

CONFERENCE PROCEEDING

A Case Study on Awareness Towards Rpg as Learning and Teaching Aid Tool among Kolej Genius Insan Students

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ABSTRACT

Role-playing games (RPGs) are games in which each player takes on the role of a character who can interact with other characters in the game's fictitious world, usually in a fantasy or science fiction setting. Role play exercises allow pupils to act out a situation or adopt the role of someone else. As a result, these roles can be played by individuals, pairs, or groups to play out a more complex situation. This study has been done to identify the awareness among Kolej GENIUS Insan students of the existence of RPG as a learning and teaching aid tool to enhance the students' understanding. This research was carried out through an online survey of Kolej GENIUS Insan students aged between 12 until 17 years old. According to the survey results, the majority of respondents that answered the survey are aware of the RPG approach as a teaching and learning aid tool. Therefore, it can be concluded that Kolej GENIUS Insan students have played roleplaying games (RPG) and understand its importance as a teaching and learning tool.

Keywords: *RPG, education 4.0, online game*

INTRODUCTION

Education 4.0 is today's popular catchphrase among educators. Education 4.0 is a response to the demands of IR4.0, in which humans and machines work together to create new possibilities. Games-based learning is a game characteristic adopted and applied to non-entertainment purposes to engage users in teaching and learning (Clarke *et al.*, 2018). Role-playing games (RPG) are digital games that have a strong positive influence on classroom lessons, after-school care, or leisure activities. Indirectly, it will increase students' motivation to comprehend the lesson better (Wernbacher *et al.*, 2020). A study in Indonesia discovered that RPG adolescents had a significant impact on learning activities from a critical thinking perspective (Rasyid *et al.*, 2020). Therefore, this study to identify the awareness of Kolej GENIUS Insan students towards the capability of using RPG as a learning and teaching aid tool.

METHODOLOGY



Figure 1. Phases in Methodology

According to the flowchart in Figure 1, there are three phases to achieve the aim of this study. The first phase is questionnaire items development that focuses on the awareness among students towards the use of RPG as an aid tool in teaching and learning. The online survey was distributed to Kolej GENIUS Insan students in the second phase. Finally, the third phase involves data analyses based on the number of students who participated in the survey.

RESULTS AND DISCUSSION

Figure 2 depicts the number of students who participate in an online survey by age. Students aged 13 years old participate most, while those aged 12 years old participate less in this online survey. The total number of the respondent is 109 students.

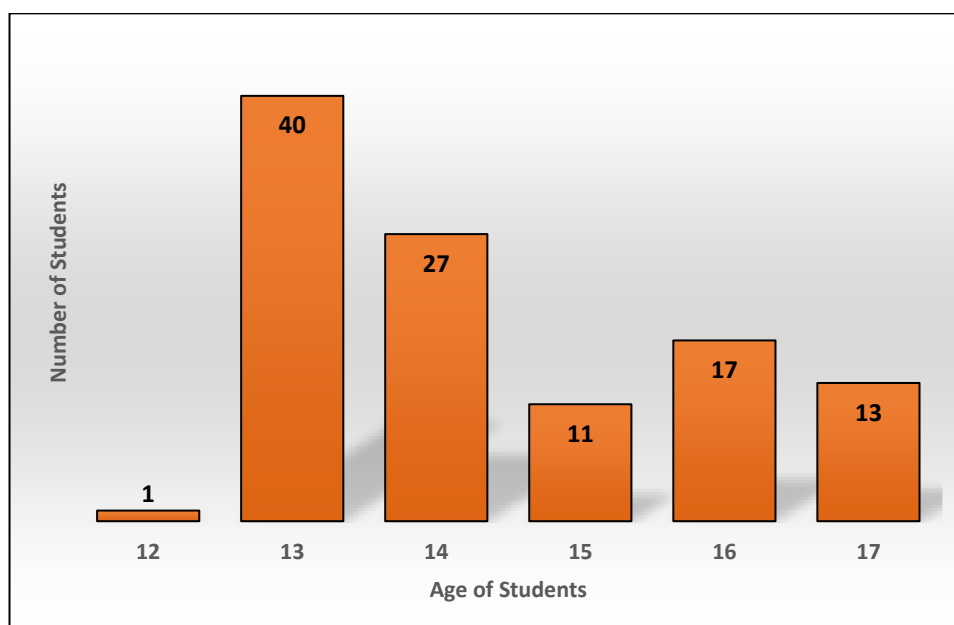


Figure 2. Number of Student Participate in Online Survey based on Age Level

Figure 3 shows the percentage of students who are familiar with RPG (RPG). The data indicate that 72.5 % of students are familiar with RPG, whereas 12.8% have no idea about RPG. The remaining students have no idea what RPG is all about.

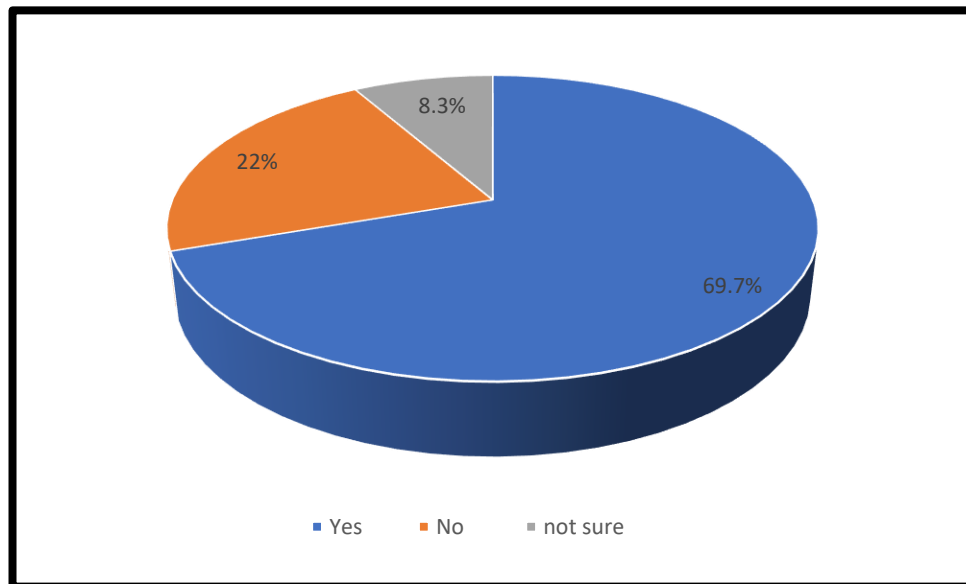


Figure 3. The percentage level of students who are familiar with role playing games (RPG)

CONCLUSION

In conclusion, the majority of Kolej GENIUS Insan are familiar with RPG. As a result, the strategy of using role playing games as a teaching and learning aid can be used. Furthermore, this approach could spark students' interest in learning, as today's youth prefer to spend their time playing video games rather than reading books.

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