

Hubungan antara Game Edukasi Duolingo dengan Motivasi dan Hasil Belajar Siswa Mata Pelajaran Bahasa Arab di Madrasah Aliyah Perguruan Muallimat Cukir

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara penggunaan game edukasi *Duolingo* terhadap motivasi dan hasil belajar siswa dalam mata pelajaran Bahasa Arab. Latar belakang penelitian ini dilandasi oleh meningkatnya pemanfaatan teknologi dalam pendidikan, termasuk aplikasi pembelajaran berbasis gamifikasi yang diyakini mampu meningkatkan partisipasi dan keterlibatan siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Populasi dalam penelitian adalah siswa Madrasah Aliyah Perguruan Muallimat Cukir, dengan teknik pengambilan sampel secara purposive. Instrumen penelitian berupa kuesioner yang telah diuji validitas dan reliabilitasnya, dan dianalisis menggunakan *Partial Least Squares* (PLS) melalui aplikasi Smart PLS 4.

Hasil penelitian menunjukkan bahwa penggunaan Duolingo berpengaruh signifikan terhadap motivasi belajar siswa dengan nilai koefisien 0,858 dan terhadap hasil belajar dengan nilai koefisien 0,759 ($p < 0,05$). Selain itu, hasil analisis deskriptif menunjukkan bahwa mayoritas responden memberikan tanggapan positif terhadap penggunaan Duolingo dalam pembelajaran. Temuan ini mendukung teori motivasi belajar serta efektivitas media pembelajaran berbasis teknologi interaktif dalam meningkatkan capaian akademik siswa.

Kata Kunci: Game Edukasi, Duolingo, Gamifikasi, Motivasi Belajar, Hasil Belajar, Bahasa Arab.

The Relationship between the Duolingo Educational Game and Students' Motivation and Learning Outcomes in Arabic Language Subjects at Madrasah Aliyah Perguruan Muallimat Cukir

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ABSTRACT

This study aims to investigate the relationship between the use of the Duolingo educational game and students' motivation and learning outcomes in Arabic language learning. The research is motivated by the increasing integration of technology in education, particularly the use of gamified learning applications believed to enhance student engagement and participation. A quantitative approach with a correlational method was employed in this study. The population consisted of students at Madrasah Aliyah Perguruan Muallimat Cukir, selected through purposive sampling. The research instrument was a questionnaire, which had been tested for validity and reliability. Data analysis was conducted using Partial Least Squares (PLS) with Smart PLS 4.

The results show that the use of Duolingo has a significant positive effect on students' learning motivation, with a path coefficient of 0.858, and on learning outcomes, with a path coefficient of 0.759 ($p < 0.05$). Descriptive analysis also revealed that the majority of respondents gave positive responses to the use of Duolingo in learning. These findings support learning motivation theories and confirm the effectiveness of interactive technology-based media in enhancing students' academic achievement.

Keywords: Educational Game, Duolingo, Gamification, Learning Motivation, Learning Outcomes, Arabic Language.