

ANALISIS KEPERLUAN PEMBELAJARAN REKA BENTUK DAN TEKNOLOGI BERTERASKAN PENDEKATAN INTEGRASI ILMU UNTUK MENINGKATKAN PEMIKIRAN INOVATIF POSITIF

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ABSTRAK- Pendidikan berperanan dalam menyediakan generasi milenia dalam menghadapi era digital dengan mengembangkan potensi diri individu secara seimbang dan menyeluruh. Namun, cabarannya era digitalisasi ini turut mendorong murid ke arah melakukan inovatif negatif. Aktiviti inovatif negatif yang dilakukan oleh segelintir murid menjadi semakin meningkat dalam masyarakat masa kini. Oleh itu, terdapat keperluan mendesak untuk meningkatkan pemikiran inovatif positif murid. Mata pelajaran Reka Bentuk dan Teknologi (RBT) merupakan mata pelajaran yang memberi penekanan aspek inovatif dan kreatif untuk menghasilkan produk yang bermanfaat. Namun, proses pengajaran dan pembelajaran sering mengabaikan aspek spiritual, sedangkan aspek ini memainkan peranan penting dalam pembentukan pemikiran inovatif positif dan akhlak murid yang sejahtera. Kajian ini bertujuan untuk menganalisis keperluan pembelajaran RBT berteraskan pendekatan integrasi ilmu spiritual untuk meningkatkan pemikiran inovatif positif murid. Kajian ini berbentuk kajian kualitatif dengan menggunakan kaedah temu bual bagi mendapatkan data daripada tujuh orang sampel kajian yang terdiri daripada pakar dalam bidang integrasi ilmu, Teknik dan Vokasional. Dapatan kajian secara keseluruhannya mendapati bahawa semua pakar bersetuju pelaksanaan pembelajaran berteraskan pendekatan integrasi ilmu spiritual dalam mata pelajaran RBT perlu dilaksanakan supaya dapat meningkatkan pemikiran inovatif positif murid dan melahirkan murid berakhlak mulia seperti mana yang diinspirasikan di dalam Falsafah Pendidikan Kebangsaan (FPK). Malah, penyelidikan ini bukan sahaja berhasrat untuk merealisasikan FPK tetapi juga sejajar dengan Matlamat Pembangunan Mampan (SDG), khususnya SDG 4 (Pendidikan Berkualiti) dan SDG 9 (Industri, Inovasi dan Infrastruktur).

Kata kunci: Integrasi Ilmu; Reka Bentuk dan Teknologi; Pembelajaran; Pemikiran Inovatif Positif

1. PENGENALAN

Pendidikan berperanan dalam menyediakan generasi milenia dalam menghadapi era digital dengan mengembangkan potensi diri individu secara seimbang, menyeluruh, dan bersepadu (Suzanna et al., 2022). Namun begitu era globalisasi dan digitalisasi juga mendorong murid ke arah inovatif negatif. Peningkatan aktiviti inovatif negatif yang dilakukan oleh segelintir murid telah menjadi perbualan hangat dalam masyarakat di media-media massa. Oleh itu, terdapat keperluan mendesak untuk meningkatkan pemikiran inovatif positif murid. Pada asasnya mata pelajaran Reka Bentuk dan Teknologi (RBT) memfokuskan kepada penguasaan ilmu pengetahuan, kemahiran, dan spiritual serta sikap (Salmiah et al., 2016; KPM, 2017). Namun, proses pengajaran dan pembelajaran serta kurikulum sedia ada sering mengabaikan aspek spiritual, sedangkan aspek ini memainkan peranan penting dalam membentuk pemikiran inovatif positif dan akhlak murid yang sejahtera sebagaimana dihasratkan oleh FPK. Penyelidikan ini bukan sahaja berhasrat merealisasikan FPK tetapi turut menyokong Matlamat Pembangunan Mampan (SDG), khususnya SDG 4 (Pendidikan Berkualiti) dan SDG 9 (Industri, Inovasi dan Infrastruktur), dengan menekankan pendidikan integrasi ilmu intelektual dan spiritual untuk melahirkan murid yang berpemikiran inovatif positif dan berakhlak mulia.

1.1 Pernyataan Masalah

Murid yang terpelajar dan berkemahiran tetapi sukar membezakan antara perilaku yang baik dan perilaku yang buruk menyebabkan berlakunya pemikiran inovatif negatif (Rohana, 2010). Antara contoh aktiviti negatif inovatif yang berlaku dari Januari hingga November 2023, dapat

dilihat daripada Jabatan Siasatan dan Penguatkuasaan Trafik (JSPT) telah mengeluarkan saman sebanyak 43,157 dengan pelbagai kesalahan ubah suai motosikal di seluruh negara, di mana kesalahan ubah suai ekzos mencatatkan angka tertinggi iaitu 33,996 saman (PDRM, 2023).

Banyak faktor punca berlakunya pemikiran inovatif negatif dalam kalangan remaja, salah satunya adalah falsafah kemajuan Sains dan Teknologi bersifat terpisah daripada agama (Wan Mohd Nor, 2005; Rohana, 2010; Sidek, 2011). Tanpa adanya kekuatan spiritual dan emosi pada diri seseorang, amat mustahil untuk menggapai kejayaan dalam kehidupan dunia dan akhirat (Syahirah, 2022). Oleh itu, terdapat keperluan mendesak untuk meningkatkan pemikiran inovatif positif murid. Maka, kajian ini bertujuan menganalisis keperluan pendidikan berteraskan pendekatan integrasi ilmu (intelektual dan spiritual) dalam subjek RBT bagi menghasilkan pemikiran inovatif positif murid sekolah menengah.

1.2 Objektif Kajian

Kajian ini bertujuan untuk menganalisis keperluan pembelajaran RBT berteraskan pendekatan integrasi ilmu spiritual untuk meningkatkan pemikiran inovatif positif murid.

2. SOROTAN KAJIAN

2.1 Mata Pelajaran Reka Bentuk dan Teknologi di Sekolah Menengah

Mata pelajaran RBT memberi fokus dalam aspek ilmu pengetahuan (kognitif), kemahiran (psikomotor), dan etika dan kerohanian (spiritual) serta sikap (efektif) mengikut kebolehan murid berdasarkan Standard Kandungan dan Standard Pembelajaran. Pelan Pembangunan Pendidikan Malaysia 2013 hingga 2025 (PPPM 2013-2025) memberi penekanan Elemen Merentas Kurikulum (EMK) dalam aspek kemahiran dan keterampilan modal insan. Terdapat enam aspirasi murid yang perlu diberi penekanan iaitu pengetahuan, kemahiran berfikir, kemahiran memimpin, kemahiran dwibahasa, etika dan kerohanian dan identiti nasional. Etika dan kerohanian adalah salah satu unsur penting dalam memastikan hasrat FPK untuk melahirkan murid yang berpengetahuan, berkemahiran dan berakhlak mulia tercapai (KPM, 2013). Elemen spiritual berkait dengan hubungan dengan Tuhan yang membawa aspirasi pertama Rukun Negara. Nilai spiritual yang meletakkan nilai kepercayaan dan kepatuhan kepada Tuhan akan melahirkan kesedaran tanggungjawab sosial dalam hubungan dengan orang lain seperti sikap berkasih sayang menghargai dan menghayati agama, jujur, toleransi, sopan santun, percaya diri, disiplin, tanggungjawab dan kerjasama (Muhammad Nurtanto, 2015, Sadikin & Hamidah, 2020).

2.2 Pendekatan Integrasi Ilmu Spiritual (Ilmu Wahyu) dan Ilmu Intelektual

Pendidikan integrasi ilmu bermula di Malaysia pada tahun 1987 apabila kerajaan memperkenalkan FPK untuk membangunkan keseluruhan potensi individu yang merangkumi aspek jasmani, rohani, emosi, dan intelektual berasaskan kepercayaan kepada Tuhan (Rohana, 2010; Sidek, 2011). Proses pendidikan sangat penting di mana melaluinya murid belajar untuk berfikir dan memperoleh hikmah atau ilmu pengetahuan yang memerlukan proses untuk mengintegrasikan ilmu spiritual dengan ilmu intelektual secara efektif di era moden sekarang (La Denna Hasri et al., 2024). Melalui proses integrasi ilmu ini, akan dapat membangunkan bukan sahaja potensi intelektual tetapi juga emosi dan spiritual. Seterusnya mempengaruhi perkembangan tingkah laku positif bagi melahirkan insan kamil dan seimbang dari segi jasmani, emosi, rohani, intelektual dan sosial (Rahimah et al., 2013; Mohd Fuad et al., 2017). Konsep integrasi dalam pendidikan dapat membantu generasi akan datang menghadapi segala cabaran masa depan sama ada dari dalam atau luar negara (Rashed & Ihwani, 2019; Siti Nur Aafifah, 2022).

2.3 Pemikiran Inovatif Positif

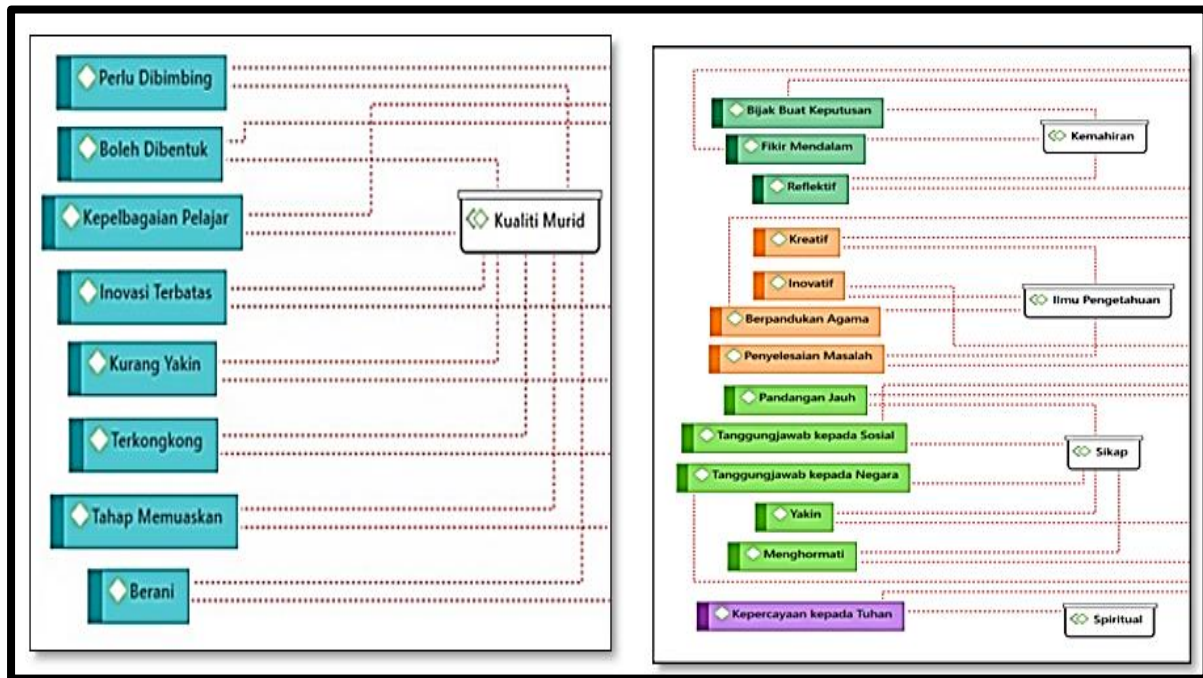
Pembangunan pemikiran inovatif memerlukan gabungan elemen kognitif, afektif, imaginasi, dan amalan psikomotor, yang memberi kebebasan kepada murid-murid untuk mencipta idea mereka. Namun, kekurangan elemen spiritual dalam proses inovatif boleh menyebabkan kehilangan hala tuju atau panduan dalam proses berfikir dan membuat keputusan. Inovatif positif didefinisikan sebagai usaha mencari cara baharu untuk menghasilkan produk atau perkhidmatan yang lebih baik (Berliana & Arsanti, 2018). Oleh itu, pemikiran inovatif positif ialah kaedah mencari jalan untuk menghasilkan produk atau perkhidmatan yang lebih baik sama ada melalui pengubahsuaian atau penambahbaikan. Maka, pemikiran inovatif akan mengembackan kerangka perkembangan pemikiran murid berlandaskan fitrah seseorang insan yang sememangnya menyintai kebaikan. Justeru, pemikiran inovatif positif memerlukan pemikiran manusia yang luar biasa tetapi ia memerlukan corak pemikiran yang berbeza daripada kebiasaan iaitu berfikir tanpa panduan kepada berfikir berpandukan prinsip ketaatan kepada perintah Tuhan. Pemikiran sebegini akan meningkatkan keyakinan diri dalam membuat keputusan mahupun menerokai sesuatu bidang yang baharu yang belum diterokai (Dennis Sherwood, 2009). Inovatif yang dilakukan mestilah dibuat berpandukan tujuan yang jelas, teknik yang tepat, dan reka bentuknya dapat memenuhi kepentingan aplikasi dengan memberi fokus kepada satu keperluan produk yang hendak diciptanya (Ainon dan Abdullah, 2006).

3. BAHAN DAN KAEDAH

Metodologi kajian ini berbentuk kajian kualitatif dengan menggunakan kaedah temu bual bagi mendapatkan data daripada tujuh orang pakar dalam bidang integrasi ilmu, Teknik dan Vokasional sebagai sampel kajian. Sampel kajian terdiri daripada dua orang pensyarah universiti, seorang pensyarah IPG, dua orang guru RBT, seorang guru bidang Pendidikan Islam, dan seorang juru latih dan perundingan bidang Pendidikan Islam. Kesemua sampel dipilih secara *snow ball* dan pensampelan bertujuan iaitu pemilihan dilakukan berdasarkan kepada kesediaan peserta kajian untuk memberikan maklumat secara mendalam tentang analisis keperluan. Dari sudut kelayakan akademik didapati lima orang mempunyai Doktor Falsafah dan dua orang mempunyai sarjana. Masing-masing mempunyai pengalaman mengajar lebih dari sepuluh tahun dan bertugas di tempat yang berbeza iaitu di peringkat universiti, IPG serta sekolah menengah kebangsaan. Kesemua sampel kajian berumur dalam lingkungan 40 hingga 50 tahun.

Kajian ini menggunakan instrumen temu bual separa berstruktur dan data temu bual dianalisis secara tematik dan pengkodan dengan menggunakan perisian Atlas.ti 7. Penggunaan perisian ini penting bagi memastikan proses pengkodan dijalankan dengan menyeluruh dan konsisten (Ros Eliana, 2014).

4. KEPUTUSAN DAN PERBINCANGAN



Rajah 1 Analisis Data Temu Bual

Dapatan analisis temu bual (rujuk Rajah 1) mendapati bahawa semua sampel kajian bersetuju pembelajaran RBT berteraskan pendekatan integrasi ilmu untuk meningkatkan pemikiran inovatif positif murid sangat diperlukan berasaskan kepada perkara-perkara berikut:

- i. Murid kurang yakin dan perlu bimbingan melalui penambahbaikan pendekatan pengajaran dan pembelajaran guru.
- ii. Murid perlu dipantau dan diberikan bimbingan melalui pengajaran dan pembelajaran RBT dengan pendekatan integrasi ilmu agama (spiritual).
- iii. Elemen yang perlu diberikan perhatian ialah kreatif, inovatif, dan ilmu spiritual iaitu tanggungjawab manusia sebagai hamba dan khalifah (tanggungjawab kepada diri, sosial dan alam sekitar).
- iv. Pengajaran dan pembelajaran yang seimbang dalam aspek JERI dan berkesan serta bermakna.

Hasil penelitian menunjukkan bahawa pendekatan integrasi ilmu intelektual dan spiritual sangat penting untuk melahirkan manusia yang seimbang dalam aspek intelektual, jasmani, emosi, dan spiritual. Keseimbangan ini adalah asas untuk menjadi individu yang mempunyai kepercayaan dan kepatuhan kepada Tuhan, tanggung jawab sebagai hamba dan bertanggung jawab terhadap diri sendiri, masyarakat, dan alam sekitar. Oleh itu, pendekatan integrasi ilmu perlu dilaksanakan dalam mata pelajaran RBT untuk menghasilkan murid yang memiliki pemikiran inovatif positif dan berakhlak mulia untuk mencipta produk berkualiti dan manfaat serta tidak memudaratkan kepada masyarakat.

5. KESIMPULAN

Dapatan kajian ini jelas menunjukkan bahawa kaedah pembelajaran berteraskan pendekatan integrasi ilmu spiritual dalam mata pelajaran RBT didapati bersesuaian dan sangat diperlukan untuk mengatasi masalah pemikiran negatif dalam kalangan murid. Hal ini kerana pendekatan integrasi ilmu spiritual menekankan aspek kepercayaan kepada Tuhan, tanggungjawab sebagai

hamba dan khalifah dapat meningkatkan pemikiran inovatif positif dan membentuk akhlak yang mulia murid. Penyelidikan ini menyumbang kepada kaedah pelaksanaan pengajaran dan pembelajaran sedia ada dengan pendekatan integrasi ilmu spiritual dan intelektual sebagai panduan kepada pendidik untuk menghasilkan pendidikan yang lebih holistik dan bersepadu. Justeru pendidikan yang holistik, membentuk generasi yang cemerlang intelektual dan juga mempunyai kekuatan spiritual, kestabilan emosi dan kesihatan jasmani yang memenuhi aspirasi FPK.

6. PENGHARGAAN

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LEARN AND PLAY: EDUCATORS' VIEWS ON GAMIFICATION IN TERTIARY ESL SPEAKING CLASSES

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ABSTRACT - Ever since then, English has emerged as a global lingua franca that is now used across the world by people from different cultural backgrounds as a means of communication. In Malaysia, the Ministry of Education (Kementerian Pendidikan Malaysia) has stated in national policy that English is an official language status for a second language, necessitating its inclusion in every institution's curriculum. Although the integration of technology in educational contexts provides a significant contribution to teaching English as a Second Language (ESL), traditional teaching approaches remain dominant and are being practiced in every institution. Hence, this study sought to investigate the views of educators on the importance and challenges of incorporating gamification into ESL classes at the tertiary level in Malaysia. A qualitative inquiry will be employed in this study, using in-depth interviews with educators to gain deeper insights into the implementation of gamification in ESL classes. A purposive sample method will be used to choose tertiary-level ESL educators in Malaysia for this research, and the findings will be subsequently analyzed using thematic analysis. The study's findings will contribute useful information on the significance and obstacle of gamification in ESL speaking classes while enabling practical implementation of the gamification approach to promote the development of innovative educational practices.

Keywords: Gamification; Teaching Approach; ESL Classes; Speaking skill

1. INTRODUCTION

To fulfill the vision of transforming our world into a more secure and equitable life, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) has set 17 sustainable development goals. Each sustainable development goal (SDG) has its own set of targets, whereas SDG 4, which is quality education, aims to ensure good quality education globally (Marshall, 2019). The English language as a global lingua franca supports SDG 4 by promoting cross-cultural interaction and communication in various social contexts. As technological advancements have transformed education sectors, the Malaysia Education Roadmap 2015-2025 called for innovative practices to enhance language learning. With the innovative effort to enhance quality education provision, gamification was introduced as the 21st-century approach, which is highly effective in grasping learners' engagement and motivation. Despite the outlined initiative, traditional ESL remains dominant, whereas teaching approaches often fall short of engaging students and addressing their diverse needs (Hernandez-Prados et al., 2021).

Due to the importance of the English language emphasized in Malaysia Education Blueprint 2015-2025, it is crucial to look into the existing teaching and learning approaches of ESL education, particularly speaking classes (Abdul Aziz & Kashinathan, 2021). Several traditional approaches, such as the audio-lingual method and the grammar-translation method, remain widely used in ESL-speaking classes (NAGY, 2019). It is observed that the repetitiveness and overly focus on form might lead to monotonous classes that ignore students' needs. Thus, learners may become disengaged in English subjects which result in decreased participation in class, affecting their language proficiency (Wu, 2019; Sanchez-Hernandez et al., 2021).

As a result, Malaysia Education Blueprint 2015-2025 advocates the adoption of technology within pedagogies strategies to tackle these challenges. Gamification has emerged as an innovative practice with the potential to motivate learners due to its interactive and engaging elements. Consequently, the increasing number of papers on gamification research

demonstrated its mass appeal. Nevertheless, findings on the application and effectiveness of gamification in the local context of ESL speaking classes remained scarce, owing to its recent acceptance in the educational context.

Despite its potential, there is an existing gap in the literature related to the perceived significance and challenges of implementing gamification in the local context. Moreover, methodological differences across studies may influence the findings (Wahyuningsih, 2024). These discrepancies highlight the necessity for continued study on gamification to assess the readiness for further implementation in ESL classes. Therefore, this study explores educators' perspectives on the significance and challenges of using gamification in ESL-speaking classes. The findings of this research are significant to the course designers and ESL educators for practical implementation of gamified strategies to enhance the quality of ESL speaking classes.

2. LITERATURE REVIEW

2.1 Connectivism in Gamification

Connectivism Theory was developed in 2005 by psychologists George Siemens and Stephen Downes. This theory provides an overall learning experience and process in the various learning strategies through the use of technology. Connectivism theory posits that technology is important in facilitating learning as it promotes interaction, discussion, and collaboration. Several key concepts of connectivism theory include diversity, connectedness, autonomy, and openness (Herlo, 2017). These connectivism principles demonstrate the significance of technology to assist educators in developing a flexible and dynamic learning experience.

Gamification, as a technological approach, aligns with the principle of connectivism by applying game-design elements to meet the various learners' needs and fostering collaboration through discussion to enhance the personal learning experience. Despite gamification being relatively new, it shares similar principles with the existing theory, such as connectivism, by leveraging technology to promote active and engaged learning. Empirical evidence supports this alignment, whereas a study conducted by Borna and Fouladchang (2018) revealed the connectivism approach significantly enhances EFL students's motivation through active participation during the learning process. Likewise, Marell-Olsson (2022) revealed that students collaborated in a discussion while actively engaging with each other through gamified activities.

By this study, connectivism theory is adopted to investigate educators' perspectives on the significance and challenges of gamification in ESL-speaking classes. This theoretical framework will provide valuable insights into how educators perceive the integration of gamification and its impact on learning outcomes.

2.2 Gamification in Education

Following the COVID-19 health crisis, the educational landscape has undergone a major transformation, with an expedited shift toward technology-based approaches (Mohamad Alakrash & Abdul Razak, 2022). Malaysia's efforts in The Digital Literacy for All Programme have been crucial in preparing Malaysians with essential digital skills. One of the educational initiatives in this digital literacy framework is to enhance digital skills among students and educators. The emphasis on abilities is vital in developing tailored learning settings that utilize technology to improve educational experiences, particularly in the 21st-century educational landscape.

Wong Mee Mee et al. (2020) defines gamification is the method of implementing game-like features in a non-gaming context. This approach includes the components of the game, such as rewards, quests, leaderboards, and challenges, as the key characteristics of gamification. Thus, it is considered an effective teaching strategy as it combines creativity and learning objectives while grasping students' concentration, motivation, engagement, and

overall learning experience (Flores et al., 2022; Lee, 2023).

Although gamification has its potential, it also presents certain limitations. The increasing emphasis on technology in education by policies or initiatives may influence perceptions. Commonly believing that all gamified activities necessarily enhance student motivation and engagement is a misconception that needs to be addressed to fully understand its effectiveness. Many educators mistakenly believe that gamification is a definite answer to enhance students' engagement and motivation (Torrado Cespon & Diaz Lage, 2022). This misconception assumes that simply incorporating game elements into educational activities will lead to increased engagement for everyone. However, such an assumption requires more careful examination. Numerous past studies' findings indicate the impact of gamification on motivation varies across students due to different attitudes toward gamification (Bharti, 2023; Kaur et al., 2023). This highlights a crucial gap in the literature that this study aims to address by exploring the educators' perspectives on the significance and challenges of gamification in educational settings.

3. METHODOLOGY

3.1 Research Design

This study will take a qualitative approach to explore the significance and challenges of the gamification approach in ESL speaking classes. Qualitative design is a method of inquiry to gain in-depth insights into people's perspectives, motivations, and experiences (Creswell, 2018). Qualitative research is very helpful to obtain an in-depth investigation related to the perspectives of educators.

3.2 Population Sampling

The population and sample for this study will include educators from tertiary-level institutions using purposive sampling. Ramalingam (2023) stated that selecting targeted participants is essential to provide meaningful information related to the study context. According to Henink and Kaiser (2022), a qualitative study only requires 5 to 22 individuals to conduct interviews to adequately answer the research questions. In a research study, it is essential to maintain participant confidentiality, thus educators' names will be anonymized and assigned pseudonyms.

3.3 Instruments

As this study focuses on investigating educators' perspectives on the significance and challenges of gamification in ESL speaking classes, findings will be gathered using a qualitative approach. Semi-structured interviews will be conducted as the main instrument to elicit views and opinions from the participants.

3.4 Data Collection & Analysis

The researcher will prepare consent forms to distribute to the participants of the chosen ESL educators before data collection to obtain permission. After the educators agree to join the interview, the researcher will distribute a set of questions to be used in the interview. The researcher will provide a brief overview of the objectives and other important details before the interview begins. An interview protocol will be used to guide the researcher in taking notes while audiotaping the interviews for further interpretation. After the data is processed, the researcher will decipher the audiotapes to study using the thematic analysis method. This method supports the process of identifying, analyzing, and classifying patterns across numerous data (Braun & Clarke, 2006).

4. FUTURE IMPLICATIONS OF STUDY

There is a potential significance of gamification integration into the educational context. The incorporation of gamification elements in classroom activity addresses students' learning needs while fostering a personalized learning experience. To grasp the learners' engagement and competitiveness in class, gamification elements like scoreboards, rewards, and challenges will allow educators to provide a rich learning environment. (Wong Mee Mee et al., 2020). Through games, learners are not only able to learn interactively and entertainingly but also enhance their knowledge-construction process as they are engaged and motivated. For instance, gamification can be integrated into ESL speaking classes through role-playing activities to enhance the quality of ESL education by making the language learning process more entertaining and contextually relevant. A study conducted by Couture-Matte (2022) indicated that the integration of role-playing games in ESL speaking classes through 'Club Penguin' managed to improve student's communication skills and engagement through collaborative gameplay. Overall, it can be concluded that gamification manages to boost student motivation and engagement while also providing a meaningful learning experience. Abu Qu'ba et al. (2024) claimed the learner's progress is the principal to accomplish the educational goals. Thus, such an innovative approach enables educators to monitor students' progress through several areas based on their results. While not only benefits both students and educators, this approach also significantly enhances curriculum design across fields. It underscores the importance of interdisciplinary collaboration. Implementing a gamified curriculum calls for fresh viewpoints, and innovative strategies, drawing from diverse disciplines such as education, technology, psychology, game design, marketing, and economics for its overall development.

5. CONCLUSION

In conclusion, this study aimed to explore educators' perspectives on the significance and challenges of gamification in ESL speaking classes. The main concern of this study is to fill the gap in the literature on the development of gamification, especially in the context of ESL speaking classes. While existing literature emphasizes the potential benefits of gamification in education, supported by theories such as connectivism, it is essential to examine its practical application and effectiveness in enhancing the quality of ESL instruction. This study intends to provide valuable insight into both the perceived impact of gamification and the challenges faced in its application from the perspective of ESL educators. These insights are significant for course designers and ESL educators for effective implementation of gamification into their pedagogy strategies. Although this study utilizes a qualitative approach, future viewpoints may explore the issue from various perspectives. The evolving nature of technology including gamification integration in education, highlights the necessity for continuous research to fully understand its effectiveness to ensure its readiness for broader application in educational curriculum.

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