**Utilization of Classcraft in Developing Positive Student Behavior**

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**A B S T R A K**

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Penilaian sikap dalam pembelajaran jarak jauh merupakan tantangan tersendiri bagi pendidik. Salah satu media yang dapat dimanfaatkan dalam penilaian sikap sekaligus memotivasi siswa adalah penggunaan ClassCraft. Namun, masih sedikit orang yang memahami cara pemanfaatannya. Penelitian ini bertujuan untuk mengidentifikasi prosedur pemanfaatan ClassCraft dalam mengembangkan perilaku positif mahasiswa. Subjek dari penelitian adalah dosen dan mahasiswa Prodi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Dwijendra. Penelitian ini merupakan penelitian deskriptif kualitatif dimana menjabarkan pengimplementasian ClassCraft untuk mengembangkan perilaku positif mahasiswa. Data diperoleh melalui pengamatan dan wawancara dengan pemanfaatan pedoman observasi dan wawancara. Data dianalisa dengan menggunakan analisis data kualitatif oleh Milles dan Huberman (1994). Hasil dari penelitian ini menemukan bahwa pengimplementasian ClassCraft dilaksanakan dalam tiga tahap yaitu tahap perencanaan, pengimplemntasian, dan pengevaluasian. Penelitian ini dapat dijadikan pedoman dalam pemanfaatan ClassCraft dalam mengembangkan perilaku positif mahasiswaa.

**A B S T R A C T**

Affective assessment in distance learning has a great challenge. One of the media that can be used as well as motivated students is ClassCraft. Meanwhile, some limited persons can implement this media. This research aimed at analyzing the procedures of using ClassCraft in developing students' positive attitudes. The research subject was a lecturer and students of English Language Education, Faculty of Teacher Training, Dwijendra University. This research was a descriptive qualitative study that elaborates the implementation of ClassCraft to develop a positive attitude. The data were collected through observation and interview using observation and interview guide. The data were analyzed using qualitative data analysis by Milles and Huberman (1994). The finding showed that the implementation of ClassCraft was implemented in three stages; planning, implementing, and evaluating. It can be a guidance of implementing ClassCraft in developing students' positive behaviors.

# Introduction

The emergence of technology has changed all aspects of human life, starting from communicating and using their free time (Shohel, 2012). Education is one of the fields that feels the impact of technological advances both from positive impacts such as eliminating distance in learning and at the same time having negative impacts such as massive cheating by students (Raja & Nagasubramani, 2018). The use of technology in conventional learning provides efficiency in facilitating students' knowledge and skills (Courville, 2011). Nowadays, the use of technology in education is seen in distance learning. Utilizing technology in distance learning provides tremendous opportunities in providing virtual learning experiences to students (Leontyeva, 2018).

Distance learning uses media to allow interaction between teachers and learners, where interactions are carried out indirectly from different places (Prawiyogi, Purnanugraha, Fakhry, & Firmansyah, 2020). The interaction between student-teacher and student-student plays an important role in the learning process. So that even though education is held remotely, the interaction must still exist. Various technologies can be used to support distance learning. One of the technologies used in distance learning is Zoom Meeting. The Zoom Meeting application allows students to actively participate and improve student achievement in distance learning (Sayem, 2017). In addition to the Zoom Meet application, various applications are used to support the learning process, such as Skype, Goto Meeting, Microsoft Teams, Google Hangouts (Meets), Cisco Webex Meetings, Lifesize Go, Bluejeans, and Jitsee (Gruenwald, 2020). However, these applications focus on student knowledge and skills, where the affective domain needs attention.

The affective domain refers to emotions that include feelings and behavior (Brett, 2017). Learning emphasizes that the affective domain involves changing feelings, attitudes, and values that shape behavior and thinking patterns (Allen, 2010). In the affective domain assessment, it is seen as giving value to an attitude reflected by students. However, it is a process within a certain period. Therefore attitude assessment is an accumulative process based on observation and recording according to predetermined behavioral indicators (Kusaeri, 2018).

ClassCraft is an Android and IOS-based application that provides an opportunity for teachers to emphasize the attitude domain. ClassCraft is an online platform that allows teachers to design and implement game-based classes where students are placed on certain teams with certain roles and responsibilities (Trigueros, 2020). Classcraft is a roleplay-based video game developed by Swan Young in 2014 to motivate and involve students in classroom learning (Papadakis & Kalogiannakis, 2017). Classcraft is a game that allows teachers and students to develop positive values. The teacher can also determine the values ​​that they want to develop specifically. The teacher has the freedom to determine the expected behavior and the behavior to be minimized. Although ClassCraft was developed in 2014 (Papadakis & Kalogiannakis, 2017), teachers/lecturers still don't know how to use ClassCraft in developing positive student behavior. This research is expected to guide the planning, application, and evaluation of the use of ClassCraft.

**Method**

This research is qualitative descriptive research. That aimed to identify the planning, application, and evaluation of the use of ClassCraft in developing positive behavior of the 1st Semester students of the English Education Study Program, Faculty of Teacher Training and Education, Dwijendra University in 2020/2021 academic year. Positive student behavior is carried out in three stages, planning, implementing, and evaluating. A planning process preceded the utilization of ClassCraft. Planning is an activity to determine the targets to be achieved and the way to achieve the targets (Arsa & Winahya, 2012). In this case, the lecturer designs the lecture contract and determines the behaviors that want to be stimulated next semester. Before deciding to use ClassCraft in developing student behavior, the lecturer has carried out mini-research to determine students' situation and behavior. Implementation of ClassCraft begins with creating an account on the ClassCraft website/ClassCraft application via Google Play or the Apps Store. After successful registration, the lecturer then creates a class and determines the class's duration and the sub-sections that will be added. The last stage carried out by lecturers to use ClassCraft in developing positive student behavior is the evaluation process. Evaluation is a process of measuring the success of learning (Rohman, 2012). Based on Krathwohl's Taxonomy, in the affective domain assessment, acceptance, responding, assessing, organizing, and characterizing (Sudijono, 2013). Acceptance refers to the sensitivity of accepting a stimulus in the form of a problem, situation, or symptom. The data obtained from observations and interviews with lecturers and students regarding feedback from the use of ClassCraft. The data collection instruments used were observation and interview guidelines. The data obtained is qualitative data in the form of observations and interviews, which are then analyzed using the data analysis method by Milles and Hubberman (1994), which refers to four stages: data collection, data selection, data presentation, and verification and conclusions. Data in the form of procedures for using ClassCraft in developing positive student behavior as seen from planning, implementing, and evaluating are presented in the form of in-depth elaboration.

**Result and Discussion**

Using ClassCraft in developing positive student behavior is carried out through three stages: planning, implementing and evaluating.

**Perencanaan pemanfaatan *ClassCraft***

A planning process preceded the utilization of ClassCraft. Planning is an activity to determine the targets to be achieved and the way to achieve the targets (Arsa & Winahya, 2012). In this case, the lecturer designs the lecture contract and determines the behaviors that want to be stimulated next semester.

Before deciding to use ClassCraft in developing student behavior, the lecturer has carried out mini-research to determine students' situation and behavior. Based on the results of the interview, it was found that the lecturer had implemented Classcraft as a medium for managing student behavior from 2018. Students had a very high interest in playing games on cellphones such as Mobile Legend and PUBG. Based on the lecturer's initial analysis, it was found that students had a very high interest in playing digital games. The average student spends 5-8 hours a day playing digital games.

Based on the interview results, before applying ClassCraft, students tend to show negative behaviors such as: rarely attending lectures, late submitting assignments, lack of sense of responsibility in each given assignment, and plagiarism is very often encountered. Students who show positive behavior tend to be forced and demanded, not because of their internal motivation. Yanuarista (2015) found that most of the cheating committed by students was plagiarism. Even the highest from the results of his research was 97%. Before implementing ClassCraft, the lecturer carried out mini research to determine students' interest in games. Not all students are interested in playing games. In implementing this game, the lecturer introduced the game at the beginning of the semester. The duration of this game is set within one semester (six months) so that during that period, students can develop. Attitude assessment is a long and continuous process (Kusaeri, 2018). An objective and representative value is obtained with the attitudes shown by students. Audina (2019) states that attitude assessment can be done through observation, self-assessment, and peer-to-peer assessments. In this case, the teacher uses the observation method in assessing and implementing ClassCraft.

Based on observations, ClassCraft is integrated with Google Classroom. Google Classroom also provides interaction between lecturers and students through the comments column (Sukmawati, 2019). However, it emphasizes more on developing student knowledge and skills. Fauzan (2019) adds that Google Classroom is an effective medium to support student achievement. In Google Classroom, the lecturer sends assignments and quizzes related to the topic of the Vocabulary subject. The names of students who have registered in Google Classroom are automatically synchronized with the ClassCraft Application data.

In planning process, things that the lecturer prepares are supporting documents such as Class Contracts, ClassCraft accounts that have been integrated with Google Classroom, and a list of behaviors that are allowed and avoided to be carried out during online lectures, along with the number of points that will be obtained and reduced in the process of utilizing ClassCraft.

**Implementing ClassCraft Utilization**

The lecturer explained the lecture contract, syllabus, and RPS, as well as the media used for the implementation of the learning process. Based on observations and interviews, lecturers use several media to support the online lecture process, Whatsapps Group for the communication process via chat, Google Classroom for assignments, material uploading, and quizzes, Zoom for discussions in virtual classes, and ClassCraft to support the attitude assessment process.

Implementation of ClassCraft begins with creating an account on the ClassCraft website / ClassCraft application via Google Play or the Apps Store. After successful registration, the lecturer then creates a class and determines the class's duration and the sub-sections that will be added. Students are added to the class via an existing Google Classroom account. This integration makes it easy to synchronize student grades and data. Students can determine the character they will play or the lecturer who assigns a certain character. Based on interviews with lecturers, students tend to be more motivated when choosing a character representing themselves.

There are several choices of avatars that can be used, warrior, mage, and healer. The lecturer explains the duties and functions of each avatar. The warrior is in charge of protecting the team and using his strength to remove the punishment imposed on team members. However, the strength of the Warriors was not very strong and could not be used often. Mages provide AP (Action Point) and are the strongest but have a high risk of falling to battle. Healers are responsible for returning HP (Health Points) to themselves or teammates so that the entire team must protect the Healer.

The concept of using ClassCraft is very simple. Students who behave positively as determined will earn XP (Experience Points), allowing them to level up and gain new strengths. If students behave inappropriately, they will lose their HP (Health Points), the energy in this game. The rules are determined and discussed initially, then the lecturer and student ask to agree on the lecture contract so that students know how to increase XP and avoid losing cellphones. It will directly foster positive student behavior and minimize negative student behavior. The determination of the rules is in line with what attitudes the lecturer wants students to show. The explanation for the increase in XP and reduction in HP can be seen in Table 1.

**Tabel 1.** Daftar XP dan HP

|  |  |
| --- | --- |
| Increase XP | Reduces HP |
| Students answer questions logically. | Students do not attend classes via Zoom Meeting / Google Meet without notification to the corrector or lecturer. |
| Students help friends in explaining problems faced by other students. | Students are late or do not submit assigned assignments. |
| Students submit assignments on time in Google Classroom. | Students use inappropriate words in lectures. |
| Students stay focused on attending lectures through Zoom Meeting / Google Meet. | Students cheat or do plagiarism on the assignment given. |

Based on interviews in the implementation of ClassCraft, there were obstacles encountered by lecturers and students. Lecturers need more intensive time to determine the positive behavior they want to develop because they have gone through the previous mini research process. Because the ClassCraft platform is quite new in Indonesia, it takes more time to explain its gameplay. Therefore the lecturer explained the Zoom Meeting video conference and integrated it into the Whatsapp group. Their initial understanding constraints lecturers and students in the application of ClassCraft because the explanation is only through the Zoom Meeting, especially because of the network constraints.

**Evaluating the use of ClassCraft**

The last stage carried out by lecturers to use ClassCraft in developing positive student behavior is the evaluation process. Evaluation is a process of measuring the success of learning (Rohman, 2012). Based on Krathwohl's Taxonomy, in the affective domain assessment, acceptance, responding, assessing, organizing, and characterizing (Sudijono, 2013). Acceptance refers to the sensitivity of accepting a stimulus in the form of a problem, situation, or symptom.

In the evaluation process, the lecturer asked for feedback from students, which was carried out through online discussions through the Zoom Meeting. Feedback is carried out periodically by the lecturer. Manning (2009) states that feedback is carried out routinely so that improvements can always be carried out. Feedback is information provided by agents (teachers, books, peers, parents, or yourself) about a person's performance (Hattie & Timperley, 2007). After obtaining data from the feedback, the lecturer re-plans for the next class improvement.

**Discussion**

ClassCraft is a game that is offered to students because it has the same characteristics as students like. This game provides equal opportunities for students to play games, choose characters (heroes), and develop their characters by showing positive behavior in online classes implemented by the lecturer. It provides its internal motivation to compete and compete to become a strong character (the role they choose to represent themselves in the game). When they show good behavior, students will get prizes, and when they behave badly, students will be punished. Gamification or the application of games in learning has been proven effective in fostering student motivation (Anwar, 2018). Chiarelli (2015) found that Class Dojo gamification in managing student behavior can make students show good behavior and become aware of their behavior. Naeini (2012) adds that computer games can increase the dimensions of student creativity's originality and flexibility. Motivation is important and must be present in the learning process. Motivation and achievement have a very close relationship. Students who have good achievement tend to have good motivation (Riswanto, 2017). Bakar (2014) states that there is a positive and significant influence between student motivation and productivity. Therefore, growing motivation through the application of ClassCraft is a must.

The lecturer added XP when the student showed good behavior. In contrast, the lecturer reduced the cellphone when the student showed negative behavior. Each criterion is written and clearly explained so that students know the consequences of their actions. Each XP and HP has different points depending on the weight or lightness of the student's attitude. Points "Students stay focused on attending lectures through Zoom Meeting / Google Meet" has a lower point than "Students submit assignments on time in Google Classroom. According to Otto (2018), ClassCraft is a technology that allows teachers to develop positive behavior in students. Gameplay in ClassCraft motivates students to develop positive values ​​because students want to gain XP to get new strengths in character. The concept of giving XP and reducing HP is a very thick concept with positive and negative reinforcement. This reinforcement is believed to be able to help shape attitudes. Susila (2019) states that the application of reinforcement is an effective way of forming positive characters. Reinforcement strengthens the stimulus given to students. Hoque (2013) states that students' average weekly score is higher than students who do not receive reinforcement by providing reinforcement. Adibsereshki (2015) adds that reinforcement seems to have more impact than social reinforcement

**Conclusion**

Implementing ClassCraft in fostering positive behavior is an option in distance learning, especially for attitude assessment. The application of this platform is integrated with Google Classroom. The initial step is to deliver the expected positive behavior through a lecture contract discussed through the Zoom Meeting. Students are given the freedom to determine the character and team they want. The implementation of ClassCraft can develop positive student behavior and tends to eliminate negative student behavior.

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