



Gamification for Young Learners: Transforming Motivation and English Language Skills through Collaborative-Competitive Learning among Junior High School Students at SMPN 5 Sungailiat- Bangka Belitung

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ABSTRACT

The development of digital technology has significantly influenced and changed the current educational practices, particularly language learning and instruction. However, English instruction at the Indonesian junior secondary school level continues to be predominantly teacher-dominated and frequently provides limited opportunities for interactive, student-centered engagement. A mixed-method approach was applied, including classroom observations, student questionnaires, as well as reflective discussions to examine the impact of the program. Purpose of the Study: This community service was designed to improve students' learning motivation and English language competencies through the application of gamification-oriented collaborative-competitive learning. The program was carried out at SMP Negeri 5 Sungailiat, Bangka Belitung, involving 30 junior high school students participating in a series of interactive digital games, team-based activities, and point-based competitions integrated into English lessons focusing on past tense structures.

Methods: A mixed-method approach was applied, including classroom observations, student questionnaires, as well as reflective discussions to examine the impact of the program. Results: The results revealed a significant improvement in students' learning motivation, classroom participation, and vocabulary development related to past tense usage. The integration of collaborative and competitive gamification elements created a supportive yet dynamic learning environment, encouraging peer interaction while maintaining students' enthusiasm through healthy competition. Accordingly, the findings indicate that digital gamification constitutes an effective instructional approach for improving English grammar learning among young learners. This study uniquely integrates collaborative-competitive gamification within a community service framework, offering a practical model for



grammar instruction in junior high school EFL contexts.

Perkembangan teknologi digital telah memberikan pengaruh yang signifikan serta mengubah praktik pendidikan saat ini, khususnya dalam pembelajaran dan pengajaran bahasa. Namun, pembelajaran bahasa Inggris di tingkat sekolah menengah pertama di Indonesia masih didominasi oleh guru dan seringkali memberikan kesempatan yang terbatas bagi keterlibatan interaktif yang berpusat pada siswa. Pendekatan metode campuran digunakan, yang meliputi observasi kelas, kuesioner siswa, serta diskusi reflektif untuk mengkaji dampak program. Pengabdian kepada masyarakat ini dirancang untuk meningkatkan motivasi belajar dan kompetensi bahasa Inggris siswa melalui penerapan pembelajaran kolaboratif-kompetitif berbasis gamifikasi. Program ini dilaksanakan di SMP Negeri 5 Sungailiat, Bangka Belitung, dengan melibatkan 30 siswa sekolah menengah pertama yang berpartisipasi dalam serangkaian permainan digital interaktif, aktivitas berbasis tim, serta kompetisi berbasis poin yang terintegrasi dalam pembelajaran bahasa Inggris dengan fokus pada struktur past tense. Pendekatan metode campuran digunakan, yang meliputi observasi kelas, kuesioner siswa, serta diskusi reflektif untuk menganalisis dampak program. Hasil menunjukkan adanya peningkatan yang signifikan dalam motivasi belajar siswa, partisipasi di kelas, serta penguasaan kosakata yang berkaitan dengan penggunaan past tense. Integrasi unsur gamifikasi kolaboratif dan kompetitif menciptakan lingkungan belajar yang suportif sekaligus dinamis, mendorong interaksi antar siswa sekaligus menjaga antusiasme melalui kompetisi yang sehat. Dengan demikian, temuan ini menunjukkan bahwa gamifikasi digital merupakan pendekatan pembelajaran yang efektif dalam meningkatkan pembelajaran tata bahasa Inggris pada peserta didik usia muda. Studi ini secara unik mengintegrasikan gamifikasi kolaboratif-kompetitif dalam kerangka pengabdian kepada masyarakat, sehingga menawarkan model praktis untuk pembelajaran tata bahasa di konteks EFL tingkat sekolah menengah pertama.

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A. INTRODUCTION

In the digital age, English proficiency has become an essential competence, particularly for young learners who are increasingly exposed to global information and communication through technology. In the Indonesian educational context, English is introduced at the junior high school level to help students develop foundational language skills that support meaningful communication.

One important aspect of language learning is grammar, which functions as the structural framework of a language. Grammar includes syntactic and morphological components that enable learners to communicate ideas accurately and effectively. Therefore, Habibi (2021) and Jasmina & Farmanova (2023) state that grammar remains a core element in



English language teaching.

Among the grammar components taught at this level, the past tense is considered fundamental because it allows students to describe past events, experiences, and narratives. However, despite its importance, many junior high school students still face difficulties in mastering past tense forms and applying them appropriately in context.

The complexity and number of grammatical rules make grammar the most demanding area for EFL learners (Mandasari & Wahyudin, 2021). Common difficulties include making grammatically correct sentences, using conjunctions correctly, and applying proper verb forms, especially as learners are required to handle more complex grammar use (Sari et al., 2025). Furthermore, in many English classrooms, grammar instruction particularly past tense is still delivered through rule-based explanation, drilling, and written exercises. Such approaches often emphasize memorization rather than understanding and meaningful application. As a result, students tend to perceive grammar lessons as monotonous and difficult, leading to low motivation and limited participation. These challenges were also observed at SMP Negeri 5 Sungailiat, Bangka Belitung, where students frequently struggled to differentiate verb forms, apply past tense structures correctly, and use them confidently in spoken or written communication.

In the context of English as a second language, the acquisition of tense forms particularly grammatical structures often presents considerable challenges for learners (Pabayo et al., 2022). The difficulty of learning past tense among young learners is closely related to their developmental characteristics. Junior high school students are at a stage where learning is most effective when it is contextual, interactive, and socially engaging. When grammar instruction is disconnected from students' experiences and presented in abstract forms, learners often experience anxiety and confusion. Moreover, the lack of opportunities to practice grammar in communicative contexts further limits students' ability to internalize grammatical structures and apply them spontaneously in real-life situations.

At the same time, today's students, often described as digital natives, are familiar with various technologies and are able to multitask effectively in an era of constant digital connectivity (Panagiotidis et al., 2023). However, this familiarity is not always reflected in classroom practices, where digital tools are often underutilized or used merely as presentation aids. This mismatch between students' digital experiences and instructional practices highlights the need for pedagogical innovation that integrates technology in a meaningful way. The literature has shown that digital tools play a crucial role in fostering a sense of community and co-operation among students, which is essential for maintaining engagement in an educational setting (Özdemir, 2025). Teachers can leverage technology to foster creativity and exploratory learning, create collaborative instructional settings, and promote active interaction among students (Sujarwo et al., 2024). Greater accessibility to digital tools and learning platforms enables teachers to design instructional activities that are more interactive and engaging, thereby fostering students' interest and enhancing their learning motivation (Snorre et al., 2023; Janssen et al., 2023; Aulia et al., 2025)

In this regard, digital gamification emerges as a viable strategy to address existing instructional gaps by embedding grammar learning, particularly past tense instruction, within interactive digital environments. Digital educational games attract learners by combining entertainment with visually and auditory rich features, such as appealing graphics, sound effects, and music, which enhance students' learning experiences (ÖZTÜRK-TAŞ et al., 2025). Empirical studies have demonstrated that game-based learning contributes positively to educational improvement by promoting active engagement during classroom activities (Sundaram & Ramesh, 2022). Alrashedi et al., (2024) and Fransiska (2024) also support that



the integration of gamification and game-based learning leads to improvements in students' engagement, motivation, learning retention, and conceptual understanding. When applied in EFL grammar instruction, gamification helps create a more enjoyable and supportive learning environment, thereby reducing the dominance of rule-centered teaching practices that often characterize grammar lessons (Ardi & Rianita, 2022).

Digital gamification refers to the use of digital platforms that incorporate game elements such as points, levels, leader boards, instant feedback, and time-bound challenges to enhance learning engagement. According to Arif (2025) gamification provides immediate feedback that helps learners correct errors in real time and improve their understanding. In the context of past tense instruction, digital gamification allows grammatical rules to be practiced through contextualized tasks, such as completing stories, responding to prompts, or narrating past experiences within a game framework. These activities shift the focus from error avoidance to meaningful use, encouraging students to experiment with language forms in a low-anxiety environment. Rayan & Watted (2024) and Kurniawan et al., (2024) found that Kahoot as a game-based promotes active participation and meaningful engagement, which in turn increases students' motivation during learning and assessment activities.

Nevertheless, effective digital gamification should not rely solely on individual competition. To maximize learning outcomes, it needs to be integrated with collaborative learning principles that promote peer interaction and shared problem-solving. Collaborative digital gamification enables students to work in small groups to analyze grammatical patterns, discuss verb choices, and construct past tense sentences together. The addition of competitive elements between groups further enhances motivation, provided that competition is framed as a collective challenge rather than individual rivalry. This collaborative-competitive model creates a balanced learning environment that supports both social interaction and cognitive engagement.

Within the framework of community service programs, the implementation of digital gamification for past tense instruction serves as a practical response to classroom challenges faced by schools. Community service initiatives allow higher education institutions to contribute directly to improving teaching and learning quality by introducing innovative, context-sensitive instructional strategies. At SMP Negeri 5 Sungailiat, the digital gamification program was designed to address students' difficulties in understanding and using past tense, while simultaneously enhancing teachers' capacity to integrate digital tools into grammar instruction.

The digital gamification activities implemented in this program included interactive quizzes and group-based grammar challenges. Students worked in teams to earn points by identifying correct past tense forms and completing sentences using past forms. Through these activities, grammar learning was transformed from a rule-centered process into an engaging, communicative, as well as student-centered experience.

Therefore, this community service program aimed to enhance students' motivation and mastery of past tense through digital gamification-based collaborative-competitive learning at SMP Negeri 5 Sungailiat. This article reports on the implementation and outcomes of the program, focusing on how digital gamification influenced students' engagement, grammatical understanding, and confidence in using past tense in spoken and written communication.



B. METHOD

Research Design and Approach

This community service program employed a mixed-method approach, integrating quantitative and qualitative techniques to comprehensively examine the implementation and impact of digital gamification-based collaborative-competitive learning. The mixed-method design was selected to capture both measurable changes in students' learning motivation and participation, as well as in-depth insights into their learning experiences during the gamified activities. The program adopted a participatory action framework, where the facilitators worked collaboratively with English teachers and students at SMP Negeri 5 Sungailiat. This approach ensured that the intervention was contextually relevant, responsive to classroom needs, as well as aligned with the school's instructional practices.

Participants and Setting

The program was conducted at SMP Negeri 5 Sungailiat, Bangka Belitung, involving 29 junior high school students from one selected class. The participants were aged around 13 and 14 years and had a beginner level of English proficiency. The class was chosen based on preliminary observations indicating low learning motivation, limited participation, and difficulties in using past tense structures accurately. Moreover, the English teacher at the school was involved as collaborator and observer throughout the program to support classroom management and to ensure the sustainability of the instructional approach after the completion of the community service activity.

Instructional Materials and Digital Gamification Design

The instructional focus of the program was the simple past tense, including regular and irregular verb forms, affirmative and negative sentences, and basic interrogative structures. The learning materials were embedded within digital gamification activities designed to promote both collaboration and positive competition. These activities used game elements such as points to reward correct answers and active participation, group challenges to support teamwork, time limits to keep students engaged, leader boards to motivate groups, and instant feedback to help students recognize and correct grammatical errors.

Furthermore, the activities were carried out using digital platforms namely Kahoot, Quizizz, and Bamboozle. These tools made learning more interactive and enjoyable for students. The learning tasks included grammar quizzes and sentence-completion exercises that required the students to discuss answers, share ideas, and make decisions collaboratively in groups. Through the use of these digital tools, grammar learning became more active, engaging, and student-centered.

Procedures of Implementation

The community service program was implemented over three instructional sessions, each lasting approximately 60 minutes. The implementation followed four main stages:

1. Pre-Activity Stage

In this stage, students were introduced to the program objectives and the basic use of the past tense through short and simple examples related to daily activities. The instructor



explained key points of the past tense, such as verb changes and time expressions, using easy language and guided questions. In addition, students' participation and attention were observed to understand their initial engagement. Common grammatical mistakes, especially in using past tense verbs, were identified to help plan the next learning activities.

2. Gamification-Based Learning Activities

In this stage, students were divided into small groups consisting of six to seven members. Learning activities were carried out using digital gamification platforms such as Kahoot, Quizizz, and Bamboozle to create a fun and interactive learning environment. The activities were designed using a collaborative-competitive model, where students worked together in groups while also competing with other groups.

Additionally, each session began with short warm-up quizzes to help students recall past tense forms and build confidence. After that, students worked in their groups collaboratively to complete the grammar challenges, including choosing correct verb forms, identifying time expressions, and arranging words into correct simple past tense sentences.

Within their groups, students discussed answers, shared ideas, and helped each other solve grammar problems. This encouraged active participation, peer support, and communication in English. Points were given to each group based on accuracy, active participation, and teamwork, which increased students' motivation and engagement throughout the activities.

3. Collaborative-Competitive Interaction

In this study, the competitive aspect of the activities was designed at the group level so that students worked together and shared responsibility for their learning, rather than competing individually. This approach aimed at reducing students' anxiety and increasing their confidence when participating in grammar activities. During the sessions, group scores from Kahoot, Quizizz, and Bamboozle were shown on leaderboards after each task, allowing groups to see their progress and compare results in a positive way. Competition between groups was presented as friendly and supportive, encouraging students to stay motivated without creating pressure. At the same time, collaboration within each group was emphasized, as students discussed answers, helped each other understand grammar rules, and made decisions together with their team. Through this collaborative-competitive interaction, students became more actively engaged in learning, supported one another, and experienced a positive classroom atmosphere.

4. Reflection and Feedback Session

At the end of each learning session, students participated in guided reflection and feedback activities to review their understanding of the simple past tense and share their learning experiences. Reflection was carried out through short discussions and simple digital feedback after using Kahoot, Quizizz, and Bamboozle. Moreover, students were also encouraged to talk about their experiences during the games, including difficulties in answering questions, the feeling when working with their peers, and using past tense forms correctly. During this reflection session, facilitators reviewed students' answers shown on the digital platforms and gave immediate feedback on common grammar mistakes, such as wrong verb forms or sentence structures. Incorrect answers from Kahoot, Quizizz, and Bamboozle were discussed together to help the students understand the rules more clearly, and reflect on teamwork and group decision-making. Moreover, facilitators also pointed out effective strategies used by student groups and reminded students of the main learning



points. Through this reflection and feedback process, students became more aware of their grammar use, more confident in using the past tense, and developed a more positive attitude toward learning grammar.

Data Collection Techniques

Data were gathered through the use of various instruments to achieve methodological triangulation, including the following procedures:

1. **Classroom Observations**

Classroom observations were conducted to examine students' levels of engagement, participation, collaborative behavior, and responses during the gamified learning activities. Systematic field notes were documented throughout each instructional session.

2. **Student Questionnaires**

A structured questionnaire based on a Likert-scale format was distributed at the conclusion of the program to assess students' learning motivation, enjoyment, and perceived improvement in their understanding of the simple past tense.

3. **Reflective Discussions** : Informal group discussions were conducted to gather qualitative insights into students' attitudes toward digital gamification and collaborative-competitive learning.

Data Analysis

Quantitative data collected through the questionnaires were examined using descriptive statistical techniques to explore patterns in students' motivation and engagement. Students' responses were summarized by calculating mean values and percentage distributions. Meanwhile, qualitative data derived from classroom observations and reflective discussions were analyzed using thematic analysis. This process aimed to identify repeated themes associated with students' motivation, collaborative behavior, confidence, and grammatical awareness throughout the learning activities. The interpretation criteria for the mean scores are presented in Table 1.

Table 1: Score Range and Interpretation Criteria

Mean Score Range	Level of Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

C. RESULTS AND DISCUSSION

1.1 Improvement in Students' Learning Motivation

To examine students' learning motivation, a questionnaire consisting of ten statements was administered after the implementation of the gamification-based collaborative-competitive learning program. The mean scores of students' responses and their corresponding interpretation levels are described in Table 2 below.



Table 2: Mean Scores of Students’ Learning Motivation Questionnaire

Statement	Mean Score	Interpretation
Statement1	4.37	Very high
Statement2	4.03	High
Statement3	4.40	Very high
Statement4	4.43	Very high
Statement5	4.17	High
Statement6	3.87	High
Statement7	4.53	Very high
Statement8	4.33	Very high
Statement9	4.03	High
Statement10	4.07	High

The questionnaire results show that the students’ learning motivation consistently ranged from high to very high across all measured indicators. This finding suggests that the use of digital games successfully captured students’ attention and sustained their interest throughout the learning process. The application of collaborative-competitive learning supported by digital gamification at SMP Negeri 5 Sungailiat led to a clear improvement in students’ learning motivation. Questionnaire findings revealed that the majority of learners experienced increased levels of enthusiasm, enjoyment, and interest in studying English grammar, with particular emphasis on the simple past tense. Students expressed that learning through digital games was more enjoyable compared to conventional grammar instruction, which they previously perceived as monotonous and difficult.

Classroom observations further supported these findings. During gamified activities, students showed increased attentiveness, actively followed instructions, and demonstrated eagerness to participate in each task. The point-based system, leaderboards, and immediate feedback embedded in platforms such as Kahoot!, Quizizz, and Bamboozle effectively sustained students’ motivation throughout the sessions. This aligns with previous studies highlighting gamification as a powerful motivational tool in EFL contexts.

1.2 Enhanced Classroom Participation and Collaboration

Table 3: Mean Scores of Students’ Classroom Participation and Collaboration Questionnaire

Statement	Mean Score	Interpretation
Statement11	4.37	Very high
Statement12	4.03	High
Statement13	4.40	Very high

Statement14	4.43	Very high
Statement15	4.17	High

The findings shown in Table 3 reveal that students' Classroom Participation and Collaboration remained consistently at high to very high levels across all questionnaire items. This results show that the implementation of digital gamification had a strong and positive influence on students' classroom participation and their ability to work collaboratively with peers. The findings indicate that students demonstrated a high level of motivation to become actively engaged in classroom activities. The instructional environment fostered students' confidence to engage in discussions, provide responses to questions, and accomplish assigned learning tasks without reluctance. This active involvement reflects a supportive classroom atmosphere in which students felt comfortable expressing their ideas and opinions. Moreover, students also demonstrated strong enthusiasm for collaborative learning. Group-based activities effectively promoted peer interaction, discussion, and shared problem-solving, allowing students to exchange ideas and support one another. Such collaboration reinforced active learning through social interaction.

Additionally, observation data also revealed that students frequently engaged in peer explanation, correcting mistakes collaboratively before submitting answers. This interaction fostered a supportive learning atmosphere where students felt comfortable making mistakes and learning from them. The competitive element between groups further motivated students to stay focused and actively involved, without creating excessive pressure or anxiety.

As a final point, students showed a clear willingness to cooperate with peers and contribute to group work. The classroom climate supported shared responsibility and teamwork, enabling students to work toward common learning goals. Overall, these findings confirm that the instructional approach effectively enhanced classroom participation and collaboration.



Figure 1. Students enthusiastically participate in a gamification-based learning activity.

1.3 Improvement in Past Tense Understanding and Vocabulary Development

The results of this study also reveal that the program also led to improvements in students'



grammatical understanding and vocabulary related to the simple past tense. Based on questionnaire responses and facilitator observations, students demonstrated better recognition of regular and irregular verb forms, improved sentence construction, and increased confidence in using past tense structures in context. During gamified quizzes and sentence-completion tasks, students showed reduced errors in verb tense usage over successive sessions. Reflection sessions indicated that students became more aware of common mistakes, such as incorrect verb forms and sentence patterns, and were able to self-correct after receiving immediate feedback from digital platforms and facilitators. These findings suggest that contextualized practice through gamification supports deeper grammatical awareness rather than rote memorization.



Figure 2. Students' Engagement in Gamified Simple Past Tense Learning

Table 4. Improvement in Past Tense Understanding and Vocabulary Development

Statement	Mean Score	Interpretation
Statement13	4.07	High
Statement14	3.47	High
Statement15	3.87	High
Statement16	4.23	Very high
Statement17	4.03	High

Overall, the data in Table 4 show that students experienced a clear and positive improvement in both their understanding of the simple past tense and their vocabulary growth. The generally high to very high mean scores indicate that the learning activities helped students feel more comfortable with past tense forms while also enriching their word knowledge. This suggests that the learning process was effective and meaningful for most students.

In general, the results imply that students were not only learning grammatical rules but were also beginning to use them more naturally in communication. As their vocabulary expanded, they found it easier to express ideas about past events with greater accuracy and confidence. The combination of grammar and vocabulary practice allowed students to develop these skills together, making learning more engaging and less mechanical.

Although there were slight differences in the scores, these variations are normal in



classrooms with diverse learner abilities. Overall, the findings highlight that the implementation of digital gamification in the classroom had successfully supported students' language development. With continued practice and reinforcement, students are likely to further strengthen their mastery of the past tense and their ability to use vocabulary effectively in real communication.

Discussion

The findings of this community service program confirm that digital gamification integrated with collaborative-competitive learning can effectively transform grammar instruction for young learners. Increased motivation and engagement observed in this study support previous research emphasizing that gamified learning environments create joyful, meaningful, and student-centered learning experiences, particularly in EFL grammar contexts.

1.4 Gamification and Learning Motivation

One of the most noticeable findings is the significant increase in students' learning motivation. Questionnaire data and classroom observations consistently revealed that students felt more enthusiastic, interested, and emotionally engaged when grammar instruction was delivered through digital games such as Kahoot, Quizizz, and Bamboozle. This finding is consistent with Irvani et al., (2025), who argue that gamification enhances student engagement by supporting intrinsic motivation, sustained attention, and meaningful learning involvement. This also supports motivational theories suggesting that points, leaderboards, immediate feedback, and time-bound challenges function as extrinsic motivators that can stimulate learners' willingness to participate. More importantly, these gamification elements gradually fostered intrinsic motivation, as students began to enjoy the learning process itself rather than merely aiming for scores or rewards. This results support Putri (2024) who found that gamification increases students' intrinsic motivation, which in turn motivates them to put in effort, participate and explore because they are curious, rather than motivated by rewards. Unlike traditional grammar teaching, which often emphasizes rule memorization and error avoidance, gamification reframed grammar learning as a challenge-based and enjoyable activity. This shift reduced students' negative perceptions of grammar as difficult and monotonous, confirming previous EFL studies that identify gamification as an effective strategy for lowering learning anxiety and increasing learner persistence.

1.5 Collaborative-Competitive Learning and Classroom Interaction

The collaborative-competitive group model played a crucial role in enhancing classroom participation and peer interaction. Collaboration within groups encouraged students to negotiate meaning, discuss verb forms, and jointly construct correct past tense sentences. When students discuss concepts, explain their reasoning, as well as debate different perspectives, they construct a deeper and more nuanced understanding of the subject matter (Sappaile et al., 2025). At the same time, competition between groups-carefully framed as friendly and collective-served as a motivational catalyst rather than a source of pressure. By emphasizing group achievement instead of individual rivalry, the program successfully minimized students' fear of making mistakes. This is align with observational data that showed that even previously passive students became more willing to contribute ideas and ask questions, suggesting that the collaborative-competitive balance created a psychologically safe learning environment. These findings are consistent with those reported by Karwadi et al., (2024), who found that collaborative learning has been shown to enhance students'



learning motivation, reduce academic stress, and strengthen conceptual understanding through in-depth discussions.

1.6 Impact on Past Tense Mastery and Grammatical Awareness

Beyond affective outcomes, the program also contributed to improvements in students' grammatical understanding and vocabulary related to the simple past tense. Students demonstrated better recognition of regular and irregular verb forms, improved sentence construction, and greater confidence in applying past tense structures contextually. The repeated exposure to grammar forms within meaningful, game-based tasks helped students move from surface-level recognition toward deeper grammatical awareness. Immediate feedback provided by digital platforms such as Kahoot, Quizizz, and Bamboozle was particularly influential. Instead of delaying correction until after tasks were completed, students received real-time feedback that allowed them to identify and reflect on errors instantly. Reflection sessions further reinforced this learning by encouraging students to analyze mistakes collectively, which supported metalinguistic awareness and self-correction skills.

1.7 Pedagogical and Community Service Implications

From a pedagogical standpoint, the findings suggest that digital gamification should not be treated merely as a technological add-on, but as a structured instructional strategy that integrates cognitive, social, and affective dimensions of learning. The success of the program underscores the importance of aligning gamification with clear learning objectives, collaborative tasks, and reflective activities. From a community service perspective, this program highlights the value of school-higher education partnerships in introducing sustainable instructional innovation. Teacher involvement throughout the planning, implementation, and reflection stages facilitated knowledge transfer and increased the likelihood that gamification practices will continue beyond the program. This collaborative model positions community service not only as short-term intervention but as a catalyst for long-term pedagogical change.

1.8 Limitations and Future Directions

Despite its positive outcomes, this program was limited by its short duration and relatively small participant group. Hence, future community service initiatives and research could explore longer implementation periods to examine sustained learning effects, expand gamification to other grammar topics or language skills, and involve multiple classes or schools for broader generalization.

Overall, the discussion confirms that digital gamification-based collaborative-competitive learning is an effective and context-sensitive approach to enhancing motivation, participation, and grammatical competence among junior high school EFL learners. By reshaping grammar instruction into a more interactive, socially engaging, and enjoyable learning process, the program contributes theoretically through the reinforcement of socio-constructivist and motivational learning perspectives, and practically by providing a replicable model for English teachers and community service practitioners.

D. CONCLUSION

This community service program demonstrates that digital gamification integrated with collaborative-competitive learning effectively enhances students' motivation, engagement,



and understanding of English grammar, particularly the simple past tense. The program achieved its objectives by transforming grammar instruction into an interactive, student-centered learning experience that reduced anxiety and encouraged active participation. Theoretically, the findings reinforce socio-constructivist perspectives by showing that grammatical knowledge develops through social interaction, peer collaboration, and contextualized practice. Gamification functioned not only as a motivational strategy but also as a pedagogical framework that integrates affective and cognitive learning processes. From a community service perspective, the program highlights the value of higher education-school partnerships in fostering sustainable instructional innovation. Teacher involvement supported knowledge transfer and promoted positive changes in classroom practices and student confidence. It is recommended that similar gamification-based collaborative learning models be applied in other junior high school, with institutional support for teacher training and digital resources. Future initiatives may explore long-term learning outcomes, application to other language skills, and broader implementation across diverse educational settings.

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F. AUTHOR CONTRIBUTIONS

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Conceptualization and project coordination (developing the main research idea and managing overall project execution): TI

Instructional design and material development (designing gamification-based learning models and preparing teaching materials): TI, VN, DW, RD, MD, EAW

Program implementation and classroom facilitation (conducting activities and guiding students during learning sessions): TI, VN, DW, RD, MD, EAW

Data collection (gathering data through observations, questionnaires, and documentation): VN, MD, EAW, DPR

Data analysis and interpretation (analyzing quantitative and qualitative data and interpreting findings): TI, MD

Visualization and results presentation (preparing tables and presenting results): VN, EAW

Manuscript drafting (writing the initial version of the article): TI, VN, DW, RD

Review, editing, and proofreading (revising content and improving language quality): TI

Administrative and technical support (assisting with documentation, logistics, and technical tasks): MD, DPR

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