specialists, media experts, and teaching professionals. Additionally, the instrument includes interview guidelines, strategically crafted to extract nuanced responses, comments, and suggestions from both teachers and students subsequent to their utilization of the learning media. The material expert validation sheet assumes a pivotal role in the evaluation process, probing the depth of the presented material and discerning its relevance concerning the expected competencies. Simultaneously, the media expert validation sheet contributes to the comprehensive assessment by appraising the suitability of the media for integration into the learning environment. Furthermore, the teaching expert validation sheet scrutinizes the pragmatic implications of incorporating the media into

the instructional setting, shedding light on its practical utility and pedagogical effectiveness. The incorporation of interview guidelines accentuates the qualitative dimension of the study, affording a platform for the articulation of subjective experiences, insights, and recommendations by teachers and students. This multifaceted approach, encompassing both quantitative and qualitative data, ensures a robust evaluation of the learning media's quality and efficacy, thereby enriching the depth and breadth of the research findings.

Data Analysis

The analytical framework employed in this study encompassed both qualitative and quantitative descriptive methods. During the preliminary stages of development, the research activities primarily centered on the systematic collection of pertinent materials. Subsequent to this phase, the conceptualization of the product design transpired in the form of a gamification application, concurrently involving the formulation of research instruments extrapolated from the resultant product. The culmination of this developmental process involved the expert evaluation of the conceived product. This product, conceived as a gamification application, underwent validation by experts well-versed in the domains of Indonesian language content and media. The validation process was succeeded by iterative developmental revisions aimed at enhancing the efficacy and alignment of the product with educational objectives. Subsequently, assessments were administered by Indonesian language educators, who, informed by expert recommendations, contributed to further refinements in the product's design. The concluding phase of this comprehensive methodology involved the empirical testing of the developed product with tenth-grade high school students. In the analytical phase, qualitative data underwent a methodical examination employing the stages of condensation, display, and drawing conclusions (Azwar, 2009; Sugiyono, 2011). Concurrently, the quantitative data underwent rigorous statistical analysis (Arikunto, 2010). This dual-method approach facilitated a nuanced and comprehensive exploration of the gamification application's effectiveness, amalgamating insights garnered from both qualitative and quantitative perspectives.

RESEARCH FINDINGS AND DISCUSSION

The main result of this research is the Website-Based "Adventure Of Gama" Gamification in Class After conducting learning trials using gamification game media, it was found that the material expert validator results were in the "Very Good" category with a total score of 100, the media validator results were in the "Good" category with a total score of 78.8, the teaching expert validator results were in the "Good" category. Good" with a total score of 77.

In the quantitative test results using SPSS, it was found that the average score obtained on the pretest in the two classes was not that far apart, for the control class the average score on the pretest was 51.81 and on the posttest the average score was 52.27. Then, the average score for the experimental class on the pretest was 49.09 and for the posttest 64.54. The standard deviation for the control class during the pretest was 16.51 while for the experimental class it was 16.00. Then, the standard deviation for the posttest for the control class was 16.88 and for the experimental class 20.63. The results of the normality test in the two classes. In the control class, the pretest got .200 and the posttest got .077. Then, for the experimental class the pretest got .100 and for the posttest it got 068, so that in the normality test the data obtained from both classes was normal, the criteria if at sig. (2-tailed) ≤ 0.05 then there is a significant change in the data, but if ≥ 0.05 there is no significant change. In the data obtained in the experimental class, namely .000, there was a significant change in that class, whereas for the control class with a result of .840 there was no significant change.

The stage in developing website-based gamification for debate text material using the ADDIE development model is deemed suitable for use in product development research in the learning process. There are several stages used in this study process, namely first, analyzing the

needs for Indonesian language learning in debate text material, especially students and also the curriculum used. In this section, analysis is carried out by analyzing the curriculum used in the learning in order to determine the needs of students. After carrying out a curriculum analysis and getting results regarding the needs of students, schools are required to fulfill and condition the facilities at the school. Second, designing website-based gamification for the debate text that will be developed. At this stage, researchers already have a design or are currently designing a website-based gamification product that will be developed. The design stage that will be developed is carried out when the curriculum analysis has been carried out first. In making website-based gamification products on debate texts for high school class Third, the development of the website-based "Adventure of Gama" gamification was developed using Unity version 2021.3.22f1 and the illustrations were created using the Figma website. Website-based gamification of class X high school debate texts has been completed and also developed, after which it was validated by experts, such as material experts, media experts and teaching experts. The following is an image of the learning media design that has been developed. Fourth, implementing website-based gamification in class X high school debate texts. The hope of developing this website-based gamification is to make it easier for students to learn Indonesian, especially for debate text material. Then, researchers in the teaching process developed website-based gamification so that students were required to think critically and also in this learning were required to use technology. Finally, evaluating the results of developing website-based gamification on the class X high school debate text that has been developed. The stage carried out in evaluating is to improve the website-based gamification that has been developed. Evaluation is carried out when revisions have been given from expert lecturers.

The results of this research contribute to the results of previous research. It is like the ability to understand debate texts, students who use realistic Indonesian teaching materials are higher than students who study conventionally. Thus, real-time Indonesian language teaching materials tools (such as e-modules) can replace conventional learning (Syafriaedi, Fauzan, Arnawa, Anwar, & Widada, 2019). Several Indonesian language education research results suggest developing an Indonesian language learning model based on local culture, with learning resources that are easily accessible to students. This is a learning model that has a positive impact on Indonesian language skills (Andriani et al., 2020). Other research also shows that electronic-based learning media such as YouTube, improves language learning skills (Nugroho, Widada, & Herawaty, 2019). Thus, the development of gamification is a learning resource that makes it easier for students to learn and can improve language skills in debating practice.

Needs analysis

The research that has been carried out shows that there are several problems in the debate text learning process, namely that it has not used a gamification learning model. Learning still uses print media such as books and modules. Then, learning is also still done by viewing audio-visuals such as films. This is the influence of online learning which has been implemented for approximately 2 years due to Covid-19. Therefore, students are passive when following the teaching and learning series. The strategies used by educators in the teaching and learning process are less interactive and innovative, therefore students tend to wait for what the teacher will explain so that the achievement of the teaching and learning process is still not optimal when using applications in learning using technology.

Curriculum analysis

Curriculum analysis in learning Indonesian debate text material for class The allocation of time used in the learning series refers to the standards of Minister of Education and Culture Regulation No. 22 2016. The results of the curriculum analysis are used as a guide in compiling

Competency Achievement Indicators (GPA) that students will achieve using a learning product. The researcher chose debate text material for class

Table 4
Core Competencies, Basic Competencies, and Competency Achievement Indicators

No	Analysis Results	Analysis Section
1.	Core Competencies	<p>KI 1: Understand and apply the religious beliefs he adheres to</p> <p>KI 2: Demonstrate honest, disciplined, responsible, caring behavior (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive as part of the solution to various problems in interacting effectively with the social and natural environment and placing oneself as a reflection country in world relations.</p> <p>KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge, based on curiosity about science, technology, arts, culture and humanities with humanitarian, national, state and civilization insights regarding the causes of phenomena and events, as well as applying procedural knowledge in the field specific studies with their talents and interests in solving problems.</p> <p>KI 4: Processing, reasoning and presenting in the concrete and abstract domains are related to the development of what they learn at school independently, and are able to use methods according to scientific principles.</p>
2.	Basic Competencies	<p>Debate Text</p> <p>3.12 Connecting problems/issues, points of view and arguments of several parties and conclusions from the debate to find the essence of the debate.</p> <p>4.12 Constructing problems/issues, points of view and arguments of several parties, and conclusions from the debate orally to show the essence of the debate.</p>
3.	Competency Achievement Indicators	<p>Debate Text</p> <p>3.12.1 Identify the elements of the debate from the debate video you watched.</p> <p>4.12.1 Determining the motion through the issues or problems found in the short stories that are read are related to issues that exist in the real world.</p> <p>4.12.2 Design pro and con arguments based on the motion that has been formulated.</p>

Analysis of student characteristics

Based on the researcher's teaching experience, students at the beginning of the meeting when the educator provides an explanation of the debate text material tend to be less focused in following the teaching and learning process. Students are more engrossed in themselves than focusing on understanding the debate text, so the learning process is not optimal and students also do not understand the material provided. The aim of describing the results of the analysis is to use them as a guide in developing gamification in teaching and learning sequences that are adapted to the characteristics of the students. Then, researchers developed a website-based "Adventure of Gama" gamification. The use of website-based gamification is expected to make students more effective and active in participating in the debate text learning process.

Design Stage

In this section, researchers analyze the designs and tasks used to design website-based gamification in SMA/MA which is related to debate text material, 3 questions at each level with a total of 3 levels, videos, and so on. This stage is the first design in creating gamification with website-based debate text material that researchers will develop. Designs such as game flow and levels are needed to make it easier for illustrators and developers to create these games. Based on needs analysis, curriculum, and also analysis of student characteristics, the design for

the teaching and learning process that is considered appropriate is using website-based gamification in debate texts. At this stage, researchers collect references that are related to the development of website-based gamification in debate texts. References were obtained from books, journal articles, and also previous research. The initial draft of website-based gamification in the debate text was consulted with the supervisor, then received input from the lecturer which ultimately resulted in the initial design of website-based gamification.

Development Stage

After the design stage has been carried out, the next part is the creation or development of a website-based gamification product on class X high school debate texts. The gamification being developed has 3 stages, namely first, the gamification cover containing the name of the game; then the main menu, settings, and explanation regarding gamification; third, the choice of level which includes material followed by practice questions, and ends with a score at each level.

The first stage contains the cover of the game. On the game cover there is the name of the gamification being developed, namely Adventure of Gama. The writing on the cover is provided with the aim of making students know the name of the game developed by the researcher. Stage two contains 3 elements, namely the main menu to start the game, settings, and also a brief explanation about gamification. The main menu in the game is used to start a game. If you have pressed the menu the game will automatically start. There is a settings menu that functions to determine whether the music sounds in the game being played. Next, there is another menu that is used to explain what gamification is and there is information about making the game. The third stage contains the choice of level to go to. There are 3 more, each level contains material, videos, and also 3 practice questions and at the end of each level the score obtained after working on the questions appears.

The development of this gamification is based on research results. After the game creation is done, it is then consulted by the supervisor. Then, it receives approval and the next stage is testing the validation of the product design produced by media experts, teaching experts and material experts. The following is an assessment from experts regarding the product being developed.

Table 5
Material Expert Validation Results

No	Rated aspect	Evaluation	Information
Learning Material Aspects			
1.	Accuracy of learning indicators with the material	5	Very good
2.	Clarity of material	5	Very good
3.	Material is easy to read	5	Very good
4.	Giving practice questions	5	Very good
5.	Suitability of practice questions to the material	5	Very good
Content Aspect			
6.	The complexity of learning materials	5	Very good
7.	Clarity of material	5	Very good
8.	Truth/content of material concepts	5	Very good
9.	Quality of practice questions	5	Very good
10.	Depth of learning material	5	Very good
11.	Kemudahan dalam memahami materi	5	Very good

Upon scrutiny of the validation scores assigned by material experts, a discerning evaluation affirms the classification of the developed product, specifically a website-based gamification platform designed for debate texts, within the "Very Good" category. The

cumulative score of 100 underscores the commendable quality and suitability of the research product for integration into the realm of Indonesian language learning. This classification implies that the website-based gamification of debate texts has met or exceeded the established criteria, demonstrating a level of excellence that deems it not only acceptable but highly proficient for application in the context of language education within the Indonesian learning environment. Consequently, the validation outcomes posit the research product as a viable and valuable resource in the pedagogical landscape, affirming its potential to contribute meaningfully to the enhancement of language learning experiences in an Indonesian educational context.

Table 6
Media Expert Validation results

No	Rated aspect	Evaluation	Information
Learning Material Aspects			
1.	Presentation of material	4	Good
2.	Presentation of practice questions	4	Good
Display Aspects			
3.	Accuracy of color selection in animation	4	Good
4.	Color harmony of writing	4	Good
5.	Interesting selection of animations	3	Enough
6.	In-game image clarity	4	Good
7.	Accurate selection of fonts	3	Enough
8.	Image size accuracy	4	Good
9.	Appropriate font size	4	Good
10.	The type and size are easy to read and suit the student's character	4	Good
11.	The relevance of the image to the material	4	Good
12.	Image size	4	Good
Content Aspect			
13.	Accuracy of learning indicators with learning materials	4	Good
14.	The complexity of learning materials	4	Good
15.	Clarity of material	4	Good
16.	Truth/content of material concepts	4	Good
17.	Quality of practice questions	5	Very Good
18.	Ease of understanding the material	4	Good

A comprehensive evaluation of the scores acquired through media expert validation leads to the discerning classification of the developed product—specifically, a website-based gamification platform tailored for debate texts—within the "Good" category, having amassed a cumulative score of 78.8. This assessment, derived from the expert appraisal, delineates the commendable quality and effectiveness of the research product in the context of media integration for educational purposes. The categorization within the "Good" range implies that the website-based gamification of debate texts has demonstrated substantial merit and viability, meeting key criteria as delineated by media experts. The garnered score, reflective of this positive assessment, underscores the utility and relevance of adopting website-based learning modalities as integral components of instructional approaches. Consequently, it can be inferred that the incorporation of website-based learning, particularly through the gamification of debate texts, serves as a pivotal facilitator for fostering active student engagement. This recognition not only bolsters the importance of web-based learning in general but also underscores its specific efficacy in promoting an active and participatory learning environment, thereby substantiating the research product's pedagogical significance within the educational landscape.

Table 7
Teaching expert validation results

No	Rated aspect	Evaluation	Information
Display Aspects			
1.	Accuracy of color selection in the image	5	Very good
2.	Interesting image selection	5	Very good
3.	In-game image clarity	5	Very good
4.	Accurate selection of fonts	5	Very good
5.	The type and size of images are easy to read and suit the student's character	5	Very good
6.	The relevance of the image to the material	4	Good
7.	Game size	4	Good
Learning Material Aspects			
8.	Accuracy of learning indicators with the material	4	Good
9.	Clarity of material	4	Good
10.	Material is easy to read	4	Good
11.	Giving practice questions	4	Good
12.	Suitability of questions to the material	3	Enough
13.	The relevance of the image to the material	4	Good
14.	Accuracy of learning indicators with the material	4	Good
Content Aspect			
15.	Collapse of matter	4	Good
16.	Clarity of material	4	Good
17.	Truth/content of material concepts	4	Good
18.	Quality of practice questions	3	Enough
19.	Depth of learning material	4	Good
20.	Ease of understanding the material	3	Enough
21.	Sequence of materials	3	Enough

Upon a thorough examination of the scores derived from the validation process conducted by teaching experts, a judicious categorization emerges for the developed product—specifically, a website-based gamification platform centered around debate texts. The cumulative score of 77 positions the research product within the "Good" category, signifying a commendable level of quality and appropriateness, as adjudicated by the expert evaluation. This classification within the "Good" category implies that the website-based gamification of debate texts has undergone a meticulous assessment by teaching experts and has been deemed as possessing substantive merit. The cumulative score of 77 underscores the effectiveness of the learning materials embedded in the product, indicating that they are aptly suited for language learners seeking to enhance their linguistic proficiency through the utilization of debating texts. The affirmation of appropriateness from teaching experts accentuates the pedagogical relevance of the research product, affirming its capacity to serve as a valuable resource for language learners. The inherent alignment of the gamified debate text approach with language learning objectives is substantiated by the positive evaluation, thereby reinforcing the product's potential utility in facilitating language skill development among learners within an educational context.

Implementation Stage

At this stage, it is an activity to use and test the product at school. The resulting product is website-based gamification of debate texts that have been developed, validated by validators and then revised. Therefore, the next stage is the implementation of the product produced using the Indonesian language learning model to the target class X SMA/MA students. Students in this study had the role of product trial subjects.

After using the resulting product, students in the experimental class, namely class X IPS with a total of 22 students, were asked to fill in a response sheet for the product that had been developed and used. From the statements given by researchers, many students are interested in studying debate texts. The use of gamification in learning series makes it easier for students to know and understand the material and questions given. After using gamification, students are more motivated and think that learning becomes more interesting.

Table 8
Descriptive Statistics in the Control Class and Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Eksperimen	22	30.00	80.00	49.0909	16.00866
Post Eksperimen	22	40.00	100.00	64.5455	20.63914
Pre Kontrol	22	30.00	90.00	51.8182	16.51446
Post Kontrol	22	30.00	90.00	52.2727	16.88387
Valid N (listwise)	22				

Based on the results of the pretest that has been carried out, it shows that the control class got the lowest score of 30, and the highest score was 90. Then, the experimental class got a low score of 30, and the highest score was 80, and the experimental class had the lowest score, namely 40, and the highest value is 100. The average score obtained on the pretest in both classes was not that far apart, for the control class the average score on the pretest was 51.81 and on the posttest the average score was 52.27. Then, the average score for the experimental class on the pretest was 49.09 and for the posttest 64.54. The standard deviation for the control class during the pretest was 16.51 while for the experimental class it was 16.00. Then, the standard deviation for the posttest for the control class was 16.88 and for the experimental class 20.63.

Normality test

Table 9
The results of Normality Test

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre Eksperimen	.169	22	.100	.907	22	.041
	Post Eksperimen	.178	22	.068	.873	22	.009
Belajar	Pre Kontrol	.135	22	.200*	.936	22	.161
	Post Kontrol	.175	22	.077	.921	22	.080

The assessment of data normality is integral to ensuring the robustness of statistical analyses. This determination is made based on the significance level obtained from a normality test. When the significance value (p-value) is greater than or equal to 0.05, it is indicative of normal data distribution, whereas a significance value less than or equal to 0.05 signifies non-normal distribution. In the context of this study, the normality test results for both the control and experimental classes are as follows. For the control class, the pretest yielded a significance value of .200, while the posttest exhibited a significance value of .077. In the experimental class, the pretest produced a significance value of .100, and the posttest resulted in a significance value of .068. Importantly, the significance values for both classes surpassed the conventional threshold of 0.05, thus affirming the normality of the data in both pretest and posttest conditions. This outcome is pivotal as it validates the assumption of normality, establishing a foundational basis for subsequent parametric statistical analyses. The confirmation of normal data distribution enhances the reliability and validity of the study's findings, contributing to the overall rigor and credibility of the research outcomes.

Homogeneity test

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	.662	1	42	.420
	Based on Median	.372	1	42	.545
	Based on Median and with adjusted df	.372	1	38.724	.546
	Based on trimmed mean	.656	1	42	.423

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre Eksperimen - Post Eksperimen	-15.45455	9.62500	2.05206	-19.72203	-11.18706	-7.531	21	.000
Pair 2	Pre Kontrol - Post Kontrol	-.45455	10.45502	2.22902	-5.09004	4.18095	-.204	21	.840

Homogeneous data can be seen in terms of its significance. If data is ≥ 0.05 the data is homogeneous. As in the results produced, all ≥ 0.05 . Then, there is a paired samples test to find out the comparison results between the two classes. There are criteria if the sig. (2-tailed) ≤ 0.05 then there is a significant change in the data, but if ≥ 0.05 there is no significant change. In the data obtained in the experimental class, namely .000, there was a significant change in that class, while for the control class with a result of .840 there was no significant change.

CONCLUSION

The results of the study and development of website-based "Adventure of Gama" gamification in debate texts concluded that this research developed Website-Based "Adventure of Gama" Gamification in Class X High School Debate Texts. This research aims to describe the development of website-based gamification. Assessment of the feasibility of Website-Based "Adventure of Gama" Gamification in Class This is proven by the average value obtained from experts, namely 85.2. Assessment of the effectiveness of the Website-Based "Adventure of Gama" Gamification in Class This is because these results were obtained by comparing the posttest between the experimental class and the control class. It can be seen from the Independent t Test that the media used in the experimental class was more effective than the control class, because the results were ≤ 0.05 .

Based on the results of the pretest that has been carried out, it shows that the control class got the lowest score of 30, and the highest score was 90. Then, the experimental class got a low score of 30, and the highest score was 80, and the experimental class had the lowest score, namely 40, and the highest value is 100. In the normality test of data, it can be seen in terms of its significance. If data has a significance of ≥ 0.05 , the data is normal, but if the data is ≤ 0.05 , the data is not normal. You can see the results of the normality test in these two classes. In the control class, the pretest got .200 and the posttest got .077. Then, for the experimental class the pretest got .100 and for the posttest it got 068, so that in the normality test the data obtained from both classes was normal. Homogeneous data can be seen in terms of its significance. If data is ≥ 0.05 the data is homogeneous. As in the results produced, all ≥ 0.05 . Then, there is a paired samples test to find out the comparison results between the two classes. There are criteria if the sig. (2-tailed) ≤ 0.05 then there is a significant change in the data, but if ≥ 0.05 there is no significant change. In the data obtained in the experimental class, namely .000, there was a significant change in that class, while for the control class with a result of .840 there was no significant change.

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