

Analysis of Teachers' Efforts to Apply Gamification Methods in Learning Christian Religious Education for Class V

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Abstract

Education plays a crucial role in developing students' knowledge, character, behavior, and skills in accordance with the demands of the modern era. This study aims to describe the implementation of gamification in Christian Religious Education learning and the teacher's efforts to evaluate student learning outcomes in fifth-grade students at SD Negeri 1 Panarung. The research employed a qualitative descriptive method with data collected through observation, interviews, and documentation involving one Christian Religious Education teacher and fifth-grade students. The findings reveal that gamification was implemented through careful lesson planning and the integration of game elements such as points, rewards, quizzes, educational games, and Superbook videos to create a more interactive, enjoyable, and meaningful learning environment. The teacher used gamification not only to increase students' motivation, participation, and understanding of the material, but also to maintain the spiritual and moral objectives of Christian Religious Education. In evaluating learning outcomes, the teacher applied continuous and process-oriented assessment through quizzes, oral questioning, classroom observation, group activities, and direct feedback in the form of points and rewards. The evaluation covered students' cognitive understanding, memory of the lesson, classroom engagement, confidence, cooperation, and enthusiasm during the learning process.

Keywords

Apply Gamification Methods; Learning Christian Religious Education; Teachers' Efforts



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INTRODUCTION

Education plays a crucial role in developing students' knowledge, character, behavior, and skills in accordance with the demands of the modern era. Contemporary educational practices emphasize student-centered learning, where students actively participate in constructing knowledge rather than passively receiving information from teachers. However, many classrooms still rely heavily on conventional lecture-

based instruction, which often results in low student engagement, reduced motivation, and limited participation in learning activities. This situation is particularly challenging in elementary education, where students require interactive and enjoyable learning experiences to maintain their attention and enthusiasm throughout the learning process (Santrock, 2020).

To address these challenges, educators are increasingly adopting innovative instructional approaches that can enhance students' motivation and engagement. One such approach is gamification, which refers to the integration of game elements into non-game contexts, including education. Gamification does not mean transforming learning entirely into a game; rather, it incorporates elements such as points, rewards, levels, badges, and challenges into instructional activities. These elements are designed to create a more enjoyable learning environment while encouraging active participation and sustained interest among learners. Research has demonstrated that gamification can positively influence students' motivation and learning outcomes when implemented appropriately within educational settings (Chou, 2015).

The effectiveness of gamification depends significantly on the teacher's ability to design and implement learning activities that align game elements with educational objectives. Teachers play a central role in selecting appropriate strategies, organizing classroom activities, and ensuring that gamification serves pedagogical purposes rather than merely entertaining students. Effective gamification requires careful planning, including the selection of suitable game mechanics, the development of meaningful learning challenges, and the provision of continuous feedback to students. Therefore, teachers' pedagogical competence becomes a critical factor in determining the success of gamified learning experiences (Shulman, 1987).

The implementation of gamification is closely associated with learning motivation theories, particularly those emphasizing intrinsic and extrinsic motivation. Motivation is widely recognized as one of the most influential factors affecting student achievement and participation. Students with high levels of motivation tend to demonstrate greater persistence, enthusiasm, and involvement in learning activities. Through gamification, students receive immediate feedback and rewards that can strengthen extrinsic motivation while simultaneously fostering intrinsic motivation through feelings of accomplishment, autonomy, and competence. Consequently, gamification has the potential to create a learning environment that encourages both academic achievement and personal development (Deci & Ryan, 2000).

In addition to enhancing motivation, gamification can support the development of social skills and collaborative learning. Many gamified activities require students to

work together in groups, solve problems collectively, and participate in educational challenges. Such experiences help learners develop communication skills, teamwork abilities, and mutual respect for the opinions of others. These benefits demonstrate that gamification contributes not only to cognitive development but also to students' social and emotional growth. Therefore, gamification represents a holistic approach to education that supports multiple dimensions of student development (Deterding et al., 2011).

The relevance of gamification becomes particularly significant in Christian Religious Education (CRE). CRE aims not only to transmit religious knowledge but also to foster moral values, spiritual growth, and character formation. As a result, instructional approaches in CRE should be engaging, meaningful, and capable of helping students internalize Christian values in their daily lives. Innovative teaching methods such as gamification can assist teachers in presenting biblical stories and religious concepts in ways that are more attractive and understandable for elementary school students. This approach aligns with the transformative goals of Christian education, which seek to influence both knowledge acquisition and character development (Estep et al., 2022).

Observations conducted during teaching practice at SD Negeri 1 Panarung revealed that learning activities were often dominated by lectures and note-taking, causing some students to become disengaged, bored, and less focused during classroom instruction. In response to this situation, the teacher incorporated gamification elements such as Superbook videos, educational games, interactive quizzes, and creative activities related to lesson content. Initial observations indicated that students became more enthusiastic, actively participated in classroom discussions, and demonstrated greater willingness to collaborate with their peers. These findings suggest that gamification may serve as an effective strategy for improving student engagement and learning experiences in Christian Religious Education (Mulyanti et al., 2023).

Considering the potential benefits of gamification and the essential role of teachers in its implementation, it is important to examine how teachers plan, execute, and evaluate gamified learning activities. Understanding teachers' efforts in applying gamification can provide valuable insights into effective instructional practices and contribute to the development of innovative approaches in Christian Religious Education. Therefore, this study investigates teachers' efforts in implementing

gamification methods in fifth-grade Christian Religious Education classes at SD Negeri 1 Panarung (Nurjannah et al., 2021).

METHODS (Palatino Linotype 12, Space 1.15, Justify)

This study employed a qualitative descriptive design to examine how the teacher implemented gamification in Christian Religious Education for fifth-grade students at SD Negeri 1 Panarung. The research was conducted at SD Negeri 1 Panarung, Palangkaraya, from February to June 2026, with the main participants consisting of one Christian Religious Education teacher and four fifth-grade students as primary data sources, while lesson plans, school documents, journals, and other supporting materials served as secondary data. Data were collected through classroom observation, semi-structured interviews, and documentation. Observation was used to identify the teacher's classroom practices, including the use of gamification elements such as points, rewards, quizzes, challenges, and Superbook videos, as well as students' responses and classroom atmosphere. Interviews with the teacher and students were conducted to explore the planning, implementation, and evaluation of gamified learning, including its impact on students' motivation and participation. Documentation was used to support the findings through lesson plans, photographs, and related school records. The data were analyzed using the Miles and Huberman interactive model, which involved data reduction, data display, and conclusion drawing/verification, in order to generate a comprehensive understanding of the teacher's efforts in applying gamification in the learning process.

FINDINGS AND DISCUSSION (Palatino Linotype 12, Space 1.15, Justify)

The Gamification Method Implemented By The Teacher In Teaching Christian Religious Education For Fifth-Grade Students At SD Negeri 1 Panarung

The implementation of gamification in Christian Religious Education for fifth-grade students at SD Negeri 1 Panarung can be understood as a structured pedagogical effort carried out through three interconnected stages: planning, classroom implementation, and reflective follow-up. Based on the document, the teacher did not use gamification merely as entertainment, but as a learning strategy to transform a previously monotonous learning atmosphere into a more active, joyful, and meaningful one. The study explains that before gamification was introduced, Christian Religious Education learning was still dominated by lecture and note-taking activities, causing several students to appear less enthusiastic, easily bored, and less focused during the lesson. In response to this condition, the teacher began to redesign instruction by integrating game elements into the learning process so that biblical

content and Christian values could be delivered in a more engaging form for elementary learners. This shows that the implementation of gamification started from an awareness of students' classroom needs and from the teacher's pedagogical intention to increase motivation, participation, and attention in learning rather than simply to make the class "fun." (Ryan & Deci, 2020).

At the planning stage, the teacher prepared the lesson by aligning gamified activities with the objectives of Christian Religious Education and with the developmental characteristics of fifth-grade students. The document shows that the teacher first identified the topic to be taught, clarified the learning objectives, and then selected appropriate media and game elements that could support understanding of the lesson. The planning included the use of learning media such as Superbook videos, a laptop, and LCD projection, along with the design of interactive quizzes, simple challenges, educational games, and reward mechanisms. In other words, gamification was not applied randomly; it was embedded into the lesson structure as part of instructional design. The teacher also considered how biblical stories and religious values could remain central while game elements functioned as motivational scaffolds. This is important because in religious education the learning goal is not only cognitive mastery but also moral, spiritual, and affective formation. Therefore, the teacher's planning process attempted to ensure that points, rewards, and playful tasks supported reflection on Christian values rather than replacing the substance of the lesson itself. (Chou, 2015; Massad, 2024).

A second important aspect of implementation was the selection of concrete gamification elements. The file repeatedly notes that the teacher used points, rewards, interactive quizzes, educational games, and Superbook videos as the main features of gamified instruction. These elements functioned differently but complemented one another. Points and rewards were used to acknowledge student effort, correct answers, and active participation, thereby giving immediate feedback and reinforcing engagement. Interactive quizzes were used to check understanding while maintaining a playful atmosphere, and educational games served as vehicles for repetition, recall, and collaborative participation. Superbook videos were used as narrative and visual supports to help students enter the biblical material in a way that was more vivid and relatable than a conventional lecture. For elementary students, such multimodal and game-like experiences are especially relevant because they respond well to visual stories, short challenges, and direct recognition of effort. In this sense, the implementation of gamification at SD Negeri 1 Panarung can be seen as a blend of instructional media, reward systems, and participatory classroom activities designed

to sustain attention and deepen involvement in Christian Religious Education. (Mulyani, 2023; Sáez-López et al., 2024).

In classroom practice, the teacher implemented gamification by opening the lesson in a structured way, introducing the learning goals, and then moving students into a sequence of interactive activities. The observation guide in the file shows that the teacher began by attracting students' attention, clearly communicating lesson objectives, and using learning media such as Superbook. After that, the teacher introduced gamified tasks such as quizzes, challenges, and reward-based participation. This indicates that the implementation of gamification was integrated into the flow of the lesson rather than placed only at the end as an "extra" activity. The teacher remained responsible for directing the learning process, keeping students focused on the topic, and ensuring that the game elements served the instructional purpose. Through this approach, gamification became part of the pedagogical rhythm of the class: introduction, engagement with content, participation in game-based activities, and feedback on student responses. The implementation therefore reflects not only creativity but also classroom management and instructional sequencing, which are essential in elementary religious education where students need both stimulation and clear guidance. (Shulman, 1987; Sanjaya, 2022).

The document also indicates that the implementation of gamification emphasized student participation and active engagement. Students were encouraged to answer questions, join quizzes, participate in games, collaborate with peers, and express their opinions more confidently. According to the research findings, after gamification was introduced students became more enthusiastic, more willing to ask and answer questions, and more involved in classroom activities than they had been in conventional lessons. This is significant because one of the main problems identified in the background of the study was passivity and boredom. Gamification appears to have changed the social climate of the classroom from teacher-centered delivery to participatory learning. Rather than only listening to explanations, students interacted with the lesson through competition, collaboration, and immediate feedback. In Christian Religious Education, this participatory shift is especially valuable because learning religious values often becomes more meaningful when students are invited to respond, discuss, and experience the content rather than merely memorize it. Thus, the teacher's implementation of gamification functioned not only as a motivational technique but also as a way to make learning more dialogic and student-centered. (Ryan & Deci, 2020; Ariyanti & Majid, 2022).

Another key feature of implementation was the effort to maintain the spiritual and moral orientation of Christian Religious Education while using playful learning strategies. The interview guide in the file explicitly asks how the teacher combines Bible-story material with gamification so that students remain focused on spiritual values. This suggests that the teacher's role was not simply to introduce game mechanics, but to mediate between entertainment and religious meaning. Superbook videos, for example, were not used only because they were attractive; they also helped contextualize biblical narratives for children. Similarly, quizzes and creative activities were linked to the content of the lesson, allowing students to revisit and reinforce Christian messages through enjoyable tasks. This reflects an important principle in gamified religious instruction: the game elements should not overshadow the value-based aims of the subject. Instead, they should become pedagogical tools that help students internalize biblical teachings, moral lessons, and attitudes such as cooperation, responsibility, and respect. In this case, the implementation of gamification can be interpreted as an attempt to bridge doctrinal content with the experiential learning needs of children in the elementary classroom. (Estep et al., 2022; Kutbaniyah et al., 2024).

The findings further show that the teacher implemented gamification not only through competition but also through collaboration and social interaction. Students were involved in group tasks and were encouraged to work together during learning activities. The file notes that students learned to help one another, cooperate in completing tasks, and communicate more actively during group-based activities. This is an important dimension because effective gamification does not rely exclusively on individual competition, rankings, or winning. In the classroom observed at SD Negeri 1 Panarung, gamification also created opportunities for peer interaction and mutual support, which are closely related to the relational dimension of learning. From a self-determination perspective, this collaborative aspect supports students' sense of relatedness, while quizzes and challenges support competence, and active participation supports autonomy. As a result, the implementation of gamification in this study can be understood not only as the use of external rewards but also as the creation of a classroom ecology in which students feel involved, capable, and socially connected during Christian Religious Education lessons. (Deci & Ryan, 2000; Srimuliyani, 2023).

At the same time, the implementation of gamification was not without challenges. The file explains that the teacher sometimes faced a classroom atmosphere that became too noisy because students were highly excited during games and quizzes.

Some students were also difficult to control when activities became very dynamic. In addition, the teacher experienced limitations in preparing varied learning media and in adapting all materials into game-based formats. Not every Christian Religious Education topic could easily be transformed into a game, so the teacher needed considerable creativity and flexibility. These challenges reveal that implementing gamification requires more than enthusiasm; it also requires pedagogical judgment, time management, material adaptation, and classroom control. The teacher therefore had to balance student excitement with order, and innovation with the practical realities of elementary teaching. This confirms that gamification is most effective when the teacher remains a reflective facilitator who can regulate the tempo of activities, choose suitable game elements, and keep learning objectives visible throughout the lesson. (Safitri et al., 2024; Zainudin & Huda, 2024).

Overall, the implementation of gamification by the teacher in Christian Religious Education at SD Negeri 1 Panarung can be described as a pedagogical strategy that systematically combined planning, game-based classroom interaction, multimedia support, feedback, and collaborative learning to make the subject more engaging for fifth-grade students. The teacher planned learning objectives and media, integrated points, rewards, quizzes, games, and Superbook videos into the instructional process, encouraged active and collaborative student participation, and maintained attention to Christian values and classroom discipline. The result was a learning environment that was more lively, interactive, and meaningful than conventional lecture-based teaching. Students became more enthusiastic, brave to respond, willing to participate, and more engaged with the lesson. Therefore, in relation to the first research question, the file shows that the teacher implemented gamification not as a single activity but as a comprehensive teaching approach designed to improve motivation, participation, and understanding in Christian Religious Education while still preserving the spiritual goals of the subject. (Mulyanti et al., 2023; Jihad et al., 2026).

The Teacher Evaluate Student Learning Outcomes Through The Implementation Of The Gamification Method In Christian Religious Education For Fifth-Grade Students At SD Negeri 1 Panarung

The teacher's efforts to evaluate student learning outcomes through the implementation of gamification in Christian Religious Education at SD Negeri 1 Panarung can be understood as a continuous, multidimensional, and process-oriented evaluation practice rather than a single test administered at the end of instruction. Based on the file, evaluation was conducted to determine not only whether students remembered and understood the content of the lesson, but also whether the learning

process succeeded in increasing participation, motivation, engagement, and character formation. This is important because Christian Religious Education does not focus solely on cognitive achievement; it also emphasizes values, attitudes, and the development of positive behavior in everyday life. Therefore, the teacher's evaluation efforts reflected a broader understanding of learning outcomes in which knowledge, classroom participation, enthusiasm, cooperation, and spiritual-moral response were all considered part of educational success. In this context, gamification functioned not merely as a teaching method but also as an assessment environment that enabled the teacher to observe student progress more dynamically during the learning process. (Ariyanti & Majid, 2022).

One of the most visible evaluation efforts in the file is the use of quizzes as formative assessment tools. The teacher used quizzes during and after learning activities to check how far students understood the Christian Religious Education material that had been taught. These quizzes were not positioned as high-pressure examinations, but as interactive and enjoyable activities embedded within the gamified lesson. Through quiz questions, the teacher could quickly identify whether students still remembered biblical stories, moral messages, or concepts discussed in class. Because the quizzes were delivered in a playful and participatory format, students were more willing to respond, and the teacher could gather evidence of understanding without creating an atmosphere of fear or boredom. This aligns with the idea that gamified assessment can reduce anxiety while improving participation and recall, especially among elementary students who often respond better to immediate and game-like feedback than to conventional written tests. In this study, quizzes therefore served both as learning reinforcement and as an evaluative instrument for monitoring conceptual understanding. (Sailer & Homner, 2020).

Beyond quizzes, the teacher also evaluated students through oral questions and direct classroom interaction. The file shows that the teacher frequently asked questions during the lesson and used students' responses as evidence of comprehension. In practical terms, when students could answer questions correctly, retell the meaning of a Bible story, or respond to prompts related to Christian values, the teacher interpreted this as a sign that the learning objectives were being achieved. This kind of oral evaluation is particularly suitable for elementary Christian Religious Education because it allows teachers to assess not only factual recall but also students' verbal expression, confidence, and personal engagement with the lesson content. Moreover, oral questioning in a gamified setting becomes more than a routine classroom practice; it becomes part of the game structure itself, where answering questions can be linked

to points, rewards, or recognition. As a result, students are encouraged to participate more actively, while teachers obtain immediate information about who understands the material and who still needs additional support. (Black & Wiliam, 2018).

A further evaluation effort involved the use of points, rewards, and direct feedback as indicators of progress. In the file, the teacher did not use points merely as decorative game elements; they functioned as a practical way to monitor participation, effort, and learning performance during the lesson. Students who answered questions, completed tasks, or showed active involvement received points and simple rewards, while verbal praise and applause were also given as forms of reinforcement. Through this mechanism, the teacher could identify students who were consistently engaged and those who were less active or still hesitant. In gamified assessment, such immediate feedback is important because it helps students understand what kinds of behaviors and responses are valued in the learning process. It also gives the teacher a running record of classroom participation and effort, making evaluation more continuous and observable rather than dependent only on final scores. In this study, the use of points and rewards therefore served a dual role: motivating students and helping the teacher track engagement and performance in real time. (Zainuddin et al., 2020).

The teacher's evaluation efforts also extended to observing student attitudes, enthusiasm, and participation throughout the learning process. The file repeatedly emphasizes that evaluation did not focus solely on academic outcomes but also on whether students became more active, more enthusiastic, more focused, and more confident during class. From the teacher's perspective, a successful gamified lesson was one in which students did not merely answer correctly but also showed visible signs of engagement: volunteering answers, joining discussions, following instructions, and staying involved in classroom activities. This process-based evaluation is especially relevant in Christian Religious Education, where teachers are expected to cultivate not only knowledge of religious material but also positive dispositions toward learning, social interaction, and moral reflection. By observing students' participation and emotional response to learning, the teacher was able to judge whether gamification truly changed the classroom climate from passive and monotonous to active and enjoyable. Thus, evaluation in this case included the social and affective dimensions of learning as legitimate outcomes of instructional success. (Hattie & Timperley, 2007).

Another important dimension of evaluation concerned group work and social development. According to the file, the teacher paid attention to how students

cooperated during group-based activities, how they communicated with peers, and whether they respected one another's opinions while completing tasks. This shows that the teacher's evaluation efforts were not restricted to individual academic performance but also included social competencies that emerged through gamified learning. In Christian Religious Education, this is particularly meaningful because the subject seeks to form character, responsibility, empathy, and mutual respect alongside biblical understanding. Gamification created opportunities for students to work in teams, solve challenges together, and support one another, and the teacher used these interactions as part of the evaluative process. In other words, collaboration itself became observable evidence of learning. When students demonstrated teamwork, discipline, and constructive interaction, the teacher interpreted these behaviors as indicators that the lesson had contributed to both educational and character-building goals. (Johnson & Johnson, 2020).

The file further suggests that the teacher's evaluation was closely linked to students' ability to remember and understand the material over time. One statement from the teacher is especially revealing: if students still remembered the material and could answer questions, then the learning was considered successful. This indicates that the teacher used recall and response accuracy as simple but meaningful indicators of cognitive achievement. In the context of gamification, this emphasis on remembering is understandable because game-based activities such as quizzes, repetition, visual storytelling, and challenge-response tasks often help reinforce memory through repeated exposure and active retrieval. The use of Superbook videos, interactive questions, and playful tasks likely supported students in retaining the content more effectively than a conventional lecture alone. Therefore, the teacher's evaluation effort can also be read as an attempt to examine whether gamification improved retention and conceptual comprehension by making learning more vivid, enjoyable, and memorable for students. (Mayer, 2021).

Importantly, the teacher's evaluation efforts were ongoing rather than terminal. The file makes clear that evaluation was conducted during the lesson, not only after instruction had ended. The teacher observed student responses, gave immediate feedback, used quizzes during learning, and monitored how students engaged with each activity. This reflects a formative assessment orientation in which evaluation is embedded into teaching itself. Instead of waiting until the end of a unit to decide whether students had learned, the teacher used gamified activities to continuously gather information and adjust the learning process as needed. Such an approach is highly beneficial in elementary classrooms because it allows teachers to respond

quickly when students are confused, disengaged, or left behind. In a gamified classroom, formative assessment becomes especially effective because the mechanisms of the game—points, challenges, instant responses, and visible progress—naturally create frequent moments for checking understanding and offering feedback. Thus, the teacher's effort to evaluate learning outcomes was inseparable from the teaching process itself; assessment was woven into the structure of the lesson from beginning to end. (Heritage, 2019).

The evaluation process also helped the teacher identify obstacles and students who needed further guidance. The file notes that through quizzes, participation records, and observation, the teacher could recognize which students were active and which still required additional assistance in understanding the material. This diagnostic function is an important part of the teacher's evaluative effort because it moves assessment beyond judgment and toward instructional support. Gamification made this easier by creating multiple observable points of interaction: students' quiz answers, their willingness to participate, their responses during group tasks, and their level of engagement with video or game activities. When a student remained passive, gave incorrect answers repeatedly, or seemed less interested, the teacher could interpret these signs as indicators for further scaffolding. In this sense, evaluation through gamification was not only about measuring success but also about locating learning gaps and deciding how to respond pedagogically. This confirms that the teacher's role in assessment was both evaluative and supportive, aimed at improving future learning rather than simply assigning a final judgment. (Brookhart, 2020).

At the same time, the teacher's evaluation efforts had to contend with several practical challenges. The file mentions limited time, occasional classroom noise, some students who were difficult to control, and the difficulty of preparing varied gamified activities for all materials. These challenges affected evaluation because a noisy or overly excited class can make it harder for the teacher to observe every student carefully, ensure fairness, and keep the focus on learning objectives. Likewise, when facilities are limited or when not every topic can easily be gamified, the teacher must work harder to design assessments that remain both meaningful and manageable. Nevertheless, the file shows that the teacher responded by varying methods, adjusting the approach to student needs, and maintaining classroom guidance so that the learning process remained conducive. This means that evaluation through gamification was not a rigid or perfect system, but an adaptive practice shaped by classroom realities. The teacher's evaluative effort therefore included not only

assessing students, but also continuously refining the method in response to obstacles encountered during implementation. (Kohnke & Moorhouse, 2021).

Overall, in response to the second research question, the file shows that the teacher's efforts to evaluate student learning outcomes through gamification in Christian Religious Education at SD Negeri 1 Panarung were holistic, formative, and pedagogically responsive. The teacher evaluated students through quizzes, oral questioning, group tasks, observation of participation, monitoring of attitudes and cooperation, and the use of points, rewards, and direct feedback throughout the lesson. Evaluation covered cognitive understanding, memory of the material, classroom engagement, motivation, confidence, cooperation, and character-related behavior, reflecting the broader aims of Christian Religious Education. Although challenges remained, the teacher used gamification as a flexible assessment environment that allowed learning outcomes to be observed in real time and interpreted through both academic and affective indicators. Therefore, the teacher's evaluative effort was not limited to checking whether students could produce correct answers; it was an attempt to understand how students learned, how they participated, how they changed during the process, and how the learning experience could be improved so that Christian Religious Education became more meaningful, active, and effective for fifth-grade students. (Panadero et al., 2022).

CONCLUSION (Palatino Linotype 12, Space 1.15, Justify)

The study shows that the implementation of gamification in Christian Religious Education for fifth-grade students at SD Negeri 1 Panarung was carried out through careful lesson planning, the integration of game elements such as points, rewards, quizzes, educational games, and Superbook videos, as well as interactive classroom activities designed to increase students' motivation, participation, and understanding of the lesson. The teacher applied gamification not merely as entertainment, but as a pedagogical strategy to create a more active, enjoyable, and meaningful learning environment while still maintaining the spiritual and moral objectives of Christian Religious Education. In relation to the evaluation of learning outcomes, the teacher assessed students continuously through quizzes, oral questioning, classroom observation, participation in group activities, and the use of points and rewards as feedback mechanisms. This evaluation covered not only students' cognitive understanding of the material but also their enthusiasm, confidence, cooperation, and engagement during the learning process. Overall, the findings indicate that gamification was effectively implemented as both a teaching and evaluation strategy, helping the teacher create a more dynamic classroom atmosphere and supporting

students in becoming more active, motivated, and responsive in learning Christian Religious Education..

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