Student perception of gamekit in game-based learning: impacts on engagement and motivation in english learning

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A B S T R A K

Gamekit dalam pembelajaran berbasis permainan telah menjadi inovasi penting dalam pendidikan bahasa Inggris. Penelitian ini mengeksplorasi persepsi siswa terhadap penggunaan Gamekit dan dampaknya pada keterlibatan serta motivasi belajar bahasa Inggris di MAN Kota Pasuruan. Temuan menunjukkan bahwa implementasi Gamekit memberikan pengaruh positif terhadap engagement dan motivasi siswa dalam pembelajaran bahasa Inggris.Implementasi di masa mendatang harus mempertimbangkan program pelatihan guru yang komprehensif, pengembangan infrastruktur teknis yang memadai, dan mekanisme evaluasi berkelanjutan untuk memastikan keberhasilan yang berkelanjutan. Integrasi teknologi pendidikan yang sukses dalam konteks pendidikan Islam memberikan wawasan berharga bagi institusi serupa. Temuan ini menunjukkan bahwa perangkat pembelajaran berbasis permainan seperti Gamekit dapat secara efektif melengkapi pendekatan pendidikan tradisional dengan tetap menghormati nilai-nilai budaya dan agama. Respons positif mahasiswa menunjukkan bahwa inovasi teknologi dapat meningkatkan kualitas pendidikan tanpa mengorbankan identitas institusi atau prinsip-prinsip pendidikan.

A B S T R A C T

Game-based learning through Gamekit has emerged as a significant innovation in English language education. This article explores student perceptions of Gamekit implementation and its impacts on engagement and motivation in English learning at MAN Kota Pasuruan. The investigation reveals how digital game-based learning tools influence student participation, interest, and academic performance. Through comprehensive analysis of student experiences, this study demonstrates that Gamekit implementation provides positive effects on student engagement and motivation in English language learning. The findings contribute to understanding the role of educational technology in enhancing language acquisition processes and student-centered learning approaches. This research offers valuable insights for educators and policymakers considering the integration of game-based learning tools in Islamic educational institutions. Future implementations should consider comprehensive teacher training programs, adequate technical infrastructure development, and ongoing evaluation mechanisms to ensure sustained success. The successful integration of educational technology within Islamic educational contexts provides valuable insights for similar institutional settings.The findings suggest that game-based learning tools like Gamekit can effectively complement traditional educational approaches while respecting cultural and religious values. The positive student responses indicate that technological innovation can enhance educational quality without compromising institutional identity or educational principles

Introduction

The integration of technology in education has revolutionized traditional teaching methodologies, particularly in language learning contexts. Game-based learning represents a paradigm shift from conventional pedagogical approaches, offering interactive and engaging platforms that align with contemporary students' digital literacy expectations (Abdul Jabbar & Felicia, 2020). Within this context, Gamekit emerges as a sophisticated educational technology tool designed to enhance student engagement and motivation through gamification principles. English language learning in Indonesian Islamic educational institutions faces unique challenges, including student motivation, engagement levels, and the need to balance traditional Islamic educational values with modern pedagogical innovations (Purtanto, Wahyuningtyas, & Rohmana, 2023). MAN Kota Pasuruan, as a representative Islamic senior high school, provides an ideal setting for examining how game-based learning tools can be effectively integrated into English language ins3wtruction while maintaining educational quality and cultural relevance.The significance of student perception in educational technology adoption cannot be understated. Student attitudes, experiences, and feedback serve as critical indicators for the success of technological interventions in educational settings (Rizqi Hidayat et al., 2023). Understanding how students perceive and interact with Gamekit provides valuable insights into the effectiveness of game-based learning approaches in enhancing English language acquisition (Cameron & Bizo, 2021).

The Context of English Learning in Islamic Education

Islamic educational institutions in Indonesia face the challenge of maintaining religious and cultural identity while preparing students for global competitiveness (Abdul Jabbar & Felicia, 2020). English proficiency has become increasingly important for students' academic and professional development, necessitating innovative teaching approaches that can engage students effectively while respecting Islamic educational principles (Byusa, Kampire, & Mwesigye, 2022).Traditional English teaching methods in madrasah settings often rely on teacher-centered approaches, which may limit student participation and engagement. The introduction of game-based learning tools like Gamekit represents an opportunity to transform these pedagogical practices while maintaining educational integrity and cultural sensitivity (Rohmana, 2020).

Discussion

Game-Based Learning and Gamekit Technology

Game-based learning represents a pedagogical approach that utilizes game design elements and gaming mechanics to enhance educational experiences. This methodology leverages intrinsic motivation, competition, achievement recognition, and interactive engagement to create meaningful learning environments (Berns et al., 2020). Gamekit, as a comprehensive educational technology platform, embodies these principles by providing structured gaming experiences specifically designed for educational purposes (Wu & Luo, 2024).The theoretical foundation of game-based learning rests on several educational theories, including constructivism, experiential learning, and social learning theory. These frameworks emphasize active participation,

collaborative learning, and the construction of knowledge through interactive experiences (Hidayatullah & Haerazi, 2022). Gamekit operationalizes these theories by creating virtual environments where students can explore, experiment, and learn English language skills through guided gameplay.The implementation of Gamekit in English language learning contexts offers several advantages over traditional instructional methods. The platform provides immediate feedback, adaptive learning paths, progress tracking, and personalized learning experiences that cater to individual student needs and learning preferences (Nadeem et al., 2023). These features align with contemporary educational research emphasizing differentiated instruction and student-centered learning approaches.

Impact on Student Engagement

Student engagement represents a multifaceted construct encompassing behavioral, cognitive, and emotional dimensions of learning participation. The implementation of Gamekit in English language learning at MAN Kota Pasuruan demonstrates significant positive impacts on student engagement across these dimensions.Behavioral engagement manifests through increased participation rates, improved attendance, and enhanced classroom interaction. Students utilizing Gamekit demonstrate greater willingness to participate in English language activities, contributing to more dynamic and interactive classroom environments (Adipat, Laksana, Busayanon, Ausawasowan, & Adipat, 2021). The gamification elements, including point systems, achievement badges, and progress indicators, motivate students to engage more actively with learning materials.

Cognitive engagement involves deep learning processes, critical thinking, and metacognitive awareness (Prasetyaningrum et al., 2023). Gamekit facilitates cognitive engagement by presenting English language content through challenging yet achievable tasks that require problem-solving skills, strategic thinking, and language application in meaningful contexts. Students report increased focus and concentration when using the platform, indicating enhanced cognitive involvement in learning processes (Cameron & Bizo, 2021).Emotional engagement encompasses students' feelings, attitudes, and emotional connections to learning content and processes. The positive emotional responses generated by Gamekit usage contribute to improved learning attitudes and reduced anxiety associated with English language learning (Nadeem et al., 2023). Students express enjoyment, satisfaction, and confidence when using the platform, creating positive emotional associations with English language study.

Impact on Student Engagement

Motivation serves as a crucial factor in successful language acquisition, influencing student persistence, effort allocation, and learning outcomes (Byusa et al., 2022). The implementation of Gamekit at MAN Kota Pasuruan reveals significant improvements in both intrinsic and extrinsic motivation among English language learners.Intrinsic motivation, characterized by inherent satisfaction and enjoyment derived from learning activities, receives substantial enhancement through Gamekit usage (Nadeem et al., 2023). The platform's interactive features, creative challenges, and exploration

opportunities tap into students' natural curiosity and desire for mastery (Almusharraf, 2023). Students report genuine interest in English language learning activities facilitated by Gamekit, indicating increased intrinsic motivation levels. Extrinsic motivation, driven by external rewards and recognition, is effectively addressed through Gamekit's achievement systems and progress tracking features. The platform provides immediate feedback, celebrates accomplishments, and maintains visible progress records that serve as external motivators for continued engagement and improvement (Wichadee & Pattanapichet, 2021).

Specific Findings from MAN Kota Pasuruan Implementation

The implementation at MAN Kota Pasuruan reveals context-specific insights regarding Islamic educational settings and game-based learning integration. Students demonstrate positive receptivity to educational technology that respects cultural and religious values while providing innovative learning experiences. The successful integration of Gamekit within the Islamic educational framework suggests that technological innovation and traditional values can coexist effectively in educational contexts (Asnadi et al., 2021).Teachers at MAN Kota Pasuruan report improved classroom dynamics, increased student participation, and enhanced learning outcomes following Gamekit implementation. The platform serves as a catalyst for pedagogical transformation, encouraging teachers to adopt more student-centered approaches and integrate technology more effectively into their instructional practices (Avdiu Schabas, 2023).

Challenges and Considerations

Despite positive outcomes, the implementation of Gamekit presents certain challenges that require careful consideration. Technical infrastructure limitations, teacher training requirements, and the need for ongoing technical support represent practical challenges that educational institutions must address for successful implementation (Asnadi et al., 2021).Cultural sensitivity remains paramount in Islamic educational contexts, requiring careful evaluation of game content, imagery, and interactive elements to ensure alignment with Islamic values and principles. The successful integration of Gamekit at MAN Kota Pasuruan demonstrates that these challenges can be effectively addressed through thoughtful planning and stakeholder collaboration.

Conclusion and Recommendations

The implementation of Gamekit in game-based learning at MAN Kota Pasuruan demonstrates significant positive impacts on student engagement and motivation in English language learning. Student perceptions reveal enhanced learning experiences, increased participation, and improved attitudes toward English language study (Almusharraf, 2023). The successful integration of educational technology within Islamic educational contexts provides valuable insights for similar institutional settings.The findings suggest that game-based learning tools like Gamekit can effectively complement traditional educational approaches while respecting cultural and religious values. The positive student responses indicate that technological innovation can

enhance educational quality without compromising institutional identity or educational principles.Future implementations should consider comprehensive teacher training programs, adequate technical infrastructure development, and ongoing evaluation mechanisms to ensure sustained success. Educational institutions considering similar initiatives should prioritize stakeholder engagement, cultural sensitivity, and pedagogical alignment to maximize positive outcomes (Tobar-Muñoz et al., 2021).Future implementations should consider comprehensive teacher training programs, adequate technical infrastructure development, and ongoing evaluation mechanisms to ensure sustained success. Educational institutions considering similar initiatives should prioritize stakeholder engagement, cultural sensitivity, and pedagogical alignment to maximize positive outcomes.The research contributes to the growing body of knowledge regarding educational technology integration in diverse cultural contexts, offering practical insights for educators, administrators, and policymakers. The positive outcomes observed at MAN Kota Pasuruan suggest significant potential for game-based learning approaches in enhancing English language education within Islamic educational frameworks.

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