

Effects of Gamification on Lower Secondary School Students' Motivation and Engagement

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Abstract : This paper explores the effects of gamification on lower secondary school students' motivation and engagement in the classroom. Two-group posttest-only experimental design were employed to study the influence of gamification teaching method (GTM) when compared with conventional teaching method (CTM) on 60 lower secondary school students. The Student Engagement Instrument (SEI) and Intrinsic Motivation Inventory (IMI) were used to assess students' intrinsic motivation and engagement level towards the respective teaching method. Finding indicates that students who completed the GTM lesson were significantly higher in intrinsic motivation to learn than those from the CTM. Although the result were insignificant and only marginal difference in the engagement mean, GTM still show better potential in raising student's engagement in class when compared with CTM. This finding proves that the GTM is likely to solve the current issue of low motivation to learn and low engagement in class among lower secondary school students in Malaysia. On the other hand, despite being not significant, higher mean indicates that CTM positively contribute to higher peer support for learning and better teacher and student relationship when compared with GTM. As a conclusion, gamification approach is flexible and can be adapted into many learning content to enhance the intrinsic motivation to learn and to some extent, encourage better student engagement in class.

Keywords : conventional teaching method, gamification teaching method, motivation, engagement

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