GAMIFICATION APPROACH TO ENHANCE NON-ENGLISH DEPARTMENT KINESTHETIC STUDENTS IN ONLINE LEARNING OF ENGLISH SUBJECT

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Abstract
This research aimed (1) to reveal the implementation of Gamification Approach for Non-English Department Kinesthetics Student in Online Learning of English Subject, (2) to find out benefits and obstacles of Gamification Approach for Non-English Department Kinesthetics Student in Online Learning of English Subject. This research was mixed-method research. Field notes, questionnaires, and interviews were applied as the research instruments. The participants of the research were 45 non-English department students of a private university in Yogyakarta. The result revealed the positive responses of the students toward the implementation of the gamification approach. Students admitted that their participation in English subjects was enhanced because they experienced directly using game elements in learning environments. They considered the gamification approach to be attractive, challenging, and could be done anywhere. In light of the findings, the gamification approach can be considered as an interesting activity to teach a kinesthetics learner.

Keywords: gamification approach, kinaesthetics learners, online learning

Introduction
        Since the World Health Organization (WHO) declared the coronavirus epidemic a pandemic, everything has changed from an economic perspective to education. In many countries, the widespread closure of schools, colleges, universities, and other educational institutions has resulted from efforts to reduce the spread of the COVID-19 virus among younger and older populations. (Sahu, 2020). Therefore, The Minister of Education and Culture of the Republic of Indonesia has ordered all education units to run online learning from March 24, 2020, to maintain the health of the students, teachers, and all staff (Mendikbud, as cited in Yuzulia, 2020).
        Online learning is a learning process in different places for both the student and the teacher. It also requires teachers to put more concern on how to make students successful in achieving the learning objectives (Sari & Binawan, 2022). It uses technology or application as media for their meeting (Prastikawati & Asropah,

as cited in Suryani et al., 2021). Online learning requires applications such as Zoom, Google meet, Google classroom, and WhatsApp to communicate with each other, even from afar. However, an application to communicate alone is not enough; there must be an exciting learning strategy. Learning English with a gamification approach is preferable because it is fun and exciting.

Gamification is the application of game design elements to non-game contexts in an effort to increase user engagement. It is in line with the statement from Fulton (2019), the concept of gamification is an attempt to implement game-like elements into the classroom to engage and motivate students. Researchers and educators tried to implement gamification in the classroom these days (Evans, 2017; Aulia Majid & Sagoro, 2018; Bicen & Kocakoyun, 2018; Mohamad, Sazali, & Salleh, 2018; Krisbiantoro, 2020; Pratama,2020; Jonathan and Recard, 2021). It can be implemented in class or online by utilizing technology. Technology in education has progressed throughout the years, with educators integrating strategies that encourage students to better their learning (Sabornido, Garma, Niepes, & Cabria, 2022). The role of technology is vital in implementing the gamification approach. Whether it be on the cell phone, tablet, or PC, students are more able to access information and can do it more quickly than ever before (Dichev et al., as cited in Fulton, 2019). Following those statements means that using technology will increase the effectiveness of the learning process. Quizwhizzer, Quizlet, and Word Wall are a few examples of software available by using technology to teachers who are interested in using gamification in their classroom. Based on Burke (2014), gamification engages and motivates people across all kinds of activities using game mechanics such as badges, points, levels, and leaderboards. The use of badges is to display achievement. Points are visual identifiers of progress. Levels are the grading scheme in a gamified class made up of levels that students move through as they earn points in the class. The use of leaderboards is to present competitive placement.

According to True Education Partnerships (2020), there are numerous proven benefits to using gamification in the classroom, including the following: (1) Students think like they have control over their learning; (2) A much more comfortable environment regarding failure, since learners can continue trying again; (3) More enjoyable inside the classroom; (4) Learning has become noticeable through improvement indicators; (5)Students may discover an intrinsic motivation to learn (6) Allow students to explore different identities through gamification; (7) Students are often more at ease in gaming environments, making them more proactive and receptive to making mistakes; (8) increased student engagement and concentration; (9) the opportunity to think creatively. No longer are tasks limited to filling out a worksheet. As a result, student benefited from using gamification approach.

Pre-research

The researcher made an observation at a private university in Yogyakarta for two meetings, and the researchers found several facts. Almost all of the 45 students who participated in the zoom meeting came, but only a few activated the camera and microphone. For active students, it is only less than ten people. They can follow the lesson and understand the assignment. Sometimes they can answer questions from the lecturer. On the other hand, most students who were not very active in the meeting will answer shortly when the lecturer is explaining something. There are

even students who only participate in learning activities but do not respond to questions from the lecturer. Therefore, the researchers surveyed the learning styles of students. The purpose of this pre research is to find out which learning style they prefer most in the class.

Learning style are vital to the learning process and contribute to the educational environment as a whole. It is how and technique they use to learn and process information and knowledge. It helps students learn faster and more efficiently by selecting and using the appropriate learning style they like (Pandie et al., 2016). According to Dunn & Dunn (1992), the important thing is that teacher has to determine the ways by which the student learns in the process. Therefore, the researcher decided to analyze students' learning styles by using the VARK Questionnaire to reveal students' learning styles in the classroom. VARK is part of a learning style (Visual, Aural, Read/write, Kinesthetic [VARK], 2020). The words learning style are loosely used to describe almost any attribute or characteristic about learning. According to Marcy (2001), The VARK inventory categorizes four different sensory modalities with an extra category for multimodal students such as (1) V stands for visual. Visual learners process information best if they can see it. Graphs, flow charts, and pictures are helpful to them; (2) A stands for aural, and these learners like to hear the information. They process information best by listening to lectures, attending tutorials, and using tape recorders to play back learning sessions. They also like to talk about the information; (3) R stands for reading or writing. These students like to see the written words. They like to take notes verbatim and reread these over and over again. They also like to read texts; (4) K stands for kinesthetics. These learners like to acquire information through experience and practice and prefer to learn information that has a connection to reality. As a result, the researcher uses the VARK questionnaire to determine student learning styles.

The survey conducted using questionnaire from the online version of the Standard VARK Questionnaire, version 8.01. During this time period, 237537 individuals completed the Questionnaire, and 29082 (12%) of these individuals also completed the research questions that follow the VARK Questionnaire (VARK, 2020). There are sixteen (16) items, students choose the answer which best explains their preference. Students are allowed to choose more than one if a single answer does not match their perception. Leave blank any question that does not apply. The following are the results of the VARK Questionnaire.
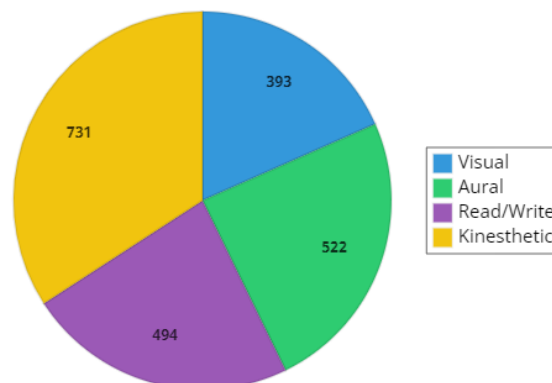

Figure 1. The result of VARK Questionnaire.

As calculated by the VARK Questionnaire formula, the result revealed that the kinesthetics learning style was higher than the other learning styles. It means that most students have the same preference for learning. These include doing things with others, action, making things happen, technical challenges and problem-solving techniques, applications over theories, and accomplishing things. To absorb the information, kinesthetics learners should: engage all of their senses – vision, make contact, flavors, smell, and hearing; can use hands-on strategies; watch a video, especially those that depict real things; examine exhibits, samples, and photos; learn through trial and error; and use actions to better comprehend (VARK, 2020). The gamification approach is proposed as a teaching strategy for students with kinesthetics learning style of all the preferences mentioned.

Related Studies

Widharyanto & Binawan (2020) examine Learning style and language learning strategies of students from various ethnics in indonesia. There are three (3) findings of this research. The first finding suggests that the main learning styles of students from the five ethnics are variants [aural] and [kinesthetic] including variations in bimodal, and trimodal. The second finding shows that the major language learning strategy is metacognitive and affective. The third finding reveals some similarities and unique differences in their learning style and learning strategy.

Jonathan and Recard (2021) implemented gamification concepts inside online classroom activities to promote student engagement. The findings revealed an improvement in students' engagement after designing the game with the octalysis framework. The writer suggests that other researchers study other engaging methods to improve engagement in online learning.

Rahmah and Aishah (2019) performed a case study about the effectiveness of the Kinect-based application of the gamification approach for pre-schoolers in Kuantan. The case study approach using a mixed method research design is performed to meet the aim. The research was carried out on 15 pre-schoolers aged three and four in Taska Permata Perpaduan Kuantan, Pahang, Malaysia, to validate the effectiveness of the Kinect-based application of the gamification approach. The experiment result shows that the total number of pre-schoolers that increase after using Kinect-based application is high, at 73.3%. Hence, it proves that gamification approaches motivate pre-schoolers to learn and improve their learning outcomes.

Numerous studies have investigated and analyzed students' perspectives on the implementation of online learning. This study aims to determine whether the Gamification Approach can enhance non-English kinesthetics students in online learning of English subjects. The following research questions aided the researcher in achieving the study's goal:

1. How is the implementation of the Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subjects?
2. What are the benefits and obstacles of the Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subjects?

Method

The pre-research questionnaire was distributed to find out the student's learning styles. the researcher uses the VARK questionnaire by Neil D. Fleming to determine student learning styles. The survey conducted using questionnaire from the online version of the Standard VARK Questionnaire, version 8.01. During this time period, 237537 individuals completed the Questionnaire, and 29082 (12%) of these individuals also completed the research questions that follow the VARK Questionnaire (VARK, 2020). There are sixteen (16) items, students choose the answer which best explains their preference. The result of the survey showed as in Figured 1. The kinesthetics learning style was higher than the other learning styles. It means that most students have the same preference for learning. Thus, the gamification approach is proposed as a teaching strategy. In order to address the research questions of this study, a mixed-method research approach was adopted. A mixed-methods research design has its own philosophical assumptions and methods of inquiry. As a method, it incorporates philosophical assumptions to guide the collection and analysis of data from multiple sources for a single study (Creswell & Plano Clark 2011). The questionnaire used close-ended statements with Likert Scales and was divided into three sections consisting of 23 items to collect quantitative data. Furthermore, an interview was conducted to gather qualitative data.

Research Setting and Research Participants

This study was conducted among non-English department students of a private university in Yogyakarta from May 2022 to July 2022. During that period, the class implemented online learning in response to the COVID-19 pandemic. Some classes are already allowed to attend offline, depending on the lecturer. In this class, the lecturer still recommends online learning. The students of this private university in Yogyakarta were the study participants. There were forty-five (45) students from psychology class on their second semester.

Instruments and Data Gathering Technique

The researcher conducted the data gathering in two stages. Two instruments were utilized to collect the data for this study. Data were obtained through two stages: (1) Quantitative Data Collection, followed by (2) Qualitative Data Collection. The first stage was done by delivering the questionnaire in Indonesian and English using Google Forms. The second stage was selecting some interviewees using a purposive sampling method. Purposive sampling, also known as judgment, selective, or subjective sampling, is a sampling method in which the researcher relies on his or her own discretion when selecting study participants from the population (Business Research Methodology [BRM], 2011). After that, the researcher conducted an individual interview.

The questionnaire was the primary source of data in this study. There were three (3) primary themes of the questionnaire presented as follows: (1) The Implementation of Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subject, (2) The benefits and obstacles of Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subject, (3) The Obstacles of

Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subject.

In the interview, there were four main questions used to dig deeper into the phenomenon: (1) What do you think about the implementation of Gamification Approach in online learning in your class? (2) Why do you have such a perception about the implementation of the Gamification Approach in online learning in your class? (3) What were the benefits that you encountered during the implementation of the Gamification Approach in online learning in your class? (4) What were the obstacles that you encountered during the implementation of Gamification in online learning in your class?. The interview was conducted with every interviewee one by one through Whats App.

Data Analysis Technique

In the quantitative approach, the data obtained were calculated and presented in the form of tables. The following formula was used to calculate the data known as (1) the degree of agreement percentages, (2) the total of respondents who chose the same item in each statement, and (3) the total of respondents. The calculated data were then discussed by the researcher. Furthermore, in the qualitative approach, thematic content analysis was performed with the interview transcriptions to identify common patterns throughout the data. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006).

Findings and Discussion

In this study, the findings were presented to reveal two research questions: (1) The Implementation of Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subject, (2) The benefits and obstacles of Gamification Approach to Enhance Non-English Department Kinesthetic Students in Online Learning of English Subject.

The Implementation of the Gamification Approach

Table 1. The implementation of the gamification approach

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The gamification approach can be done face-to-face or in online classes.	0%	0%	11,11%	42,22%	46,66%
2. The gamification approach can be done by utilizing technology such as mobile phones, tablets, and personal computers.	0%	0%	6,66%	35,55%	47,77%
3. The gamification approach applies elements game-like into the classroom.	0%	2,22%	13,33%	37,77%	46,66%

4. The gamification approach uses game mechanisms such as badges, points, levels, and leaderboards.	0%	2,22%	24,44%	35,55%	37,77%
5. The gamification approach that has been Implemented able to explore different identities through different avatars/characters/names.	0%	0%	13,33%	57,77%	28,88%
6. The gamification approach that has been Implemented able to earn a badge after completing a task and it has a leaderboard.	0%	0%	13,33%	53,33%	33,33%
7. The gamification approach that has been Implemented able to earn points if the answer is correct and students are able to move up through the level.	0%	0%	8,88%	35,55%	55,55%
8. The gamification approach that has been Implemented is related to the material being studied.	0%	0%	4,44%	28,88%	66,66%
9. The gamification approach that has been implemented is in accordance with the learning style characterized by liking games or games when studying.	0%	0%	15,55%	40%	44,44%
10. The gamification approach that has been implemented has a preference for using problem solving strategies.	0%	2,22%	28,88%	44,44%	24,44%
11. The gamification approach that has been implemented has a preference for more practice than theory.	22,22%	22,22%	26,66%	40%	28,88%
12. The gamification approach that has been implemented has a preference for learning by completing tasks.	0%	11,11%	15,55%	48,88%	24,44%
13. The gamification approach that has been implemented has a preference for using all senses: sight, touch, taste, hearing, using a direct approach, and watching video.	0%	2,22%	15,55%	51,11%	31,11%

14. The gamification approach that has been implemented has a preference to use physical activities such as using fingers to show image/writing on the gadget screen.	0%	0%	11,11%	53,33%	35,55%

Based on Table 1, on the first statement, 11,11% students chose neutral with the statement that the gamification approach can be done face-to-face or in online classes. Around 88,88% of the students agree with the statement. From these results we can conclude that the majority of students agreed that the gamification approach can be done face-to-face or in online classes, only several of them think internet connection is the obstacle of online learning.

"Yes, because doing gamification learning is simple and not complicated"
"For now, maybe I can't say it can be used anytime and anywhere, for example in online classes related to their respective regional networks, it is possible for some students to not be able to follow the game smoothly"

In the second statement result, we can see that around 6,66% of the students are neutral with the statement that the gamification approach can be done by utilizing technology such as mobile phones, tablets, and personal computers. Around 83,32% of the students agree with the statement. From this section, we can conclude that the majority of students agreed that the gamification approach can be done by utilizing technology such as mobile phones, tablets, and personal computers. Based on the result, it is referring to the views of Barke (2014), gamification is a method to digitally engage rather than personally engage, meaning that players interact with computers, smart phones, wearable monitors, or other digital devices. Whether it be on a cell phone, tablet, or PC, players are more able to access information, and can do it more quickly than ever before (Dichev et al., as cited in Fulton, 2019).

In the third statement result, around 13,33% of the students feel neutral with the statement that the gamification approach applies elements game-like into the classroom. About 84,43% of the students agree with the statement, meanwhile there are around 2,22% of the students who disagree with it. From these results, we can conclude that the majority of students agree that the gamification approach applies elements game-like into the classroom.

"It is very interesting because learning uses elements in the game with the aim of motivating students in the learning process and maximizing feelings of enjoyment and engagement"

In the fourth statement result, around 24,44% of the students feel neutral about the statement that the gamification approach uses game mechanics such as

badges, points, levels, and leaderboards. About 73,32% of the students agree with the statement, while the rest around 2,22% of the students disagree with it. From these results, we can conclude that most of the students agree that the gamification approach uses game mechanisms such as badges, points, levels, and leaderboards. It is referred to theory from Burke (2014) gamification engages and motivates people across all kinds of activities using game mechanics such as badges, points, levels, and leaderboards.

In the sixth statement result, around 8,88% of the students feel neutral with the statement that the gamification approach that has been implemented is able to earn a badge after completing a task and it has a leaderboard. About 86,66% of the students agree with the statement while none of the students disagree. From those results, we can conclude that the majority of students agree that the gamification approach that has been implemented is able to earn a badge after completing a task and it has a leaderboard. Badges are awarded to a user after performing the task given; Leaderboard: Shows the rank, names and scores. The leaderboard is personalized as it highlights the player's position for easy identification. It is used to increase the peer-group pressure in order to let students compete with each other (Stanculescu et al, 2016 as cited in Mohamad, Salam & Bakar, 2017).

In the seventh statement result, around 8,88% of the students feel neutral with the statement that the gamification approach that has been implemented is able to earn points if the answer is correct and students are able to move up through the level. About 86,66% of the students agree with the statement while none of the students disagree. From those results, we can conclude that the majority of students agree that the gamification approach that has been implemented is able to earn points if the answer is correct and students are able to move up through the level. According to Stanculescu et al, 2016 as cited in Mohamad, Salam & Bakar, 2017, Level: Points and levels are connected to maximize a sense of achievement.

"With the gamification approach, students can be more active in learning by knowing to the point of each question, students can be more competitive to get points, and with this gamification it is useful in creating an effective and fun learning atmosphere"

In the eight-statement result, around 4,44% of the students feel neutral with the statement that the gamification approach that has been implemented is related to the material being studied. About 95,54% of the students agree with the statement while none of the students disagree. From those results, we can conclude that the majority of students agree that the gamification approach that has been implemented is related to the material being studied. In the ninth statement result, around 15,55% of the students feel neutral with the statement that the gamification approach that has been implemented is in accordance with the learning style characterized by liking games or games when studying. About 84,44% of the students agree with the statement while none of the students disagree. From those results, we can conclude that the majority of students agree that the gamification approach that has been implemented is in accordance with the learning style characterized by liking games or games when studying. On the other hand, one neutral student did not fit the learning style.

> *"I find it quite interesting; the learning process does not only focus on the share screen. However, for me personally, I am lacking in learning like that because of my way of learning which is indeed not able to fully follow the learning using the Gamification Approach."*
> *"I think it's quite interesting, adding variety to the way of learning and also making it more relaxed and fun"*

In the tenth statement result, around 28,88% of the students feel neutral with the statement that the gamification approach that has been implemented prefers using problem solving strategies. About 68,88% of the students agree with the statement while 2,22% of the students disagree. From those results, we can conclude that most students agree that the gamification approach that has been implemented has a preference for using problem solving strategies.

> *"Through the Gamification Approach, students are more active, more enthusiastic in participating in the learning process, making students able to think critically and be able to solve problems. And it can help students in adding some scores"*

In the eleven-statement result, around 26,66% of the students feel neutral with the statement that the gamification approach that has been implemented prefers more practice than theory. About 68,88% of the students agree with the statement while 44,44% of the students disagree. From those results, we can conclude that more than half of students agree that the gamification approach that has been implemented prefers more practice than theory.

> *"In this gamification approach, I can directly practice which can sharpen my (English) skill"*
> *"I have a perception during online learning we tend to only use material and that sometimes makes it boring and monotonous. Now with this gamification approach, we as students can generate a learning atmosphere that is not monotonous in addition to being competitive in gaining points, which makes the learning more attractive"*

In the twelve-statement result, around 15,55% of the students feel neutral with the statement that the gamification approach that has been implemented prefers learning by completing tasks. About 73,32% of the students agree with the statement while 11,11% of the students disagree. From those results, we can conclude that more than half of students agree that the gamification approach that has been implemented prefers learning by completing tasks.

> *"The learning process becomes more exciting and the material provided becomes easier to understand because you immediately take the quiz"*

In the thirteenth statement result, around 15,55% of the students feel neutral with the statement that the gamification approach that has been implemented has a preference for using all senses: sight, touch, taste, hearing, using a direct approach,

and watching video. About 82,22% of the students agree with the statement while 2,22% of the students disagree. From those results, we can conclude that the majority of students agree that The gamification approach that has been implemented has a preference for using all senses: sight, touch, taste, hearing, using a direct approach, and watching video. According to VARK website, to take the information, to absorb the information, kinesthetics learners should: engage all of their senses – vision, make contact, flavours, smell, and hearing; can use hands-on strategies; watch a video, especially those that depict real things; examine exhibits, samples, and photos; learn through trial and error; and use actions to better comprehend.

In the last statement result, around 11,11% of the students feel neutral with the statement that the gamification approach that has been implemented has a preference to use physical activities such as using fingers to show image/writing on the gadget screen. About 88,88% of the students agree with the statement while none of the students disagree. From those results, we can conclude that more than half of students agree that the gamification approach that has been implemented prefers learning by completing tasks.

> *"The learning process becomes more exciting, and the material provided becomes easier to understand because you immediately can take a quiz"*

The findings showed that the overall learning has been successfully implemented in the class. In terms of the procedure, including the distribution of materials and tasks, everything has been done quite successfully. The implementation of gamification is on the right track.

The Benefits of Gamification Approach

Table 2. The Benefits of Gamification Approach Implementation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. The gamification approach that has been implemented creates a more relaxed atmosphere when facing failure, because students can easily try again.	0%	0%	11,11%	35,55%	53,33%
16. The gamification approach that has been implemented makes students often more comfortable in the game environment, so they are more proactive and open to making mistakes.	0%	6,66%	22,22%	33,33%	37,77%

17. The gamification approach that has been implemented allows students to uncover intrinsic motivation to learn.	0%	2,22%	20%	42,22%	35,55%
18. The gamification approach that has been implemented creates a higher level of involvement and concentration among students.	0%	0%	17,77%	40%	42,22%
19. The gamification approach that has been implemented gives students the opportunity to think outside the box. Assignments are no longer just about filling out worksheets.	0%	22,22%	13,33%	35,55%	48,88%

Based on Table 2, on the first statement, 11,11% of students chose neutral with the statement that the gamification approach that has been implemented creates a more relaxed atmosphere when facing failure because students can quickly try again. Around 88,88% of the students agree with the statement. Meanwhile, none of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented creates a more relaxed atmosphere when facing failure.

> *"I find it very difficult to follow the Gamification Approach. It feels challenging and insecure. Because my way of learning is different, I must study very seriously even though I feel relaxed. I have my way, but by forcing myself to follow the Gamification Approach, it becomes an experience and increases my confidence."*

On the second statement, 22,22% of students chose neutral with the statement that the gamification approach that has been implemented makes students often more comfortable in the game environment. Hence, they are more proactive and open to making mistakes. Around 71,1% of the students agree with the statement. Meanwhile, 6,66% of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented makes students often more comfortable in the game environment. Hence, they are more proactive and open to making mistakes.

> *"Usually, when the discussion takes place on a large scale, I feel anxious and do not even have the confidence to answer the question. However, through this approach, I feel freer and dare to answer."*

On the third statement, 20% of students chose neutral with the statement that the gamification approach that has been implemented allows students to uncover

intrinsic motivation to learn. Around 77,77% of the students agree with the statement. Meanwhile, 2,22% of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented allows students to uncover intrinsic motivation to learn.

> *"My ambition is to be the best of the best. My intention to be able to grow even more is increasing because of gamification."*

On the fourth statement, 17,77% of students chose neutral with the statement that the gamification approach that has been implemented creates a higher level of involvement and concentration among students. Around 82,22% of the students agree with the statement. Meanwhile, none of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented creates a higher level of involvement and concentration among students. On the fifth statement, 13,33% of students chose neutral with the statement that the gamification approach that has been implemented allows students to think outside the box. Assignments are no longer just about filling out worksheets. Around 84,43% of the students agree with the statement. Meanwhile, 2,22% of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented allows students to think outside the box. Assignments are no longer just about filling out worksheets.

The results revealed that students benefited from the implementation of gamification. According to True Education Partnerships (2020), there are numerous proven benefits to using gamification in the classroom, including the following: (1) Students think like they have control over their learning; (2) A much more comfortable environment regarding failure, since learners can continue trying again; (3) More enjoyable inside the classroom; (4) Learning has become noticeable through improvement indicators; (5)Students may discover an intrinsic motivation to learn (6) Allow students to explore different identities through gamification; (7) Students are often more at ease in gaming environments, making them more proactive and receptive to making mistakes; (8) increased student engagement and concentration; (9) the opportunity to think creatively. No longer are tasks limited to filling out a worksheet.

The Obstacles of the Gamification Approach

Table 3. The obstacles to gamification approach implementation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. The gamification approach that has been implemented is considered lacking in terms of game elements so it does not	66,66%	24,44%	11,11%	35,55%	53,33%

present complete learning content					
21. The gamification approach that has been implemented makes students often more comfortable in the game environment, so they are more proactive and open to making mistakes.	8,88%	22,22%	22,22%	33,33%	37,77%
22. The gamification approach that has been implemented was deemed insufficient to complete the learning	8,88%	24,44%	17,77%	40%	42,22%
23. The gamification approach that has been implemented is online learning, so there is still a lack of concentration.	13,33%	26,66%	22,22%	31,11%	6,66%

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Based on Table 3, on the first statement, 24,44% of students chose neutral with the statement that the gamification approach that has been implemented is considered lacking in terms of game elements, so it does not present complete learning content. Around 31,1% of the students disagree with the statement. Meanwhile, 44,44% of the students agree with this statement. From these results, we can conclude students think that the gamification approach that has been implemented is considered lacking in terms of game elements, so it does not present complete learning content, and some of them said otherwise. On the second statement, 33,33% of students chose neutral with the statement that the gamification approach that has been implemented is the first experience for students, so they are still less adaptable to learning. Around 31,1% of the students disagree with the statement. Meanwhile, 35,55% of the students agree with this statement. From these results, we can conclude half of the students think that the gamification approach that has been implemented is the first experience for students, so they are still less adaptable to learning. On the other hand, the rest of the students think this is not their first experience.

> *"Because I have just encountered the learning process using the gamification approach, and through this approach, I feel that the learning process has become more exciting, and the material provided is easier to understand because I immediately take the quiz."*

On the third statement, 33,33% of students chose neutral with the statement that the gamification approach that has been implemented was deemed insufficient time to complete the learning. Around 33,33% of the students disagree with the statement. Meanwhile, 33,33% of the students agree with this statement. From these results, we can conclude that half of the students think that the gamification approach that has been implemented was deemed insufficient time to complete the learning. On the other hand, the rest of the students disagree with the statement.

> *"Because I have experienced for myself how exciting it is to learn to use gamification, although sometimes I feel like I don't have enough time, I quickly grasp the material by applying learning to use gamification."*

On the fourth statement, 22,22% of students chose neutral with the statement that the gamification approach that has been implemented is online learning, so there is still a lack of concentration. Around 39,99% of the students disagree with the statement. Meanwhile, 37,77% of the students agree with this statement. From these results, we can conclude half of the students disagree with the statement that the gamification approach that has been implemented is online learning, so there is still a lack of concentration. On the other hand, the rest of the students said otherwise.

> *"Another obstacle is my level of focus. Sometimes I can focus, sometimes I go blank, so I get confused about what material is being discussed or what material is being discussed."*

Conclusion

The implementation of the gamification approach in online learning was on track and thriving, according to the findings. It is based on the average result of the percentage (84.31%). Most students think that the implementation is in accordance with the gamification theory from Burke (2014), and the compatibility between kinesthetics styles. The central aspect of success is the technical process, which involves material and task distribution. Using a few game elements such as reward, status, level, point, badge, and others was conducted.

Students have benefited from the implementation of the gamification approach. Majority of students (84,44%) think gamification increases motivation to learn, creating higher levels of engagement and concentration among students. More than half of students, on average 60,88%, encountered certain obstacles.

There is still a lack of concentration because of online learning. Students think the gamification approach implemented was deemed insufficient to complete the learning. The writer suggests a new model for engaging students in online learning by using gamification elements. Proper preparation is key to successful gamification.

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