Unlocking Fun Learning: Gamification Training for Teachers at SD Inpres 1 Talise

Andi Patmasari [a], Anjar Kusuma Dewi, Agussatriana, Sukmawati Sadilia, Nirwana, Dwi Putri

English Education Study Program, Tadulako University, Palu, Indonesia

[a]Corresponding author: apatmasari@gmail.com

ABSTRACT

The rapid development of digital technology in the twenty-first century demands innovation in the teaching and learning process. Teachers are required to design engaging, interactive, and meaningful learning experiences for students. This community service program aimed to enhance teachers' understanding and skills in implementing gamification as a learning strategy. The activity consisted of training and mentoring sessions that introduced teachers to gamification concepts and the practical use of digital platforms such as Wordwall. The training was conducted on 7 August 2025 at SD Inpres 1 Talise, Palu, Central Sulawesi. The participants of this training were ten teachers. The data were collected through documentation and participant evaluation questionnaires. The results showed that the training was highly effective, with all evaluated aspects (material quality, facilitator performance, implementation, and impact) receiving "very good" ratings (average score 4.56). Teachers reported increased motivation, knowledge, and confidence in applying gamification in the classroom. This program demonstrates that gamification-based training can serve as an effective medium to foster teacher innovation and support the development of fun, student-centered learning environments aligned with 21st-century educational demands.

INTRODUCTION

Twenty-first century education requires a transformation in the teaching and learning process to meet the needs of a generation that is increasingly familiar with digital technology. The paradigm shifts in learning from teacher-centred to student-centred emphasise the importance of providing enjoyable and meaningful learning experiences. Therefore, learning innovation is inevitable, especially for elementary school teachers who play a strategic role in shaping the basic competencies, character, and learning motivation of students from an early age.

In addition, teachers have an important role in creating an interactive learning environment (Sya'ro et al., 2022). However, conventional learning methods that are still widely used often make students less motivated, resulting in low active participation and understanding of the material. Furthermore, a more personalised and collaborative approach, as well as the integration of technology in classroom activities, can help create a more dynamic learning atmosphere (Nurhidayat et al., 2024). In this way, students are not only recipients of information but also actively explore and develop their understanding independently.

In some areas, including Palu, many schools still face limitations in adopting innovative learning methods, including gamification. One of the main challenges is the difference in access to technology. Not all schools have adequate digital infrastructure to support the optimal implementation of gamification. In addition, variations in teachers' abilities to adapt to innovation and technology are also an obstacle (Purwanto, 2021). Similar to what happened with the community service partners, there are still a small number of teachers who find it difficult to adapt to technological changes and new learning strategies. High administrative burdens are also a hindering factor, as they are often burdened with non-teaching tasks that make it difficult for them to explore and develop more creative learning methods.

In addition, the lack of support and assistance in the form of training and ongoing guidance makes gamification difficult to implement effectively in schools (Widyastuti et al., 2024; Ilmadi et al., 2022). Therefore, a solution is needed to help teachers overcome these various obstacles and encourage the use of gamification in learning to create a more engaging learning experience for students (Dassa & Khuluq, 2021). Through the community service programme "Unlocking Fun Learning: Gamification Training for Teachers at SD Inpres 1 Talise", teachers acquired various innovative strategies in learning and the use of digital tools that support gamification. Thus, it is hoped that this activity can help teachers improve the quality of learning and create a more meaningful learning experience for students.

In addition, the community service output in the form of articles to be published in national journals and electronic mass media is expected to be read and known by the public and used as development material or reference, and is expected to be beneficial to the community. This community service activity also aims to equip teachers with a deep understanding of the principles of gamification and the skills to apply game-based learning strategies in the classroom. The application of gamification is expected to increase students' motivation to learn, strengthen their involvement in learning, and create a more interactive and enjoyable learning atmosphere.

Furthermore, this community service activity is related to IKU (a set of performance indicators established by the ministry), namely: 1) lecturers conducting activities outside the campus; 2) lecturers' work being used by the community; and 3) students gaining experience outside the campus. The research conducted by the community service team that is relevant to this community service activity is as follows: 1) The Implementation of Gamification to Enhance Grammar and Vocabulary in EFL Students' Writing Skills (Rayhan et al., 2025); 2) Comparative Analysis of the Implementation of

Technology, Pedagogy, and Education Trends of Science and Non-Science Programme Students in Sulawesi (Patmasari, Ahmar, et al., 2024); and 3) Accelerating the Use of Educational Technology: A Practical Approach to ICT Support at SD Inpres 3 Talise (Patmasari, Ismail, et al., 2024). The research results of the service team from the three titles are related to gamification, pedagogical innovation trends and technology integration for learning, as well as ICT-based practical training. These findings are relevant to service activities related to gamification because they confirm that technology plays a major role as a medium that enables the implementation of gamification to be more interactive, applicable, and efficient.

METHODS

Design

This activity is part of the community service programme which focuses on training-based community service. Specifically, this program is categorised as training to improve teacher competence based on learning innovation (gamification). Through this activity, the team seeks to improve teachers' capacity in understanding the concept and application of gamification strategies as an attractive learning approach that is relevant to the demands of the 21st century. Additionally, this training also aims to strengthen teachers' motivation and confidence to innovate in the learning process, enabling them to create more interactive, enjoyable, and meaningful learning experiences for students.

Location and Time

The community service activity was conducted at SD Inpres 1 Talise, located at Jl. Tombolotutu No.125, Kel. Talise, Kec. Palu Timur, Palu, Central Sulawesi. The community service activity, specifically the core activity (gamification training), was conducted on 7 August 2025. The target audience for the community service activity is ten teachers at SD Inpres 1 Talise. All teachers at the school are involved in this activity.

Activity Implementation Steps

The community service activity took place in several stages, namely the initial coordination and socialisation stage, training, technology implementation and mentoring, and finally reflection and evaluation.

In the initial coordination and socialisation stage, the community service team conducted an initial socialisation regarding the implementation schedule and what would be done during the community service activity. Next, training activities were conducted for teachers so that they could better understand the concept of gamification and how to implement it in learning. After that, technology was implemented, where teachers were taught to use gamification applications such as Wordwall.

Next, teachers tried to design gamification-based learning or quizzes using the technology platform they had learned. Finally, there was reflection and evaluation. Reflection was carried out to review and identify areas for improvement in the implementation of the activities. Meanwhile, an evaluation was carried out to see the results achieved by the partners and their level of understanding of the material presented.

Evaluation of Program Implementation and Sustainability

Regarding the evaluation of activity implementation, the evaluation is conducted after the training and mentoring activities have been carried out. The evaluation is conducted to assess the community service activities and review the achievements of the activities. As for the sustainability of the activities, after the community service activities have been completed, in this case, the community service team continues to communicate with partners and continues to provide guidance, follow-up mentoring, and consultation services for partners.

RESULTS AND DISCUSSION

Before the main activity, the community service team coordinated and conducted initial socialisation with the school to determine the schedule, technical requirements, and the number of participants who would attend the training, as shown in Figure 1. The teachers involved were given preliminary information about the training material, namely the application of gamification using the Wordwall platform. At this stage, preparations were also made for the facilities and infrastructure, such as the training room, computers/laptops, internet connection, and the Wordwall accounts that would be used.

FIGURE 1. Coordination with the school

Next, the training activity was opened with a speech from the team (Figure 2), followed by an explanation of the basic concepts of gamification in learning (Figure 3). The facilitator explained the benefits of gamification in increasing student motivation to learn, then introduced Wordwall as a medium that is easy to access and apply.

FIGURE 2. Welcome speech by the volunteer team

FIGURE 3. Presentation of material by the facilitator

In the core session, teachers were guided to create Wordwall accounts, understand the various game templates available, and learn how to customise content according to the subject matter. Next, participants were directed to create several forms of interactive games, such as multiple-choice quizzes, matching games, word searches, and crossword puzzles. The practice process was carried out in stages with direct assistance from the facilitator and the volunteer team, so that teachers could immediately try it out and receive feedback.

The participants' enthusiasm was evident when they successfully produced simple digital learning products in a short time. Several teachers were then asked to present their work in front of other participants, followed by a discussion about the potential application of Wordwall in the classroom.

FIGURE 4. Presentation by one of the participants

Figure 4 shows a teacher presenting the results of a quiz she has created on Wordwall. She enthusiastically shows the results to her colleagues.
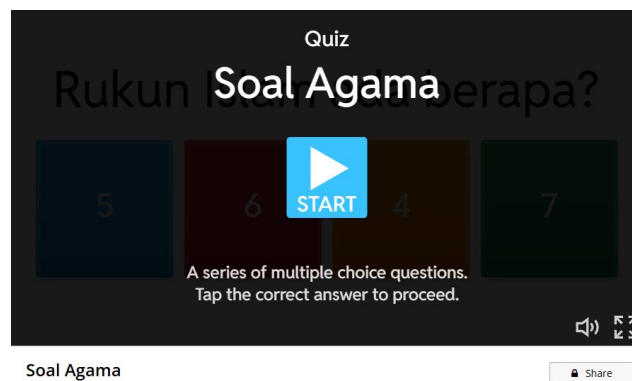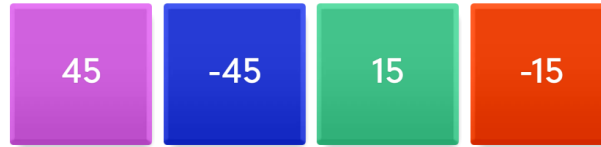

FIGURE 5. Initial display of a quiz created by one of the participants

FIGURE 6. Example of a quiz created by a participant

Figure 5 shows the initial display of a quiz created by one of the teachers, while Figure 6 shows a quiz created by another teacher. The figures indicate that teachers can already create quizzes on Wordwall.

FIGURE 7. The volunteer team and participants (1)

FIGURE 8. The volunteer team and participants (2)

After delivering the material, the team and participants took a group photo. It was taken during two sessions, which can be seen in Figures 7 and 8.

At the end of the training session, participants were also given an evaluation questionnaire to assess the overall quality of the activity. This questionnaire consisted of four main aspects, namely the quality of the material, the performance of the facilitator, the implementation of the training, and the impact of the training. The questionnaire was filled out independently by the participants, with the aim of collecting objective feedback on the effectiveness of the training.

The evaluation results showed that the training received very positive responses from participants, with average scores in all aspects falling into the excellent category. Participants assessed the material as easy to understand, the facilitator delivered the material clearly and inspiringly, the training methods were interactive and enjoyable, and the training had a real impact in the form of increased knowledge, motivation, and confidence in applying gamification.

The distribution of this questionnaire not only served as an evaluation tool but also as a basis for designing improvements for the next training session. Thus, this activity operates in a continuous cycle: providing learning experiences for teachers, measuring the effectiveness of the training, and refining strategies for the implementation of future programmes. The following are the teachers' responses to the questionnaire.

TABLE 1. Detailed responses per item

No.	Statement	Average	Category
1	The training material is easy to understand.	4.40	Very Good
2	The training material is suitable for my needs as a primary school teacher.	4.60	Very Good
3	The training provided new insights into gamification in learning.	4.60	Very Good
4	The training material can be directly applied in the classroom.	4.60	Very Good
5	The facilitator delivered the material clearly and systematically.	4.80	Very Good
6	The facilitator was able to answer participants' questions well.	4.60	Very Good
7	The facilitator was able to motivate participants to learn.	4.60	Very Good
8	The training schedule is tailored to participants' convenience.	4.40	Very Good
9	Adequate training facilities and infrastructure.	4.40	Very good
10	Interactive and enjoyable training delivery methods.	4.50	Very Good
11	This training has enhanced my knowledge of gamification.	4.60	Very Good
12	I am motivated to implement gamification in my classroom.	4.60	Very Good
13	I feel more confident trying new strategies after the training.	4.60	Very Good

Based on the results of the questionnaire analysis from 10 respondents, the average score for each aspect can be seen in the following table.

TABLE 2. Detailed responses per item

Aspect	Average Score	Category
Material Quality	4.55	Very Good
Facilitator Performance	4.67	Very Good
Training Implementation	4.43	Very Good
Impact of Training	4.60	Very Good
Total	**4.56**	**Very Good**

The results in the table above show that the gamification training was rated very good in all aspects, with the highest score for the facilitator's performance (4.67) and a relatively lower score for the implementation of the training (4.43).

In general, the questionnaire results show that the "Unlocking Fun Learning: Gamification Training" received a very positive response from participants. These results indicate that the effectiveness of training is reflected not only in participant satisfaction levels but also in the synergy between instructional design, facilitator quality, and the impact on changes in teaching behaviour.

In terms of training material quality, participants assessed that the material was easy to understand, relevant to their needs, and applicable in learning. This is in line with the goal of teacher training that is oriented towards direct practice. The score of 4.60 on the item "the material can be directly applied" confirms that the training was not only theoretical but also provided practical knowledge that could be used in the classroom.

The high score on material quality emphasises the importance of an applied and contextual training approach. Material that is easy to understand and relevant to classroom practice facilitates transfer of learning, namely the ability of teachers to apply the concepts learned to real teaching situations. Practice-oriented training design supports the theory of experiential learning, in which direct experience reinforces conceptual understanding.

In terms of the performance of the facilitator, the training received the highest score, especially in the aspect of clarity of delivery (4.80). This finding shows that the success of training is greatly influenced by the quality of the facilitators. The highest scores on facilitator performance indicate that the role of the facilitator is a key determinant of training success. Presenters who are communicative, inspiring, and systematic help build meaningful interactions and strengthen participants' intrinsic motivation. Previous studies also confirm that communicative, systematic, and inspiring instructors can increase the effectiveness of teacher training (Erbilgin & Robinson, 2025).

Meanwhile, in terms of training implementation, although it received a "very good" rating, the average score (4.43) was slightly lower than the other aspects. This indicates the need for improvement, especially in terms of time management, schedule convenience, and the completeness of facilities and infrastructure. These technical factors often become obstacles in teacher training activities, so more careful attention is needed in future training programmes.

The slightly lower score indicates that technical aspects such as timing and schedule convenience still need improvement. These logistical aspects are often non-pedagogical in nature, but they have a significant impact on the quality of the participants' learning experience. Improvements in the planning and coordination stages are expected to improve the consistency of training quality in the future.

In terms of the impact of the training, teachers felt that their knowledge of gamification had increased, they were more motivated, and they were more confident in trying new strategies, with an average score of 4.6. This positive impact shows that gamification-based training is relevant in increasing teachers' motivation to adopt learning innovations, as emphasised in the literature on the importance of innovative strategies in 21st-century learning.

The impact of the training showed improvements in the cognitive domain (knowledge of gamification), affective domain (teaching motivation), and conative domain (confidence to innovate). Conceptually, these results indicate the formation of teacher agency, teachers who have the initiative and confidence to reflectively change their learning practices. This improvement confirms the relevance of gamification as an innovative strategy that can foster teacher motivation and creativity, in line with the 21st-century learning paradigm that emphasises active, collaborative, and meaningful learning experiences. In addition, using games, especially educational games, is also believed to keep children from getting bored (Hastutiningtyas et al., 2023). Overall, the results of this evaluation confirm that gamification training is effective in providing knowledge, increasing motivation, and building teachers' confidence to implement new approaches in the classroom.

CONCLUSION

The "Unlocking Fun Learning: Gamification Training" programme proved effective in increasing the knowledge, motivation, and confidence of teachers at SD Inpres 1 Talise in implementing gamification in learning. The evaluation results showed that all aspects of the training, from the quality of the material, the performance of the facilitator, the implementation, to the impact of the training, received a rating of very good (average 4.56). The performance of the facilitator received the highest score, confirming the important role of facilitators in supporting the success of the training. Meanwhile, the implementation aspect received a relatively lower score, although it was still rated as excellent, so this could be taken into consideration in future training sessions. Overall, this training was able to make a positive contribution in introducing gamification strategies as a 21st-century learning innovation.

This community service activity still has several shortcomings, so that, there are several things that can be used as input for the development of future training. First, it is necessary to plan a more flexible schedule to suit the convenience of the participants. Second, the provision of facilities and infrastructure should be optimised to support the smooth running of activities. Third, the variety of interactive methods can be further improved to make the training atmosphere more enjoyable and encourage active participation. In addition, it is recommended that there be follow-up training or coaching and assistance in implementing gamification in schools, so that teachers can more consistently apply this strategy in their daily learning activities.

ACKNOWLEDGEMENTS

REFERENCES

Dassa, A., & Khuluq, M. H. (2021). Pelatihan gamifikasi pembelajaran bagi guru sekolah dasar di kabupaten Bantaeng. 309–314.

Erbilgin, E., & Robinson, J. M. (2025). A reflective account of facilitating teachers' professional learning in two different lesson study settings. Education Sciences, 15(1), 59. https://doi.org/10.3390/educsci15010059

Hastutiningtyas, W. R., Setyabudi, I., & Maemunah, N. (2023). The use of educative game tools (Meronce Lego) to support the motor development of preschool children at TA Pesan Ibu. ABDIMAS: Jurnal Pengabdian Masyarakat, 6(3), 4153–4157. https://doi.org/10.35568/abdimas.v6i3.3610

Ilmadi, Waryanto, H., Hidayat, A., Hapipah, Agustina, L., Zili, M. H. A., Nurhayati, & Janah, R. (2022). Pelatihan penggunaan gamification untuk meningkatkan motivasi siswa dalam belajar. JPM Jurnal Pengabdian Mandiri, 1(6), 1039–1044.

Nurhidayat, E., Mujiyanto, J., Yuliasri, I., & Hartono, R. (2024). Technology integration and teachers' competency in the development of 21st-century learning in EFL classroom. Journal of Education and Learning (EduLearn), 18(2), 342–349. https://doi.org/10.11591/edulearn.v18i2.21069

Patmasari, A., Ahmar, D. S., Anggreni, A., Azzajjad, M. F., Ningsih, P., & Ansari Saleh, A. (2024). Comparative analysis of the implementation of technology, pedagogy, and education trends of science and non-science program students in Sulawesi. JOIV: International Journal on Informatics Visualization, 8(3–2), 1552–1559.

Patmasari, A., Ismail, M., Saadillah, A., Ahmar, D. S., & Azzajjad, M. F. (2024). Accelerating the use of educational technology: A practical approach to ICT support at SD Inpres 3 Talise. Abdi Dosen: Jurnal Pengabdian Pada Masyarakat, 8(3), 1114–1124.

Purwanto, A. (2021). Teacher readiness in the era of revolution industry 4.0 to face millennial student. Brila: Journal of Foreign Language Education, 1(1), 1–8.

Rayhan, M., Usman, S., Patmasari, A., & Erniwati. (2025). The implementation of gamification to enhance grammar and vocabulary in EFL students' writing skills. Acuity: Journal of English Language Pedagogy, Literature and Culture, 10(2), 218–228.

Sya'ro, A. Z., Johan, R. C., & Mulyadi, D. (2022). The role of interactive learning media in improving students' English language skills. Pedagogia Jurnal Ilmu Pendidikan, 20(3), 243–250. https://doi.org/10.17509/pdgia.v20i3.67443

Widyastuti, W. T., Asnidar, Y., Andika, Y., Taufiq, S. F., Anggraini, D., & Hartantri, M. A. (2024). Pelatihan gamifikasi dalam pembelajaran abad ke21 bagi guru-guru sekolah dasar Islam terpadu Ar Raudhah. Prosiding Seminar Nasional Pengabdian Kepada Masyarakat 2024, 618–625.