

Level Up Literacy: Unveiling English Teachers' Gamified Learning Adventure in Primary Education

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Abstract

Amidst the Fourth Industrial Revolution (IR 4.0), education evolves with gamified learning emerging as a method to enrich teaching across academic disciplines. Recognizing the importance of English proficiency, the Ministry of Education in Malaysia has prioritized its development. However, traditional methods of teaching English as a second language face challenges in engaging and motivating learners. Gamified learning offers interactive activities that make language learning enjoyable and meaningful, but its effective implementation depends on teachers' perceptions and competence, which remains understudied in Malaysia, particularly in Jasin, Melaka. This study investigated primary English teachers' perceptions and perceived competence in implementing gamified learning. Employing a quantitative research design, data were collected via a survey questionnaire from purposively sampled primary English teachers in Jasin. Descriptive statistics analyzed teachers' perceptions and competence, revealing a consensus on gamified learning's positive impact on pupils' autonomy, competence, and relatedness, aligning with Self-Determination Theory. The study highlights gamified learning's potential to create enjoyable environments, fostering enthusiasm and positive shifts in language acquisition. However, it also reveals variations in teachers' knowledge and confidence, citing challenges such as infrastructure barriers, time constraints, and the need for enhanced IT literacy. The study advocates for targeted professional development to address these challenges and enhance teacher confidence in gamified learning. The findings provide valuable insights for future pedagogical practices, aiming to foster an engaging and effective English language learning environment in primary schools.

Keywords: Gamified-learning, English Teachers, Perceptions, Perceived Competence, Primary Education

Introduction

Aligned with the transformative landscape of the Fourth Industrial Revolution (IR 4.0), the realm of English language education is witnessing a continuous evolution marked by the introduction of innovative methodologies (Jerry & Yunus, 2021). Gamified learning, leveraging the dynamics of games and game-like elements, emerges as a noteworthy strategy to enrich the English language learning experience. This pedagogical approach deviates from traditional methods by integrating game elements, mechanics, and principles to captivate learners' attention, inspire motivation, and facilitate goal-oriented achievement (Manzano-Leon et al., 2021). Particularly effective for English as a Second Language (ESL) learners, gamified learning harnesses the inherent incentives and engagement offered by games.

Extensively explored across various educational settings, including primary schools Crystal Callista & Tan (2021), secondary schools Harwati et al (2019); Rafiqah et al (2019, 2020), higher education institutions Hazan et al (2018); Ismail et al (2018), and corporate training environments Rutledge et al (2018), gamified learning has demonstrated its efficacy in enhancing motivation, engagement, and learning outcomes. By seamlessly blending the enjoyable and immersive aspects of games with educational objectives, gamified learning incorporates elements such as challenges, rewards, leaderboards, and progression systems, providing learners with a sense of accomplishment and mastery. The adoption of gamified learning is further propelled by the widespread availability of technology and digital resources (Nur Syafiqah et al., 2022; Wong et al., 2021; Yunus et al., 2014), offering learners increased access to gamified learning experiences.

Within the context of Malaysia, where English language proficiency holds paramount importance (Nur Ashiquin et al., 2021), the implementation of gamified learning into primary English classrooms becomes highly relevant. Traditional teaching methods, especially in language learning contexts, often grapple with sustaining motivation (Chambers & Melor, 2017; Yunus & Abdullah, 2011). Gamified learning emerges as a potential solution, fostering interactive and collaborative activities that enhance pupils' language skills in an enjoyable manner, ultimately promoting active learning experiences and language proficiency. However, the successful implementation of gamified learning relies on the pivotal role of teachers in creating a supportive environment and guiding students through these activities.

Marell-Olsson (2022) conducted a study on teachers' perceptions of gamification in K-12 education, revealing that gamified learning significantly enhances students' motivation and collaboration. Teachers noted students' enthusiasm, active engagement, and the development of 21st-century skills. However, challenges included time constraints and a lack of knowledge and skills in designing gamified activities, emphasizing the need for effective teacher support and training.

A study by Alajaji and Alshwiah (2021) examined pre-service kindergarten teachers' perceptions in Saudi Arabia, this study found a strong inclination towards gamified learning. Participants expressed interest in integrating gamification elements in their future teaching careers, highlighting benefits such as increased engagement, collaborative learning, and improved content comprehension. The study emphasized the transformative impact of gamified learning on shifting instruction towards a learner-centered approach.

Another study by Cancino and Ibarra (2023), involved 30 EFL teachers in Chile, this study focused on Online Student Response Systems (OSRS) like Quizizz and Kahoot. Teachers praised the user-friendly nature of these platforms and their ability to enhance student engagement and provide instant feedback. Challenges included internet connectivity issues, a lack of training in

online technologies, and concerns about certain gamified components potentially distracting students from learning objectives.

Wong et al (2020) investigated pre-service teachers' perceptions towards gamified learning during their internship in Malaysian primary schools, this study found a preference for integrating gamification in language teaching. Pre-service teachers believed game-based learning created a conducive environment, alleviating students' pressure and motivating better performance. Positive outcomes included enhanced creative thinking, critical thinking, and problem-solving skills, though some teachers acknowledged a lack of knowledge and media literacy skills.

While existing studies explored various educational contexts, there is a scarcity of research on primary English teachers' perspectives on gamified learning in the Malaysian context, particularly in the Jasin district. The research aims to fill this gap, focusing on teachers' perceptions and perceived competence in implementing gamified learning. Understanding these aspects is crucial for maximizing the benefits of gamified learning in primary English classrooms, providing insights into attitudes, beliefs, and potential challenges faced by teachers. The purpose of this study is to investigate the perceptions and perceived competence of primary English teachers in implementing gamified learning in their classrooms. This study aims to investigate the perceptions of primary English teachers regarding the implementation of gamified learning in English language classrooms. Additionally, it seeks to assess the perceived competence of these teachers in designing and effectively implementing gamified learning activities. The overarching goal is to provide a nuanced understanding of how primary English teachers view and engage with gamified learning, shedding light on their confidence levels and competencies in utilizing this innovative pedagogical approach. Hence, the study aimed to address the subsequent inquiries

1. What are the perceptions of primary English teachers regarding the implementation of gamified learning in English language classrooms?
2. What is the perceived competence of primary English teachers in designing and implementing gamified learning activities?

Literature Review

Self-Determination theory (SDT)

Self-determination theory (SDT), a well-known theory in education, provides insights into the motivational factors influencing the success or failure of gamified learning. SDT categorizes learners' motivation from amotivation to intrinsic motivation, emphasizing three fundamental psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2017, 2020). Intrinsic motivation, deemed more valuable, results in enhanced learning outcomes. Gamified learning, as an intrinsic motivation facilitator, must address these psychological needs, as successfully met needs lead to increased motivation, while poorly designed gamified learning may cause a lack of motivation or amotivation (Rutledge et al., 2018).

Autonomy, a key psychological need, involves learners having control over their learning experiences. Gamified learning, recognizing diverse learning styles, allows students to progress at their own pace, fostering autonomy. Studies highlight that autonomy in instructional practices enhances student engagement and learning outcomes (Chiu, 2022; Ismail et al., 2018; Karmila et al., 2019; Santhanasamy & Yunus, 2022; Yunus & Arshad, 2015). Encouraging autonomy through gamified platforms like Kahoot creates a learner-centric approach, supporting self-directed learning and independence (Kingsley & Grabner-Hagen, 2018).

Competence, another psychological need, entails learners feeling capable and accomplished. Gamified learning satisfies competence needs by offering skill development opportunities, challenges, mastery experiences, and meaningful feedback. Platforms like Quizizz and Duolingo provide instant feedback, progress tracking, and challenging tasks, contributing to learners' competency and intrinsic motivation (Fulton, 2019).

Relatedness, the need for social connection, is cultivated through positive relationships with peers and teachers in the learning community. Gamified learning incorporates collaborative tasks and social competitiveness, fostering a sense of community and positive social interactions (Klock et al., 2020; Rutledge et al., 2018). Shared experiences in gamified learning enhance relatedness, further boosting intrinsic motivation towards learning.

In conclusion, SDT illuminates the motivational dynamics of gamified learning, emphasizing the critical role of addressing autonomy, competence, and relatedness to optimize intrinsic motivation and learning outcomes. Studies underscore the importance of well-designed gamified learning environments in meeting these psychological needs, ensuring a positive impact on learners' engagement and motivation.

Malaysian Teacher Standards Model (SGM 2.0)

The Malaysian Teacher Standards model, or Surat Garis Panduan Standard Guru Malaysia (SGM 2.0), revised in 2019, serves as a directive for teacher preparation, development, and evaluation in Malaysia. It outlines standards and competencies, guiding teachers to ensure quality education delivery. SGM 2.0 identifies four key competency domains: knowledge orientation, instructional skills, personal attributes, and community involvement. These domains encompass understanding curriculum, effective teaching, embracing cultural diversity, and establishing community relationships. Aligned with Apriliyanti's (2018) definition, these competencies integrate knowledge, skills, and experiences for professional responsibilities. Professionally competent teachers, as noted by Szarmilaa et al (2021), exhibit high qualifications, character traits, and adept interaction with students, crucial for altering classroom dynamics and improving academic outcomes (Fahainis et al., 2021). This study leverages the Malaysian Teacher Standards model to assess teachers' perceived competence in implementing gamified learning, aiming to align strategies with teaching standards. The assessment contributes to ongoing efforts to enhance English language education in Malaysia, considering the expectations outlined in the model.

Gamified Learning in English Language Education

Learning English as a second language presents numerous challenges for students, including complex grammar, spelling systems, and interference from their mother tongue, leading to frustration and demotivation (Farah et al., 2019; Nur Syafiqah & Melor, 2019). Motivation is recognized as crucial in language learning, with Ulfa and Bania (2019) emphasizing that it results from positive attitudes and diligence. Gamified learning has emerged as a promising strategy in addressing these challenges, offering an enjoyable and effective approach to English language education (Nur Syafiqah et al., 2022). The incorporation of games into language learning has shown positive outcomes, keeping students motivated, engaged, and enhancing comprehension (Callista & Tan, 2021; Haida et al., 2019; Karmila et al., 2020). Gamified learning nurtures 21st-century skills, promotes interpersonal relationships, and increases positive learning emotions (Nur Syafiqah et al., 2022; Rahmani, 2020). The engaging nature of gamified learning contributes to increased vocabulary input, better post-test results, and enhanced overall language proficiency (Boyinbode, 2018; Karmila et al., 2020; Redjeki & Muhajir, 2021). Platforms like

Duolingo and Quizlet have been recognized for their effectiveness in promoting self-directed learning and sustained interest in language acquisition (Redjeki & Muhajir, 2021; Setiawan & Wiedarti, 2020). Gamified tools such as Quizzizz, Socrative, and Kahoot have shown significant improvements in learners' results and participation in various language aspects (Chamber & Melor, 2017; Callista & Tan, 2021; Harwati et al., 2019). Overall, the collective research underscores the positive impact of gamified learning on motivation, engagement, comprehension, and language learning outcomes, positioning it as a valuable and innovative strategy in language education.

Benefits of Gamified Learning in Language Learning

Gamified learning in English language education has garnered recognition for its benefits to students. Firstly, it serves as a motivating factor, aligning with self-determination theory and fulfilling autonomy, competence, and relatedness needs (Bakhanova et al., 2020). Motivation is vital for continuous and effective language learning, acting as a binding force that stimulates interest and engagement (Adwani & Shrivastava, 2019; Ulfa & Bania, 2019; Yunus & Arshad, 2015). Gamified learning, designed to be engaging and interactive, captivates students' attention and encourages active participation, countering the challenges of traditional non-game activities (Nur Syafiqah et al., 2022). Although gamification often relies on reward-based solutions, educators must balance extrinsic rewards with other strategies to sustain intrinsic motivation (Bakhanova et al., 2020).

Secondly, gamified learning enhances engagement through various mechanisms such as challenges, rewards, and points, creating excitement and a sense of accomplishment (Fitria, 2022). Game elements like points, badges, and scores elicit positive attitudes and foster willingness to engage (Callista & Tan, 2021). Challenges and quests significantly contribute to engagement in language learning (Bakhanova et al., 2020). Incorporating game elements and technology in the classroom keeps students focused, active, and enjoying tasks (Nur Syafiqah et al., 2022). Competitive elements in gamified learning stimulate healthy competition, motivating students to actively participate and strive for better performance (Antonaci et al., 2019; Tsay et al., 2018). Additionally, collaboration in gamified learning fosters social interaction and creates an interactive learning environment (Naggar & Berkling, 2020; Yunus et al., 2013).

Furthermore, gamified learning promotes students' competence by providing challenges, feedback, and opportunities for skill development (Harwati et al., 2019). Challenging tasks push students beyond their comfort zones, fostering a sense of achievement and confidence (Khosiyat, 2023). Feedback in gamified learning enhances self-efficacy, allowing students to gauge their progress and make informed decisions to improve language skills (Dehghanzadeh et al., 2021; Khosiyat, 2023). The interactive nature of gamified activities facilitates meaningful language practice, promoting skill development through repeated exposure and practice (Crystal Callista & Tan, 2021; Karmila et al., 2020; Setiawan & Wiedarti, 2020).

In conclusion, gamified learning in English language education effectively enhances motivation, engagement, and competence, offering students a more enjoyable and beneficial language learning experience (Callista & Tan, 2021; Karmila et al., 2020; Rahmani, 2020; Setiawan & Wiedarti, 2020).

Challenges of Gamified Learning in Language Learning

Gamified learning in language education presents innovative opportunities but is accompanied by notable challenges. Developing and adapting gamified content demands a significant investment of time and resources, requiring a deep understanding of both game

design principles and language learning pedagogy (Kijpooonphol & Phumchanin, 2018; Naggar & Berkling, 2020). Educators face the challenge of aligning game elements with language proficiency levels, skills, and curriculum objectives (Antonaci et al., 2019; Nur Syafiqah et al., 2022). Customizing gamified activities to suit diverse learner preferences and needs poses an additional challenge, requiring consideration of individual learning styles, interests, and backgrounds (Alomari et al., 2019; An, 2020; Kijpooonpol & Phumchanin, 2018).

Continuous updates of gamified content are necessary to sustain student engagement and motivation due to the evolving nature of technology and gaming trends (Alomari et al., 2019; Nur Syafiqah et al., 2022). However, staying current with trends and incorporating new features demands ongoing effort from educators (Wong et al., 2020; Yunus et al., 2011). Balancing extrinsic rewards, such as points and badges, with intrinsic motivators, fostering autonomy and competence, becomes crucial to sustaining students' engagement throughout their language-learning journey (An, 2020; Wong et al., 2021). Additionally, creating a supportive learning community through collaborative tasks and peer interactions contributes to sustained motivation and engagement (Manzano-Leon et al., 2021).

Another significant challenge lies in the requirement for a robust technological infrastructure for effective gamified learning implementation (Wong et al., 2020). Limited access to technology resources, outdated devices, or technical issues can impede the scalability of gamified learning initiatives (Demirbilek et al., 2022; Kristriani & Usodo, 2022). This digital divide can create inequalities among students, affecting their engagement and learning outcomes (Adipat et al., 2022). Technical issues, including system compatibility and network reliability, pose additional hurdles during implementation, emphasizing the importance of considering alternative approaches in low-tech or offline environments (Alzahrani & Alhalafawy, 2023; Cancino & Ibarra, 2023; Göksün & Gürsoy, 2019; Kristriani & Usodo, 2022).

In conclusion, while gamified learning presents challenges in development, customization, and technological infrastructure, addressing these obstacles can create an inclusive and engaging learning environment that enhances student engagement and motivation in language learning.

Past Studies on Teachers' Perceptions and Competence of the Implementation of Gamified Learning

Teachers exhibit positive attitudes toward gamified learning, recognizing it as an innovative approach to foster innovative teaching methods (Saez-Lopez et al., 2022; Sanjincic et al., 2022; Wong et al., 2020). They express a willingness to integrate gamification into teaching practices, perceiving it as valuable and conducive to student-centered learning (Alajaji et al., 2021; Leonardou et al., 2021). Despite obstacles, teachers remain enthusiastic about the potential of gamified learning to support instruction and benefit student learning (Leonardou et al., 2021).

Moreover, gamified learning effectively enhances students' motivation through game mechanics, competition, rewards, and enjoyable gameplay (Alajaji et al., 2021; Marell-Olsson, 2022). It transforms students' engagement from passive to active, fostering positive classroom environments and social skill development (Araújo & Carvalho, 2022; Opris et al., 2021; Russo et al., 2021). Gamified learning is considered practical, usable, and effective for helping learners achieve educational goals and outcomes, contributing to meaningful and long-lasting learning (Demirbilek et al., 2022; Sanchez-Mena et al., 2019; Yasar et al., 2020).

However, challenges exist, including teachers' lack of knowledge and skills in implementing gamified learning, emphasizing the need for training and support (Cancino & Ibarra, 2023; Kaimara et al., 2021; Wong et al., 2020). Concerns about student behavior, time management, and the potential negative effects of the reward system are acknowledged (Demirbilek et al., 2022; Yasar et al., 2020). A lack of time is a significant obstacle, impacting teachers' ability to adopt gamified learning fully (Kaimara et al., 2021; Wong et al., 2020). The availability of resources, such as technology, internet connectivity, and technical support, influences teachers' use of gamified learning, with shortages posing barriers to implementation (Kaimara et al., 2021; Pektaş & Kepceoglu, 2019; Wong et al., 2020).

In conclusion, while teachers recognize the benefits of gamified learning, addressing challenges through training and resource provision is crucial to unlock its full potential in creating dynamic and effective educational environments (Saez-Lopez et al., 2022; Sanjincic et al., 2022; Wong et al., 2020).

Research Methodology

The research used a quantitative approach to investigate primary English teachers' implementation of gamified learning, focusing on measuring and analyzing numerical data related to teachers' perceptions and perceived competence. A quantitative survey research method, employing a survey questionnaire, was chosen for data collection, following Creswell's (2012) description of survey research design.

Population and Sampling

In this study, the population comprised 149 primary English teachers from 65 schools in Jasin district, Melaka, responsible for imparting English language skills. Focused on their perceptions and competence in implementing gamified learning, this well-defined population ensures precision and relevance to the research questions. Purposive sampling, a focused nonrandom method, was employed to select English teachers exclusively from Jasin district based on their expertise. This intentional selection ensures direct and relevant insights into teachers' perceptions and competencies associated with implementing gamified learning in English classrooms. The study achieved a substantial 90.6% response rate from 135 English teachers, surpassing the acceptable threshold of 70%, as noted by (Holtom et al., 2022). This focused and localized perspective enhances understanding within the specific educational context of the Jasin district.

Research Instrument

The primary instrument for data collection was a questionnaire, chosen for its ability to systematically gather quantitative data on primary English teachers' perceptions and perceived competence in implementing gamified learning. The questionnaire, designed using Google Forms, consisted of three sections. The first section collected background and demographic information from the teachers. The second section comprised 24 statements adapted from various studies, focusing on teachers' perceptions of gamified learning and its role in fulfilling learners' psychological needs in line with SDT. These statements aimed to gauge the teachers' attitudes and opinions regarding the implementation of gamified learning methods in the English language classroom. The third section, aligned with SGM 2.0, consisted of 23 items assessing teachers' perceived competence in implementing gamified learning. Utilizing a 4-point Likert scale (excluding a neutral option), the questionnaire aimed for thoughtful responses (Weijters

et al., 2010). Rigorous expert validation and a pilot study, with a high Cronbach's alpha of 0.985, ensured the questionnaire's validity and reliability.

Data Collection Procedures

The researcher initiated the study by obtaining necessary permissions from the Information Management Division and Education Policy Planning and Research Division of the Ministry of Education Malaysia (MOE), Melaka State Education Department as well as the District Education Office of Jasin. These approvals were sought to ensure compliance with regulations and ethical standards governing educational research in Malaysia.

To facilitate data collection, a survey questionnaire was meticulously designed using the Google Form application, ensuring its appropriateness for the online survey method. The questionnaire aimed to gather valuable insights into primary English teachers' perceptions and perceived competence in implementing gamified learning approaches. Subsequently, the distribution of the survey instrument to the English teachers in Jasin district was facilitated by the SISC+ officer through the Telegram group. The survey was made easily accessible to teachers through a strategic utilization of digital platforms, exploiting the convenience and familiarity of the Telegram group to promote their active participation. Respondents were also provided with clear instructions prior to complete the questionnaire, emphasizing the importance of providing honest and accurate responses.

Data Analysis Procedures

Following the data collection, descriptive statistics were employed for data analysis using the SPSS program version 29.0. The mean scores derived from the analysis were then used to interpret the average level of agreement among respondents. The interpretation of mean scores followed a predefined scale: a mean score falling between 1.00 and 1.75 was considered low, 1.76 to 2.51 was categorized as Medium Low, 2.52 to 3.27 as Medium High and 3.28 to 4.00 as High, as outlined by (Pimentel, 2019). This scale provided a nuanced understanding of the teachers' perceptions and competence in implementing gamified learning, allowing for a comprehensive interpretation of the numerical data collected through the survey.

Findings and Discussion

Demographic Background Analysis

Descriptive analysis, including frequency and percentage, was employed to examine the demographic profile of respondents in the research.

Table 1

Respondents' Demographic background

Profile of respondents	Descriptions	Total	
		Frequency (135)	Percentage (%)
Gender	Male	23	17.0
	Female	112	83.0

Based on table 1, it was observed that a majority of the respondents were female, constituting 83.0%, compared to 17.0% males.

RESEARCH QUESTION 1 - What are the perceptions of primary English teachers regarding the implementation of gamified learning in English Language Classrooms?**a) Autonomy**

Table 2 presents the frequency, mean scores, and standard deviations for the six items comprising the autonomy construct. Autonomy, in this context, reflects teachers' perceptions of the degree to which pupils have control over their learning experiences in a gamified learning environment.

Table 2

Descriptive Statistic of Teachers' Perceptions on The Implementation of Gamified Learning: Autonomy

No	Item	SD n(%)	D n(%)	A n(%)	SA n(%)	M	σ	I
1	Gamified learning provides pupils with more autonomy over their English language learning process.	0 (0)	3 (2.2)	96 (71.1)	30 (26.7)	3.24	0.480	Medium High
2	Gamified learning provides pupils with opportunities to make decisions related to their English language learning tasks.	1 (0.7)	0 (0)	99 (73.3)	35 (26.0)	3.24	0.480	Medium High
3	Gamified learning allows pupils to set their own English language learning goals and pace.	1 (0.7)	9 (6.7)	91 (67.4)	34 (25.2)	3.17	0.567	Medium High
4	Engaging in gamified learning allows pupils to express their ideas.	1 (0.7)	9 (6.7)	81 (60.0)	44 (32.6)	3.24	0.604	Medium High
5	Pupils feel a sense of freedom when engaging in gamified learning activities in English language lessons.	1 (0.7)	3 (2.2)	74 (54.8)	57 (42.3)	3.39	0.573	High
6	Gamified learning encourages pupils to take responsibility for their own English language learning process.	1 (0.7)	9 (6.7)	92 (68.2)	33 (24.4)	3.16	0.563	Medium High
Overall						3.24	0.430	Medium High

Notably, item 5 stands out with the highest mean score ($M = 3.39$), indicating significant agreement among respondents regarding the sense of freedom pupils acquire in gamified learning activities. A substantial majority of teachers (54.8% agree, 42.3% strongly agree) believe that pupils experience a sense of freedom during gamified learning. The mean values for the remaining five items range from 3.16 to 3.24, falling within the medium-high range. The data underscores the effectiveness of gamified learning in providing pupils' autonomy in their English language learning journey, as evidenced by the mean score of 3.24 ($\sigma = 0.480$). A majority of teachers (71.1% agree, 26.7% strongly agree) affirm that gamified learning provides pupils with more autonomy over their English language learning process. Similarly, the mean score of 3.24 ($\sigma = 0.480$) for decision-making opportunities within gamified learning contexts reinforces positive teacher acknowledgment. A significant majority of respondents (73.3% agree, 26.0% strongly agree) believe that gamified activities offer pupils opportunities to make decisions related to their English language learning tasks. Additionally, gamified learning is perceived as a platform that allows pupils to express their ideas freely, with 60% agreeing and 32.6% strongly agreeing, as indicated by a mean score of 3.24 ($\sigma = 0.604$). Slightly lower mean scores were observed for items related to pupils setting their own learning goals and pace ($M = 3.17$, $\sigma = 0.567$) and taking responsibility for their English language learning process ($M = 3.16$, $\sigma = 0.563$). While a substantial number of respondents (67.4% agree, 25.2% strongly agree) believe that gamified learning allows pupils to set their own learning goals and pace, the slightly lower mean suggests some variability in perceptions. Similarly, a significant number (68.2%) agree that gamified learning encourages pupils to take responsibility for their learning process, with the slightly lower mean indicating some variance in opinions. The overall positive mean of 3.24 ($\sigma = 0.430$) suggests a medium-high favorable perception of gamified learning among the respondents. Teachers generally believe that pupils have a sense of control and autonomy when engaged in gamified learning.

The study reveals a positive inclination of primary English teachers towards gamified learning strategies in language education, as evidenced by medium-high mean scores across various dimensions. Teachers collectively agree that gamified-learning positively impacts pupils' autonomy, decision-making opportunities, and sense of freedom in the learning process. This aligns with existing research emphasizing the motivational and engagement benefits of gamified approaches, such as active participation and fostering self-directed learning (Chiu, 2022; Ismail et al., 2018; Karmila et al., 2019). Notably, gamified learning, as per Kingsley and Grabner-Hagen (2018), encourages pupils to explore unique learning paths, promoting independence and self-monitoring, contributing significantly to their success as language learners. Reference to Redjeki and Muhajir's (2021) research on Duolingo underscores the positive reception of gamified platforms, emphasizing their role in enhancing students' learning experiences and autonomy in language education. This alignment with Self-Determination Theory (SDT), emphasizing autonomy's crucial role in fostering intrinsic motivation, further supports the integration of gamified learning strategies to enhance autonomy, motivation, and overall success in language education.

b) Competence

Moving to the competence construct, Table 3 summarizes teachers' perceptions on how gamified learning activities influence pupils' performance in English language lessons, providing mean scores, standard deviations, and interpretation percentages for overall agreement levels.

Table 3

Descriptive Statistic of Teachers' Perceptions on The Implementation of Gamified Learning: Competence

No	Item	SD n(%)	D n(%)	A n(%)	SA n(%)	M	σ	I
1	Engaging in gamified learning activities improves pupils' performance in English language lessons.	0 (0)	4 (3.0)	94 (69.6)	37 (27.4)	3.24	0.496	Medium High
2	Engaging in gamified learning activities aid pupils in achieving better learning outcomes in English language lessons.	0 (0)	2 (1.5)	95 (70.4)	38 (28.1)	3.27	0.476	Medium High
3	Engaging in gamified learning activities improve pupils' problem-solving skills in the English language lessons.	0 (0)	10 (7.4)	86 (63.7)	39 (28.9)	3.21	0.565	Medium High
4	Engaging in gamified learning activities improve pupils' critical thinking skills in the English language lessons.	0 (0)	11 (8.1)	90 (66.7)	34 (25.2)	3.17	0.554	Medium High
5	Engaging in gamified learning activities helps pupils to develop their competence in the English language.	0 (0)	5 (3.7)	95 (70.4)	35 (25.9)	3.22	0.499	Medium High
6	Gamified learning enhances pupils' confidence in their English language abilities.	0 (0)	3 (2.2)	92 (68.2)	40 (29.6)	3.27	0.495	Medium High
7	Gamified learning provides students with opportunities to showcase their English language skills.	0 (0)	5 (3.7)	91 (67.4)	39 (28.9)	3.25	0.514	Medium High
8	Upon successfully completing gamified learning activities in English lessons, pupils feel a sense of accomplishment.	0 (0)	2 (1.5)	80 (59.2)	53 (39.3)	3.38	0.516	High

9	Upon successfully completing learning activities in English lessons, pupils feel a sense of competence.	gamified	0 (0)	4 (3.0)	82 (60.7)	49 (36.3)	3.33	0.533	High
10	Pupils perceive learning as a platform to improve in their English language journey.	gamified	0 (0)	7 (5.2)	98 (72.6)	30 (22.2)	3.17	0.497	Medium High
Overall							3.25	0.422	Medium High

Both item 8 and 9 fall within the high interpretation range, indicating a notable level of perceived achievement and competency among pupils upon successfully completing gamified learning activities. A significant percentage (39.3% strongly agrees, 59.2% agree) believes that pupils feel a sense of accomplishment ($M = 3.38$, $\sigma = 0.516$), and a considerable proportion (36.3% strongly agree, 60.7% agree) perceives that pupils feel a sense of competence ($M = 3.33$, $\sigma = 0.533$). Concerning the perception that gamified learning assists pupils in achieving better learning outcomes, a substantial proportion (70.4% agree, 28.1% strongly agree) supports this, with a mean score of 3.27 ($\sigma = 0.476$), falling within the medium-high interpretation range. A similar consensus is observed for item 6, where teachers generally agree (68.2%) and strongly agree (29.6%) that gamified learning enhances pupils' confidence in their English language abilities, with a mean score of 3.27 ($\sigma = 0.495$), also falling within the medium-high interpretation range. The majority of respondents (67.4% agree, 28.9% strongly agree) affirm that gamified learning provides pupils with opportunities to showcase their English language skills, positively contributing to their ability to demonstrate language proficiency, as reflected in a mean score of 3.25 ($\sigma = 0.514$), falling within the medium-high interpretation range. Additionally, a significant percentage of teachers (69.6% agree, 27.4% strongly agree) believe that participation in gamified learning activities contributes to the improvement of pupils' performance in English language lessons, with a mean score of 3.24 ($\sigma = 0.496$), falling within the medium-high interpretation range. Gamified learning is recognized as instrumental in developing pupils' competence in the English language, indicated by a mean score of 3.22 ($\sigma = 0.499$). A majority (70.4%) agrees that gamified learning activities help pupils develop their competence in the English language. The mean scores for engaging in gamified learning activities improve pupils' problem-solving skills ($M = 3.21$, $\sigma = 0.565$) and critical thinking skills ($M = 3.17$, $\sigma = 0.554$) in English language lessons both fall within the medium-high interpretation, suggesting that most teachers acknowledge the potential of gamified activities in fostering these essential skills in the English language context. It is also revealed that a substantial percentage of teachers (72.6% agree, 22.2% strongly agree) view gamified learning as a platform for pupils to improve in their English language journey. With the overall mean score of 3.25 ($\sigma = 0.422$), falling within the medium-high interpretation, this finding indicates a significant level of agreement among teachers regarding the effectiveness of gamified learning in facilitating improvement in various aspects of pupils' English language skills.

The perceived enhancement in performance and improved learning outcomes, as indicated in the data, corresponds with existing literature emphasizing the motivational and engagement benefits of the gamified learning approach in education (Chamber & Melor, 2017; Crystal Callista & Tan, 2021; Harwati et al., 2019). The findings align with Harwati et al.'s (2019) study, highlighting gamified learning's effectiveness in grammar achievement, attributing

positive outcomes to heightened motivation and enjoyment. Online language games, inherently fun, motivate learners to actively participate, positively impacting confidence levels and self-esteem (Setiawan and Wiedarti, 2020). Furthermore, the high scores for the sense of accomplishment and competence emphasize the emotional and psychological impact of gamified activities, contributing to a supportive learning environment. Positive emotions associated with success and mastery, derived from gamified learning, influence learners' self-perception and motivation, fostering a positive and confident language learning experience (Dehghanzadeh et al., 2021; Khosiyat, 2023). Recognizing and leveraging the emotional impact of gamified learning, educators can create an environment that not only promotes academic achievement but also nurtures learners' confidence and enthusiasm for language learning, aligning with the broader goals of education to foster personal and emotional growth in learners.

c) Relatedness

The last construct considered is relatedness, focusing on teachers' perceptions of how gamified learning activities impact collaboration, foster a sense of belonging, and stimulate connections among students in the English language classroom. The summarized results are presented in Table 4.

Table 4

Descriptive Statistic of Teachers' Perceptions on The Implementation of Gamified Learning: Relatedness

No	Item	SD n(%)	D n(%)	A n(%)	SA n(%)	M	σ	I
1	Gamified learning activities foster collaboration and interaction among students.	0 (0)	7 (5.2)	63 (46.7)	65 (48.1)	3.43	0.593	High
2	Gamified learning activities create a sense of belonging in the English language classroom.	0 (0)	1 (0.7)	88 (65.2)	46 (34.1)	3.33	0.489	High
3	Pupils feel connected to their peers when participating in gamified learning activities.	0 (0)	4 (3.0)	65 (48.1)	66 (48.9)	3.46	0.557	High
4	Pupils feel connected to their teacher when participating in gamified learning activities.	0 (0)	3 (2.2)	89 (65.9)	43 (31.9)	3.30	0.505	High
5	Gamified learning promotes positive relationships in the English language classroom.	0 (0)	8 (5.9)	75 (55.6)	52 (38.5)	3.33	0.584	High
6	Gamified learning promotes supportive learning environments in the English language classroom.	0 (0)	5 (3.8)	65 (48.1)	65 (48.1)	3.44	0.569	High
7	Engaging in gamified learning activities enhances pupils' social connection to the English language and their fellow learners.	0 (0)	7 (5.2)	73 (54.1)	55 (40.7)	3.36	0.579	High
8	Engaging in gamified learning activities enhances pupils'	0 (0)	12 (8.9)	71 (52.6)	52 (38.5)	3.30	0.624	High

emotional connection to the English language and their fellow learners.

Overall**3.37****0.470****High**

Teachers unanimously recognize the positive impact of gamified learning activities in the English language classroom, particularly in fostering positive social connections among pupils. The highest mean score of 3.46 indicates a strong consensus on the role of gamified learning in this aspect. A significant percentage of teachers (48.1% strongly agree, 48.1% agree) sees gamified learning as a catalyst for promoting supportive environments, reflected in the high mean score of 3.44, emphasizing its role in establishing conducive atmospheres for collaboration and interaction. Teachers perceive gamified approaches as effective tools for creating a supportive and engaging learning environment, with 48.1% strongly agreeing and 46.7% agreeing that gamified learning activities foster collaboration and interaction among students. The high mean score of 3.43 underscores a consensus among teachers on the positive impact of gamified activities in promoting student engagement and cooperation, contributing to a dynamic and interactive classroom atmosphere. A substantial portion of teachers (65.2% agree, 34.1% strongly agree) recognizes the role of gamified learning activities in creating a sense of belonging in the English language classroom. The mean score of 3.33 reinforces the positive impact of gamified approaches in fostering a supportive and inclusive environment. Moreover, a majority of teachers (55.6% agree, 38.5% strongly agree) believes that gamified learning promotes positive relationships in the English language classroom. The high mean score of 3.33 signifies a shared belief in the ability of gamified learning to contribute to overall classroom dynamics and positive interactions among students. Gamified learning activities enhance social and emotional connections to the English language and fellow learners, with mean scores of 3.36 and 3.30, both falling within the high interpretation categories. These findings affirm the positive social and emotional impact of gamified learning, emphasizing its potential to foster meaningful connections within the classroom. While there is a moderately positive perception of the impact of gamified learning on the teacher-student connection, the slightly lower mean score (3.30) still categorizes this item within the high interpretation range. Notably, teachers generally perceive students to feel a stronger connection to their peers (mean score of 3.46) than to their teacher (mean score of 3.30).

The overall mean score of 3.37, coupled with a low standard deviation of 0.470, reflects a high level of agreement among teachers regarding the positive impact of gamified learning activities on various dimensions of the English language classroom environment. These findings collectively emphasize the potential of gamified learning to enhance pupils' sense of belonging, collaboration, and peer connections, indicating a unified perception among educators regarding the benefits of gamified learning in language education. The perception that gamified learning activities foster a sense of belonging aligns with literature emphasizing the establishment of inclusive and supportive classroom environments (Manzano-Leon et al., 2021; Naggar & Berkling 2020; Opris et al., 2021; Saez-Lopez et al., 2022). According to Naggar & Berkling (2020), gamified learning facilitates social interaction and collaboration, enabling students to work collectively and share achievements, contributing to a more vibrant and connected classroom community. Manzano-Leon et al., (2021) elaborate on intentional design in gamified learning to encourage collaboration, competition, and social interaction among students, fostering support and encouragement through peer interaction. Saez-Lopez et al.'s (2022) findings support gamified learning as a catalyst for collaborative behaviors, motivating students to actively participate and engage cooperatively with peers. Opris et al (2021) highlight gamified learning's transformative

potential in creating an inclusive environment that welcomes student participation, particularly benefiting introverted learners. These findings underscore the pivotal role of gamified learning in creating a positive, inclusive, and adaptable learning environment that accommodates diverse learning styles, aligning with SDT that emphasize the importance of such atmospheres.

RESEARCH QUESTION 2 - What is the perceived competence of primary English teachers in designing and implementing gamified learning activities?

a) Knowledge Orientation

The first construct is knowledge orientation, gauging teachers' self-perception of their understanding and application of gamified learning in English language education. Table 5 details frequencies, mean scores, and standard deviations for the seven items in the knowledge orientation construct.

Table 5

Descriptive Statistic of Teachers' Perceived Competence in Designing and Implementing Gamified Learning Activities: Knowledge Orientation

No	Item	SD n(%)	D n(%)	A n(%)	SA n(%)	M	σ	I
1	I possess sufficient knowledge about the theories of gamified learning in the context of English language instruction.	4 (3.0)	27 (20.0)	85 (62.9)	19 (14.1)	2.88	0.670	Medium High
2	I possess sufficient knowledge about the principle of gamified learning in the context of English language instruction.	2 (1.5)	30 (22.2)	83 (61.5)	20 (14.8)	2.90	0.650	Medium High
3	I am familiar with various gamified learning techniques that can be effectively applied in English lessons.	0 (0)	44 (32.6)	73 (54.1)	18 (13.3)	2.81	0.652	Medium High
4	I am familiar with the curriculum standard that can be addressed through gamified learning in English lessons.	0 (0)	32 (23.7)	88 (65.2)	15 (11.1)	2.87	0.579	Medium High
5	I am familiar with the learning objectives that can be addressed through gamified learning in English lessons.	0 (0)	19 (14.1)	99 (73.3)	17 (12.6)	2.99	0.518	Medium High

6	I am up-to-date with the latest practices in gamified learning for English language teaching.	2 (1.5)	42 (31.1)	75 (55.5)	16 (11.9)	2.78	0.665	Medium High
7	I am knowledgeable about the appropriate use of digital technology platforms to facilitate gamified learning in English lessons.	0 (0)	33 (24.4)	82 (60.8)	20 (14.8)	2.90	0.621	Medium High
Overall						2.88	0.532	Medium High

The study assessed primary English teachers' knowledge and familiarity with gamified learning, revealing a moderate-high level of understanding across various aspects. Teachers demonstrated a mean score of 2.88 for knowledge of gamified learning theories, with 62.9% in agreement. However, 20.0% disagreed, indicating some variability in familiarity. Similarly, teachers showed a mean score of 2.90 for understanding gamified learning principles, with 61.5% agreement, and a notable 22.2% disagreement. Their awareness of gamified learning techniques received a mean score of 2.81, with 54.1% agreement and 32.6% disagreement, highlighting variations in application. In terms of curriculum standards and learning objectives aligning with gamified learning, teachers had a mean score of 2.87 (65.2% agreement) and 2.99 (73.3% agreement), respectively, both falling within the medium-high range. While the teachers exhibited a medium-high level of knowledge about the appropriate use of digital technology platforms (mean score of 2.90, 60.8% agreement), they expressed the lowest mean score of 2.78 (55.5% agreement) for being up to date with the latest practices in gamified learning, with 31.1% in disagreement.

The overall mean score of 2.88 with a low standard deviation (0.532) indicates a medium-high consensus among teachers on their knowledge of gamified learning in English language instruction. While a foundational understanding is evident, some disagreement suggests potential gaps and variations in teachers' awareness and application of gamified learning principles. Acknowledging challenges faced by teachers lacking tech-savviness, findings underscore the need for targeted professional development initiatives, consistent with (Cancino and Ibarra, 2023; Wong et al., 2020). The emphasis on continuous professional development becomes imperative to deepen teachers' comprehension of gamified learning theories, principles, and techniques. Addressing knowledge variability is crucial for effective gamified learning integration, aligning with (Alomari et al., 2019). Fostering awareness of latest practices and digital platforms is essential for informed teaching, as highlighted by (An, 2020). This emphasis on ongoing learning resonates with Wong et al (2020), underscoring the necessity of continuous professional development for educators to stay updated on advancements and best practices in gamified learning. By cultivating a culture of continuous learning, educational institutions empower teachers to explore innovative approaches and contribute collectively to enhancing gamified learning strategies.

b) Instructional Skills

The instructional skills construct evaluates teachers' confidence and proficiency in designing and delivering gamified learning experiences to enhance students' English language skills. Table 6 presents frequencies, mean scores, and standard deviations for this construct.

Table 6

Descriptive Statistic of Teachers' Perceived Competence in Designing and Implementing Gamified Learning Activities: Instructional Skills

No	Item	SD n(%)	D n(%)	A n(%)	SA n(%)	M	σ	I
1	I feel confident in my ability to design gamified learning activities that align with the CEFR English language curriculum.	3 (2.2)	35 (25.9)	80 (59.3)	17 (12.6)	2.82	0.668	Medium High
2	I feel confident in my ability to implement gamified learning activities that align with the CEFR English language curriculum.	2 (1.5)	22 (16.3)	91 (67.4)	20 (14.8)	2.96	0.609	Medium High
3	I possess the necessary technical skills to effectively utilize gamified learning platform in English language instruction.	2 (1.5)	30 (22.2)	85 (63.0)	18 (13.3)	2.88	0.635	Medium High
4	I effectively implement engaging gamified learning activities in my English lessons to enhance pupils' English language development.	1 (0.7)	21 (15.6)	94 (69.6)	19 (14.1)	2.97	0.572	Medium High
5	I am skilled at providing timely feedback to pupils during gamified learning activities in English lessons.	0 (0)	31 (23.0)	86 (63.7)	18 (13.3)	2.90	0.597	Medium High
6	I am capable of implementing gamified learning activities to meet the individual needs of my pupils in English lessons.	0 (0)	29 (21.5)	87 (64.4)	19 (14.1)	2.93	0.594	Medium High
Overall						2.90	0.537	Medium High

The survey indicates that teachers exhibit a moderate level of confidence in designing gamified learning activities aligned with the CEFR English language curriculum (mean score of 2.82, $\sigma = 0.668$). While a majority agrees (59.3%), a significant portion (25.9%) expresses uncertainty or disagreement, suggesting a potential area for targeted professional development to boost teachers' confidence in activity design. However, teachers feel more assured in their ability to implement gamified learning activities aligned with the curriculum, as evidenced by a mean score of 2.96 ($\sigma = 0.609$), with a higher percentage in agreement (67.4%). In terms of possessing the necessary technical skills for optimal use of gamified learning platforms, teachers express a medium-high confidence level (mean score of 2.88, $\sigma = 0.635$). While a substantial percentage agrees (63.0%), addressing the concerns of the less confident group (22.2%) becomes crucial to bridge the gap in technical skills. Furthermore, teachers display a moderate-high level of confidence in effectively implementing engaging gamified learning activities to enhance pupils' English language development, with a mean score of 2.97 and a majority in agreement (69.6%).

Results also underscore teachers' perceived skill in providing timely feedback during gamified learning activities (mean score of 2.90). The majority agrees (63.7%), emphasizing the importance teachers place on effective feedback within the gamified learning context. Additionally, teachers express confidence in implementing gamified learning activities tailored to meet the individual needs of pupils, with a mean score of 2.93.

The overall mean score of 2.90, with a relatively low standard deviation of 0.537, indicates a medium-high level of agreement among teachers regarding their confidence and competence in implementing gamified learning activities aligned with the CEFR English language curriculum. While the overall agreement is positive, the medium-high interpretation suggests room for improvement in specific aspects, including designing activities aligned with the curriculum, possessing necessary technical skills, and meeting individual needs. This underscores the importance of targeted professional development to address these concerns and enhance overall teacher confidence and proficiency in gamified learning implementation.

Consistent with existing literature (Cancino and Ibarra, 2023; Wong et al., 2020), these findings highlight the challenges teachers face in fully incorporating technology-enhanced teaching methods, emphasizing the necessity for ongoing assistance and training. Wong et al (2020) stress the importance of teachers' capability to craft engaging gamified activities, while An (2020) emphasizes the deliberate harnessing of gamified learning's full potential. Continuous professional development, including tailored workshops and collaborative learning opportunities, is essential to empower teachers in leveraging gamified learning effectively. Fostering a collaborative environment for sharing experiences and best practices contributes to ongoing improvement and innovation in gamified language education.

c) Personal Attributes

The personal attributes construct assesses teachers' self-perceived qualities contributing to their competence in implementing gamified learning. Table 7 displays frequencies, mean scores, and standard deviations for this construct, reflecting teachers' self-reflection on their attitudes, enthusiasm, adaptability, and problem-solving skills in the context of gamified language instruction.

Table 7

Descriptive Statistic of Teachers' Perceived Competence in Designing and Implementing Gamified Learning Activities: Personal Attributes

No	Item	SD n(%)	D n(%)	A n(%)	SA n(%)	M	σ	I
1	I believe that gamified learning enhances pupils' motivation in English language learning.	0 (0)	1 (0.7)	73 (54.1)	61 (45.2)	3.44	0.513	High
2	I believe that gamified learning enhances pupils' engagement in English language learning.	0 (0)	4 (3.0)	71 (52.6)	60 (44.4)	3.41	0.552	High
3	I believe that gamified learning approach is a way to foster enjoyable learning environment in English lessons.	0 (0)	0 (0)	70 (51.9)	65 (48.1)	3.48	0.502	High
4	I have a positive attitude towards implementing gamified learning in English lessons as an effective instructional approach.	0 (0)	4 (3.0)	83 (61.5)	48 (35.5)	3.33	0.530	High
5	I am open to exploring different gamified learning activities to enhance my pupils' English language proficiency.	0 (0)	2 (1.5)	82 (60.7)	51 (37.8)	3.36	0.513	High
6	I am committed to continuously improving my competencies in gamified learning to benefit my pupils' learning outcomes in English lessons.	0 (0)	4 (3.0)	79 (58.5)	52 (38.5)	3.36	0.539	High
Overall						3.39	0.455	High

The study reveals a strong and unanimous positive attitude among teachers toward the effectiveness of gamified learning in enhancing pupils' motivation and engagement in English language learning. The mean scores, falling within the high interpretation categories for each aspect, emphasize the overall favorable stance of teachers toward gamified learning approaches. Teachers firmly believe that gamified learning contributes to creating an enjoyable English learning environment ($M = 3.48$, $\sigma = 0.502$). The absence of disagreement, coupled with 51.9% agreeing and 48.1% strongly agreeing, underscores the perception that

gamified learning fosters a positive and enjoyable atmosphere. The motivational impact of gamified learning on pupils is highly endorsed by teachers ($M = 3.44$, $\sigma = 0.513$), with unanimous agreement (54.1% agreeing and 45.2% strongly agreeing), reflecting a collective conviction that gamified learning serves as a potent motivator. Similarly, teachers express a high belief in the positive impact of gamified learning on pupils' engagement in English language learning ($M = 3.41$, $\sigma = 0.552$). With 52.6% agreeing and 44.4% strongly agreeing, there is a shared conviction that gamified learning effectively enhances pupils' engagement, marking a high level of consensus. Teachers exhibit a high openness to exploring diverse gamified learning activities to enhance pupils' English language proficiency ($M = 3.36$, $\sigma = 0.513$). The majority (60.7% agreeing and 37.8% strongly agreeing) highlights a shared willingness among teachers to embrace various gamified activities, aligning with a high level of agreement. Furthermore, teachers demonstrate a strong commitment to continuously improving their competencies in gamified learning to benefit pupils' learning outcomes in English lessons ($M = 3.36$, $\sigma = 0.539$). The distribution of responses (58.5% agreeing and 38.5% strongly agreeing) reflects a collective dedication to ongoing professional development, aligning with a high interpretation. Teachers also express a positive attitude toward implementing gamified learning in English lessons as an effective instructional approach ($M = 3.33$, $\sigma = 0.530$). The majority (61.5% agreeing and 35.5% strongly agreeing) shares this positive outlook, emphasizing a collective acknowledgment of the effectiveness of gamified approaches in language instruction.

The overall mean score of 3.39, accompanied by a low standard deviation of 0.455, indicates a strong consensus among teachers regarding the personal qualities essential for their competence in implementing gamified learning in English language teaching. These attributes, including enthusiasm and adaptability, align with prior research showcasing teachers' positive attitudes toward gamified learning (Saez-Lopez et al., 2022; Sanjincic et al., 2022; Wong et al., 2020). Both pre-service and in-service teachers express a keen interest in integrating gamification into their teaching practices, with pre-service teachers particularly noting its positive impact on fostering a conducive learning environment (Wong et al., 2020). Despite challenges outlined in studies like Leonardou et al (2021), teachers maintain their enthusiasm for incorporating gamified learning, firmly believing in its potential to support instruction and enhance student learning. The high level of agreement in this study underscores that teachers recognize their personal qualities as crucial factors contributing to competence in applying gamified learning in English language teaching.

d) Community Involvement

Community involvement in teachers' perceived competence regarding gamified learning is detailed in Table 8, showing frequencies, mean scores, and standard deviations. This construct explores teachers' engagement in the broader educational community, including collaboration with colleagues, participation in gamified learning professional development, and contributions to its advancement in English language education.

Table 8

Descriptive Statistic of Teachers' Perceived Competence in Designing and Implementing Gamified Learning Activities: Community Involvement

No	Item	SD n(%)	D n(%)	A n(%)	SA n(%)	M	σ	I
1	I actively engage in professional development activities to enhance my competence in implementing gamified learning in English lessons.	1 (0.7)	27 (20.0)	87 (64.5)	20 (14.8)	2.93	0.613	Medium High
2	I encourage pupils to share their gamified learning experiences with their families.	1 (0.7)	18 (13.4)	87 (64.4)	29 (21.5)	3.07	0.613	Medium High
3	I share gamified learning activities with my colleagues.	1 (0.7)	19 (14.1)	84 (62.2)	31 (23.0)	3.07	0.630	Medium High
4	I collaborate with my colleagues to promote the implementation of gamified learning.	3 (2.2)	27 (20.0)	83 (61.5)	22 (16.3)	2.92	0.670	Medium High
Overall						2.99	0.550	Medium High

The study reveals a medium-high level of agreement among teachers in various collaborative efforts within the gamified learning context. Notably, 64.4% of teachers agree, and 21.5% strongly agree, emphasizing the importance of encouraging pupils to share their gamified learning experiences with their families (Mean = 3.07, σ = 0.613). Additionally, teachers actively share gamified learning activities with colleagues, with 62.2% agreeing and 23.0% strongly agreeing, demonstrating a collective effort to exchange knowledge (Mean = 3.07, σ = 0.630). Teachers also engage in professional development activities for gamified learning, as indicated by 64.5% agreeing and 14.8% strongly agreeing, aligning with a medium-high interpretation (Mean = 2.93, σ = 0.613). Despite some variability, a majority (61.5% agreeing and 16.3% strongly agreeing) underscores teachers' commitment to collaborating with colleagues to promote gamified learning (Mean = 2.92, σ = 0.670). The overall mean score of 2.99, coupled with a moderate standard deviation of 0.550, highlights a shared dedication among teachers to continuous improvement and knowledge-sharing, emphasizing the importance of collaborative practices in successfully implementing gamified learning strategies in English language instruction. Building on Szarmilaa et al.'s (2021) and Fahainis et al.'s (2021) insights, the study underscores the vital role of continuous professional development and adaptability in meeting educational demands. Professionally competent teachers, as noted by Szarmilaa et al (2021), integrate innovative teaching styles, fostering dynamic educational experiences. Fahainis et al (2021) highlight the transformative impact of teacher competence on classroom procedures, institutional improvements, and positive student outcomes. Overall, teachers actively contribute to a collaborative and supportive gamified learning environment, enhancing competencies and promoting shared experiences within the educational community.

Implications

The study underscores the positive impact of gamified learning on autonomy, competence and relatedness in primary English language classrooms, promoting pupils' intrinsic motivation aligns with SDT. Despite these benefits, variations in teachers' knowledge and confidence levels highlight the need for targeted professional development initiatives to optimize the implementation of gamified approaches. Fostering a collaborative environment among teachers is crucial for knowledge-sharing and continuous improvement. Recommendations include comprehensive professional development programs addressing varying levels of familiarity with gamified learning and promoting collaborative efforts to share successful activities. Investing in teachers' growth and collaboration can effectively leverage gamified learning's potential to create engaging and inclusive English language learning environments. However, the findings are based on the perceptions of a specific group of primary English teachers and may not be fully generalizable to all educational contexts or teacher populations. Future research could explore the long-term impact of gamified learning on student outcomes and teacher practices over an extended period.

Conclusion

The study, conducted in 65 schools in Jasin district, provides insights into primary English teachers' positive attitudes and moderate-high competence in implementing gamified learning. Teachers acknowledge its impact on autonomy, motivation, and language skills, fostering a supportive environment with positive social connections. Areas for improvement include knowledge of gamified learning theories and staying current with practices. Continuous professional development is emphasized to enhance teachers' confidence and proficiency in gamified learning implementation.

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