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ENHANCING GRADE 7 STUDENTS' LEARNING OUTCOMES IN TECHNOLOGY AND LIVELIHOOD EDUCATION THROUGH GAME-BASED INSTRUCTION

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ABSTRACT

This study aimed to determine whether employing Game Based Instruction in Grade 7 students in TLE is effective. To improve students' learning results in the modern educational environment, it is now essential to integrate technology with creative teaching techniques. Teachers, especially in the field of Technology and Livelihood Education (TLE), are always looking for new ways to engage students and help them grasp difficult subjects on a deeper level. Game-based instruction is one such innovative approach that shows promise. It makes use of games' natural appeal to create immersive, entertaining, and instructive learning environments. The purpose of this thesis is to investigate how game-based learning might improve the TLE learning outcomes of students in Grade 7. Through the integration of gamification components into TLE curricula, educators can establish dynamic and interactive learning environments that accommodate students' varied learning styles and preferences. Game-based learning provides possibilities for active learning, problem-solving, teamwork, and the development of critical thinking abilities. Students can actively engage in their own learning through captivating gameplay elements, which boosts motivation, information retention, and academic achievement overall.

Based on the interview done by the researcher to the 10 students, the main problem are lack of materials available and teaching material and facilities In general, the goal of this thesis is to add to the current conversation about cutting-edge teaching strategies in TLE and

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offer useful advice to teachers who want to improve the learning outcomes of their seventh-grade students by implementing game-based learning.

The respondents of the study were Twenty (20) Junior High School students. The following are the results of the study: 5 or 25% of the respondents are in the age of 11. About 9 or 45% are at the age of 12 and 6, or 30% are at the age of 13 and above. It is noted that more of the respondents are in the age 12. 12, or 60% percent of the respondents are male, and only 8, or 40% percent are female. This shows that the number of male is more than the number of female regarding sex. This demonstrates that the majority of the respondents are ages 12 and most of them are male. The students agree on their assessment of the challenges encountered on enhancing their learning outcomes in TLE through Game Based Instruction concerning in terms of Instruction, Assessment and Classroom Response System. There was no significant difference in the assessment of the respondents on utilizing authentic learning practices on problem-solving sheets when the profile is considered. The Learning activity sheets are designed by the researcher based on the results of the study.

Keywords: *Discussion, Assessment and Classroom Response System and Game Based Learning*

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