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Implementation of Gamification-Based Indonesian Language Learning Through Smartboard Media

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Abstract
Indonesian language learning at the primary school level should be the main pillar to improve literacy and communication skills of students. This study intends to describe the implementation of Indonesian language learning that integrates gamification through smartboard in SDN 010 North Bengkulu, as well as assessing student responses to gamification-based learning through the smartboard. The method used for this study is descriptive qualitative research. The Data were collected thoroughly through direct observation of the teaching and learning process in class 5B, in-depth interviews with teachers and student representatives, as well as Document Analysis in the form of learning implementation plans (RPP) and teacher evaluation notes. Data analysis follows Miles and Huberman's model, including reduction, presentation, and inference, with validity tested through triangulation of sources and techniques. The main findings show that the implementation of gamification with game components such as missions, challenges, quizzes, points, and leaderboards displayed on smartboards successfully creates an interactive and dynamic learning environment. Students respond very positively; enthusiasm and motivation to learn increased significantly, the classroom atmosphere became more orderly, and the use of audio-visual materials strengthen memory retention in understanding the subject matter more easily. In conclusion, the combination of gamification and smartboards proves to be an effective learning model, making technology an innovative pedagogical tool in elementary schools. The implication is that the success of this approach requires readiness for technological adaptation and teacher creativity in designing learning flows that are aligned with student learning goals.

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Introduction

In general, the development of student competencies and personal character constitutes the primary foundation of primary education. At the elementary level, schooling is directed not only toward strengthening cognitive abilities, but also toward instilling national cultural values, cultivating essential skills, and shaping positive attitudes (Lestari et al., 2025; Rafifah et al., 2024). Language mastery represents a vital component of primary education, particularly proficiency in the national language, *Bahasa Indonesia*. Beyond functioning merely as a medium of communication, the Indonesian language is studied as a vehicle for understanding and appreciating cultural heritage through literary works, developing critical reasoning, and structuring thought processes (Indawati et al., 2025; Putri et al., 2024). Consequently, Indonesian language and literature instruction must be conducted rigorously, comprehensively, and in alignment with contemporary technological advancements, such as the integration of digital media. The primary advantage of digital media lies in its capacity to deliver rich, interactive, and engaging instructional content (Jannah et al., 2026).

However, empirical realities in the field reveal that Indonesian language instruction at the elementary school level continues to encounter substantial obstacles, notably a reliance on traditional, textbook-bound pedagogical practices that lack innovation (Gultom, 2025). Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbud, 2022) indicate that 40% of elementary school students experience difficulties comprehending narrative texts due to monotonous, conventional teaching methods. Preliminary observations conducted at the research site, Grade 5B of SDN 010 North Bengkulu, It revealed that Indonesian language learning remained largely passive and teacher-centered. Although the classroom atmosphere appeared quiet at the outset of lessons, students were neither fully attentive nor intrinsically motivated. Instruction relied predominantly on monotonous lecturing, punctuated only occasionally by asking students to take turns reading lengthy paragraphs aloud. Because this pedagogical approach failed to capture students' interest, many exhibited off-task behaviors during lessons, such as doodling in their notebooks and conversing with peers.

These observational findings were corroborated by preliminary interviews, in which numerous students characterized *Bahasa Indonesia* as a tedious subject due to its repetitive delivery and lack of connection to real-world contexts. As a result, students experienced boredom, diminished learning motivation, and subsequent difficulties in grasping instructional content (Putri et al., 2024). This condition poses a critical challenge, given that language proficiency underpins academic success across all primary school disciplines. Conversely, SDN 010 North Bengkulu possesses adequate digital infrastructure, specifically an interactive smartboard. Nevertheless, this technology has not yet been optimally leveraged as a medium for gamified instruction. The discrepancy between passive classroom practices and the availability of advanced educational technology prompted an in-depth investigation at SDN 010 North Bengkulu. This setting offers significant potential for generating practical insights for other elementary schools across North Bengkulu on converting sophisticated classroom hardware into an innovative, gamified pedagogical instrument. Through the strategic application of digital technology, educators can cultivate an interactive, competitive, and enjoyable learning atmosphere while preserving deep interpretive engagement with literary texts (Afrizal et al., 2025). Integrating technology into language instruction ultimately aims to

create inclusive and compelling learning experiences tailored to students growing up in a ubiquitous digital environment (Magdalena et al., 2025; Sholeha et al., 2024).

As noted by Suparmini et al. (2024), a gamified approach transforms rigid instructional routines into joyful learning experiences, making it particularly well-suited to the learning preferences of digital-native generations. Gamification is defined as an instructional approach that incorporates game design elements into non-game educational contexts to stimulate student motivation and engagement (Purba et al., 2021). Within literature instruction, gamification holds substantial potential for enhancing student motivation, active participation, and textual comprehension. When game mechanics—such as points, challenges, and levels—are integrated with digital platforms, the literature classroom is transformed into an active, creative, and reflective space for interaction (Afrizal et al., 2025).

According to Purba et al. (2021), ensuring the effective use of a gamified smartboard at SDN 010 North Bengkulu requires meticulous instructional planning, encompassing the identification of clear learning objectives, the design of relevant challenges, and the provision of immediate feedback. Furthermore, Putra et al. (2024) emphasize that the efficacy of smartboard-mediated gamification depends heavily on aligning game mechanics with learner characteristics and curricular learning outcomes, thereby ensuring that entertainment value does not overshadow the attainment of core Indonesian language competencies (Manobi et al., 2024).

Overall, smartboard-based gamification yields multifaceted benefits for both students and teachers. For learners, gamified systems elevate learning motivation by replacing monotonous routines with interactive, enjoyable activities, fostering collaborative group work, and improving academic achievement (Nurrahman & Kharunisa, 2024). Broadly, the positive impacts of smartboard-mediated gamification span three domains: the cognitive domain, encompassing heightened learning motivation and enhanced information-processing strategies; the affective domain, involving increased enjoyment and positive attitudes toward learning; and the behavioral domain, reflected in active individual and collaborative participation.

Accordingly, this study investigates two primary research questions: (1) How is gamification-based Indonesian language learning implemented through smartboard media at SDN 010 North Bengkulu? and (2) How do students respond to gamification-based Indonesian language learning mediated by smartboard technology at SDN 010 North Bengkulu? Adopting a descriptive qualitative approach enables an in-depth exploration of naturally occurring classroom phenomena. As Creswell asserts, qualitative inquiry is highly appropriate for educational research where data are gathered directly from participants in natural settings and synthesized into rich narrative descriptions (Safarudin et al., 2023). Data were collected via direct classroom observations and interviews with the teacher and participating students. This qualitative framework is well-suited to capturing the classroom processes, pedagogical efforts, challenges, and advantages associated with smartboard-based gamification. Ultimately, this research seeks to identify optimal strategies for integrating gamification and smartboard technology to elevate the quality of Indonesian language and literature instruction, addressing contemporary educational demands while supporting national educational goals through adaptive, creative, and relevant pedagogy.

Method

This study employe a qualitative research approach utilizing a descriptive method. Data collection encompassed direct classroom observations, in-depth interviews with the teacher and students, and document analysis of lesson plans (*Rencana Pelaksanaan Pembelajaran* [RPP]) and teacher evaluation notes. Investigating the implementation of gamification-based Indonesian language learning via smartboard media in Grade 5B at SDN 010 North Bengkulu yielded a comprehensive, granular account of classroom dynamics, which is presented as a structured analytical narrative reflecting actual observational conditions.To address the first research question regarding the implementation process, the researcher assumed the role of a direct non-participant observer inside Grade 5B at SDN 010 North Bengkulu. Direct classroom presence was essential to document every instructional phase systematically, from how the teacher delivered apperception activities and operated gamified features on the smartboard screen to how the virtual point system was managed. To address the second research question, in-depth face-to-face interviews were conducted with selected Grade 5B student representatives immediately following instructional sessions, alongside an interview with the classroom teacher. Post-lesson interviews were utilized to capture students' psychological and emotional responses to gamified instruction, as elementary-aged children tend to express their genuine feelings most candidly immediately after experiential activities. Additionally, document analysis of the teacher's RPP and evaluation records illuminated the planning and assessment stages underpinning this technological innovation. All empirical data gathered from observations, interviews, and documents were analyzed using the interactive data analysis model proposed by Miles and Huberman. According to Miles and Huberman, qualitative data analysis occurs interactively and continuously until data saturation is reached, consisting of three concurrent flows of activity: data condensation (reduction), data display, and conclusion drawing and verification (Safarudin et al., 2023). Trustworthiness was established through triangulation of data sources and collection techniques.

Results and Discussion

Results

Based on the empirical findings, the gamification-based instructional model successfully stimulated active student participation throughout the learning process, contributing significantly to increased learning motivation. By incorporating core game mechanics, namely missions, challenges, points, and leaderboards. The teacher cultivated an engaging learning ecosystem that fostered high levels of classroom interactivity. Utilizing the interactive features of the smartboard, the teacher displayed scores, daily challenges, and student rankings visually in real time, creating an energetic and responsive instructional environment (Herlina et al., 2025).

Another notable outcome of gamification was the emergence of healthy academic competition among students, driven by an intrinsic desire to achieve optimal performance. The structured point system motivated learners to compete both against their own previous benchmarks and constructively with peers to fulfill learning targets. This competitive dynamic encouraged deeper conceptual comprehension and sustained an active learning environment. Indirectly, integrating gamification with smartboard technology also familiarized students with digital tools and cultivated essential 21st-century competencies, including problem-solving,

teamwork, and creativity (Sholeha et al., 2024). Contemporary Indonesian language instruction requires continuous pedagogical innovation to maintain curricular relevance amidst rapid technological advancement; thus, interactive media such as smartboards represent a viable solution for enhancing instructional quality in elementary schools (Agus Salimullah et al., 2024).

Furthermore, the instructional workflow designed by the teacher. It centered on collaborative group missions, prompted students to cooperate within teams, think critically, and respond swiftly when solving language tasks (Indawati et al., 2025). Such collaborative challenges equip learners with transferable skills applicable to real-world problem-solving. Nevertheless, successful implementation requires careful attention to the maturity of instructional workflow design, content alignment, and learners' specific developmental needs, as gamified strategies cannot be applied uniformly without considering students' authentic learning profiles (Purba et al., 2021). Overall, the findings confirm that smartboard-mediated gamification serves as an effective pedagogical model for boosting student motivation.

Well-structured gamified lesson planning rendered the learning process engaging and accessible, supporting students in achieving higher academic outcomes. Direct classroom observations revealed a marked shift in student behavior compared to baseline pre-research observations. Students demonstrated substantially higher enthusiasm and active involvement during smartboard-mediated gamified lessons. Game elements such as missions, challenges, point systems, and live leaderboards generated healthy peer competition (Ilmudinulloh et al., 2025). Motivated to attain maximum scores, students engaged seriously with reading passages to master the sub-themes of the Indonesian language curriculum. Moreover, displaying group point standings on the smartboard encouraged collective accountability and spurred students to elevate their group's performance.

Data from the interview with the Grade 5B homeroom teacher indicated that gamification facilitated more effective classroom management and discipline (Lessnusa et al., 2024; Tasane et al., 2024). The teacher noted that gamification transformed the classroom atmosphere into an interactive and collaborative ecosystem. However, the teacher also acknowledged that successful execution demands technological adaptability to operate smartboard applications effectively, thorough pre-lesson preparation, and pedagogical creativity in aligning game mechanics with curricular objectives. As the Grade 5B teacher explained:

> *"My biggest challenge during instruction used to be encouraging student participation and maintaining their focus while learning. With this gamified learning system and the smartboard displaying interactive content, students' attention is drawn directly to the front of the class, and classroom behavior is much more controlled."*

Similarly, interviews with Grade 5B students corroborated these observations. Students expressed high enthusiasm, stating,

> *"We get most excited when groups compete to answer quizzes because the points appear immediately on the smartboard screen." "Usually, Indonesian language lessons are boring because we only copy notes and do exercises in our books. When the material is shown on the screen with attractive pictures, videos, and sounds, and we can touch it. It becomes much easier to remember the storyline of the lesson."*

These student testimonies demonstrate that gamification makes the classroom environment more enjoyable, dynamic, and engaging. Consequently, students felt considerably more motivated to participate actively due to the immediate feedback provided by points and leaderboards during challenge missions.

Discussion

Document analysis of the Lesson Plan (RPP) prepared by the Grade 5B teacher for Indonesian language instruction on narrative folklore texts confirmed that gamification was integrated systematically and appropriately. The coherence between smartboard-mediated gamification and *Bahasa Indonesia* content was evident in the teacher's deliberate incorporation of game mechanics—such as missions, challenges, points, and leaderboards—into structured instructional steps (Widyastuti, 2026). Furthermore, the RPP demonstrated strong pedagogical readiness: rather than adding game elements merely for novelty, the teacher prioritized aligning gamified activities directly with subject matter and core learning outcomes (Manobi et al., 2024).

Teacher evaluation notes further confirmed that smartboard-based gamification was successfully translated into classroom practice. Instructional materials were delivered via audiovisual media played on the smartboard, followed by interactive challenge missions in which students rearranged scrambled sentence strips into coherent sequences reflecting the narrative plot. The classroom became vibrant and interactive as students raced to earn the highest points displayed instantaneously on the smartboard (Magdalena et al., 2025). Evaluation records also noted that gamified language learning stimulated student enthusiasm and fostered direct, hands-on participation (Janah et al., 2024).

Taken together, the findings of this study indicate that smartboard-mediated gamification exerts a consistently positive impact on primary language instruction. For students, motivational game mechanics—missions, challenges, points, and leaderboards—cultivate an interactive and enjoyable learning experience. Heightened intrinsic and extrinsic motivation subsequently facilitates deeper comprehension of instructional materials, ultimately enhancing learning outcomes. Existing literature corroborates these findings, indicating that gamification supported by interactive technologies such as smartboards can improve knowledge retention by up to 30% (Hwang et al., 2014).

For educators, implementing smartboard-based gamification encourages continuous pedagogical innovation while maintaining fidelity to curricular goals and learning outcomes. Two critical determinants govern the successful implementation of smartboard-mediated gamification: (1) *primary components*, comprising teacher readiness, technological adaptability, and instructional design maturity aligned with student needs; and (2) *supporting components*, encompassing the availability of adequate technological infrastructure, specifically functional smartboard hardware and stable internet connectivity.

Conclusion

Based on the empirical data collected and analyzed in this study, two primary conclusions can be drawn regarding (1) the implementation process and (2) student responses to gamification-based Indonesian language learning via smartboard media in Grade 5B at SDN 010 North Bengkulu. First, the implementation of smartboard-mediated gamified Indonesian

language learning in Grade 5B was executed systematically across three interconnected phases: planning, execution, and teacher evaluation. During the planning phase, the teacher designed a Lesson Plan (RPP) tailored to student needs, subject matter, and curricular learning outcomes. During the execution phase, classroom instruction followed the structured RPP, incorporating interactive missions, challenges, point systems, and real-time leaderboards displayed on the smartboard. The success of this implementation relied on two foundational pillars: primary components (teacher readiness, technological adaptability, and pedagogical creativity in integrating technology with curriculum) and supporting components (adequate smartboard facilities and reliable internet infrastructure). Second, Grade 5B students exhibited overwhelmingly positive emotional and cognitive responses to gamification-based Indonesian language learning via smartboard media. Emotionally, students experienced heightened learning enthusiasm, healthy peer competition to achieve top scores, and stronger collaborative spirit to deliver optimal group performance. Cognitively, engaging audiovisual displays and tactile screen interactions facilitated deeper comprehension and retention of narrative texts. Ultimately, smartboard-mediated gamification effectively alleviated classroom boredom and sustained student focus throughout the learning process.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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