Systematic Literature Review: Gamification as a Learning Approach in Christian Religious Education in the Digital Age

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Abstract:

The rapid development of technology has advanced education, including the use of gamification as an innovative learning approach. Gamification integrates game elements to enhance students' interest and motivation and can be applied in various subjects, including Christian Religious Education. However, teaching methods in Christian Religious Education often remain traditional and monotonous. This study aims to encourage teachers to implement gamification in their teaching process. The research uses the Study Literature Review (SLR) method, collecting data from 12 relevant articles obtained through Google Scholar and Publish or Perish (POP). The findings show that gamification creates an engaging, interactive, and dynamic learning environment, improving students' motivation, participation, and learning outcomes across cognitive, affective, and psychomotor domains. Technology-based gamification enhances students' understanding based on their learning styles and fosters collaboration. However, its effectiveness depends on careful planning and relevant content selection. Without proper design, gamification may become a challenge rather than a benefit. Platforms like Kahoot have been widely used in education, offering interactive real-time quizzes that boost engagement and cooperation among students. Ultimately, gamification not only increases motivation but also transforms the learning experience into a more interactive and enjoyable process.

Keywords: Technology, Gamification, Religious Education Christianity

Abstrak: *Perkembangan teknologi yang pesat telah memajukan dunia pendidikan, termasuk penggunaan gamifikasi sebagai pendekatan pembelajaran inovatif. Gamifikasi mengintegrasikan elemen permainan untuk meningkatkan minat dan motivasi siswa serta dapat diterapkan dalam berbagai mata pelajaran, termasuk Pendidikan Agama Kristen. Namun, metode pengajaran dalam Pendidikan Agama Kristen sering kali masih bersifat tradisional dan monoton. Penelitian ini bertujuan untuk mendorong guru agar mengimplementasikan gamifikasi dalam proses pembelajaran. Penelitian ini menggunakan metode Studi Literatur (SLR) dengan mengumpulkan data dari 12 artikel relevan yang diperoleh melalui Google Scholar dan Publish or Perish (POP). Hasil penelitian menunjukkan bahwa gamifikasi menciptakan lingkungan belajar yang menarik, interaktif, dan dinamis, serta meningkatkan motivasi, partisipasi, dan hasil belajar siswa dalam aspek kognitif, afektif, dan psikomotor. Gamifikasi berbasis teknologi meningkatkan pemahaman siswa sesuai dengan gaya belajar mereka serta mendorong kolaborasi. Namun, efektivitasnya bergantung pada perencanaan yang matang dan pemilihan konten yang sesuai. Tanpa desain yang tepat, gamifikasi bisa menjadi tantangan daripada manfaat. Platform seperti Kahoot telah banyak digunakan dalam pendidikan, menawarkan kuis interaktif secara real-time yang meningkatkan keterlibatan dan kerja sama antar siswa. Pada akhirnya, gamifikasi tidak hanya meningkatkan motivasi, tetapi juga mengubah pengalaman belajar menjadi lebih interaktif dan menyenangkan.*

Kata Kunci: *Teknologi, Gamifikasi, Pendidikan Agama Kristen*

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INTRODUCTION

Education is an important asset for the progress and development of a country, so that it is more competitive in facing the challenges of the times. President Joko Widodo said that educating the nation's life is one of the objectives of the 1945 Constitution. Quality education means the top priority to produce human resources who are dynamic, skilled, skilful, and able to use technology and science. To realise these goals, education in Indonesia needs to adapt to the times, especially with the increasing use of technology in various aspects of life. Technology has become an essential part of everyday life in the ever-expanding digital era, including in education. The expansion of the digital era has affected how students learn. Learners are accustomed to using digital devices, apps and social media in their daily lives and have a preference for interactive, collaborative and fun learning experiences (Martin Putra Hura et al., 2024).

Learners tend to look for active ways of learning, where they can participate directly, cooperate with friends, and get results or feedback quickly. Purnama stated that the alpha generation (born 2010-2025) tends to have a digital life that involves the senses and emotions. During the learning process, this will increase students' attention and memory (Purnama, 2018). However, in the world of education, especially Christian Religious Education in the current digital era, the teaching methods that are often used still tend to be traditional and monotonous, namely one-way lectures, memorisation, written assignments and teachers as the main source of information (Praharani et al., 2013). This makes learners feel less engaged and find it difficult to understand the spiritual values being taught because the learning approach does not match their learning style which is based on technology and interactivity. This mismatch can lead to learners feeling less motivated in taking religious lessons, which in turn reduces their understanding and appreciation of Christian moral and spiritual values. Therefore, teachers argue that the use of technology should be a major focus and priority in 21st century classrooms (Suarmini, 2019). One way to address this is to get students involved in engaging activities during the teaching and learning process. One way to address this is to develop teaching methods so that PAK materials are delivered in a more relevant and interesting way. In other words, PAK educators should adapt their learning methods to the material being taught so that the methods used are effective and the learning objectives can be fully achieved (Rapa & Bilo, 2024). PAK teachers creativity becomes very important in the process so that learning can become more interesting and students' learning motivation can increase. One innovative learning approach that is emerging and gaining popularity in education is gamification.

Gamification is emerging as an innovative approach in education, including in the context of Christian religious education in the digital age. Gamification is the application of game elements, such as points, levels, challenges and rewards into non-game contexts such as learning (Shaliha & Fakhzikril, 2022). The main goal is to increase the motivational engagement and participation of learners in the learning process to be more interesting and interactive, but it can also help learners internalise biblical values, understand Christian teachings, and develop Christian character. One of the main reasons for implementing gamification in Christian education is to overcome the challenges faced in the traditional and monotonous learning process, which is a one-way lecture, with the teacher as the main source of information. The results of research conducted by Alni, show that the use of teaching aids in learning has not shown optimal quality improvement, so innovation in teaching methods is needed (Alni, 2019). Gamification can be a solution to create a more engaging and interactive learning experience, which can increase students' interest in Christianity teaching materials. Research

conducted by Seliro shows that gamification creates a more fun and interactive learning environment, and improves student learning outcomes (Seliro Wangi et al., 2022).

In the context of Christianity education, gamification can help students to better engage with teaching materials, which are often abstract and require deep understanding. Gamification can be understood through humanistic, constructivist and social learning theories. The humanistic learning theory proposed by Boiliu is an important basis for designing technology for Christian religious education, focusing on learning experiences that are meaningful and relevant to students. This approach emphasises that engaging and interactive gamification elements can help educators create learning environments that are inclusive and responsive to students' emotional and social needs, thus increasing their motivation to learn (Boiliu et al., 2022). In addition, the theory of constructivism is also relevant in the application of gamification, although the existing literature has not addressed it specifically in Christian religious education. Constructivist approaches favour active and collaborative learning experiences, which gamification can facilitate through challenges and games (Pandie, 2022). In this way, students are encouraged to engage directly in the learning process, explore and understand Christian values deeply (Kornelius et al., 2022).

Gamification creates opportunities for students to learn from each other through competition and collaboration in games, which not only increases their engagement but also reinforces the social and moral values being taught (Boiliu et al., 2022). Makoni points out that educational technology has great benefits in improving the effectiveness of Christianity learning, especially when integrated with gamification elements (Makoni et al., 2022). The use of apps such as quizziz, described by Sirait, can improve student engagement and learning outcomes in a fun and interactive way (Sirait, 2024). Thus, gamification serves not only as a tool to increase motivation but also as a bridge to connect learning theory with effective educational practices. Lutfiani explained that the application of blockchain technology-based gamification can increase student motivation in an educational environment (Lutfiani et al., 2022). By utilising existing technology, educators can create learning platforms that are more interesting and relevant to students, so that they are more engaged in the process of learning Christianity. Gamification can also encourage social interaction among students. The element of competition often integrated in gamification can create a more dynamic and collaborative learning atmosphere(Rodrigues et al., 2019). In the context of Christian religious education, these interactions can strengthen students' understanding of religious and ethical values and encourage more in-depth discussions on the topics taught. Rodrigues et al. emphasise that game mechanics contribute to user engagement and influence their attitude towards learning activities (Rodrigues et al., 2019).

However, it is important to note that the implementation of gamification must be done well. Armstrong and Landers caution that simply adding game elements without considering proper instructional design principles may result in undesirable outcomes (Armstrong & Landers, 2018). In the context of Christian religious education, educators need to design gamification experiences that are not only engaging but also educational, ensuring that religious values are conveyed in a way that is relevant and appealing to students. Haryani underlines that although gamification offers a lot of potential, research on the application of gamification in Christian religious education is still limited, and more studies need to be conducted to understand its impact in depth (Hendriyati Haryani et al., 2023). While there are many studies on gamification in general education contexts, studies that focus on Christian religious education are limited. Therefore, this research can make a significant contribution to the understanding of how gamification can be integrated in the Christian religious education curriculum, as well as its impact on student understanding and engagement (Newton & Salvi, 2020). The in-depth literature review on this topic makes the discussion more interesting as it incorporates various perspectives from learning theories, including constructivism and Bloom's Taxonomy theory. By

reviewing the existing literature it is possible to see how gamification has been applied in other educational contexts and the results, as well as how the principles can be applied in Christian religious education (Hashim et al., 2024). studies on the use of gamification tools such as Kahoot show that it can increase student motivation and engagement in learning. By relating these findings to the context of Christian religious education, it is possible to develop a more holistic and effective approach in teaching religious values to students. Therefore, the purpose of this research is to describe the gamification method used in Christianity learning and evaluate how it impacts students' understanding, their motivation to learn, and their active engagement in Christianity materials. In addition, the purpose of this research also includes learning methods that are innovative and suited to the needs of students in the digital age, so that they can improve their understanding and appreciation of Christianity. Thus, this research is not only academically relevant but also practical and contributes to the development of more innovative and effective teaching methods in Christianity education.

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RESEARCH METHODS

In writing this article, the method used is the systematic literature review (SLR). SLR is a research design that systematically synthesizes evidence from previous studies to answer research questions. This method allows researchers to obtain accurate and relevant academic literature that aligns with the research problem. The analysis focused on articles containing the keywords "gamification" and "religious education." The search results identified 12 relevant journals that focus on gamification. Among them, eight journals used qualitative descriptive methods, one journal employed a literature study method, and three journals utilized classroom action research (PTK).

This study aims to address three main research questions: the development of gamification in Christian religious education, the effectiveness of gamification elements (such as points, badges, levels, challenges, and rewards) in enhancing students' learning motivation, and the challenges faced in implementing gamification in Christian education in the digital era.

The study follows four main stages. The first stage, article search, involved collecting articles from sources such as Google Scholar and Publish or Perish (POP). The second stage, criteria selection, concentrated on searching for studies related to gamification and Christian religious education. The third stage, quality assessment, ensured that only reputable journals published through Open Journal Systems (OJS) were included by reviewing the titles and abstracts for relevance and quality. The final stage, data extraction, involved selecting 12 journals that matched the research focus

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on gamification in religious education. The selected journals were published within the last five years, between 2018 and 2023, ensuring up-to-date and relevant findings for this study.

RESULTS AND DISCUSSION

The analysis of articles searched had the keywords gamification and religious education. The search results show that 12 journals have been identified, which are relevant to this study and focus on gamification. Based on the results of the analysis of 12 journals regarding gamification, it can be presented that 12 journals show that 8 journals use qualitative descriptive methods, 1 journal uses literature study methods and 3 journals use classroom action research methods. The following article search process is explained in the table below:

Table 1. Review Results

No	Author/year	Research title and journal	objective
1	(Martin Putra Hura et al., 2024)	Transforming Christian Religious Education Learning Methods in the Digital Age Journal of Theology and Christian Education	This research aims to study the different digital approaches and technologies that can be used in Christianity learning and evaluate how these impact on students' understanding, desire to learn and active engagement in Christianity materials.
2	(Bahri, 2023)	Gamification-based Learning in Islamic Religious Education Journal of professional education for Islamic religious teachers	evaluate how game elements such as points, challenges, and rewards can increase student motivation, encourage learners to participate in lessons, and help them understand and internalize Islamic values.
3	(Rapa & Bilo, 2024)	The Role of Christian Religious Education Teachers in the Implementation of Technology-Based Interactive Learning to Increase Student Learning Motivation Journal of Christian and Catholic Education	Discusses the important role of the Christian Religious Education teacher in designing and implementing this approach, as well as the challenges faced in the process. this approach, as well as the challenges faced in the process.
4	(Safroni & Hidayah, 2024)	Gamification-based Islamic Religious Education Learning Strategy to Increase Student Motivation	To describe the enabling, inhibiting and supporting factors of gamification model learning assessment in Islamic religious education regarding the emotional aspects of students of Madrasah Ibtidaiyah Al-kholili Probolinggo City.
5	(Suarmini, 2019)	Tri Hita Karana-based Gamification Method An Alternative for 21st Century	To examine the effectiveness of using the Quizizz application in empowering Christian character among the youth of

		Learning	GBI Pelita Imanuel, as well as to evaluate its impact on students' spiritual growth and material understanding.
6	(Sirait, 2024)	Empowering Christian Character Through Interactive Learning: Implementation of Quizizz as Educational Media in Youth of GBI Pelita Imanuel	To discuss the concept of gamification in education by integrating the "Tri Hita Karana" philosophy from Bali.
7	(Sinaga, 2023)	Efforts to Improve Learning Outcomes of Christian Religion Material on the Role of Humans in Maintaining Nature through the Puzzles Picture Game Method for Class Vii students in the first semester of SMP Negeri 1 Siempat Nempu.	improve students' ability to communicate and cooperate, as well as learning outcomes, through image puzzle media
8	(Romadoni et al., 2024)	Implementation of Gamification Quizizz Learning Media on Islamic Religious Education Materials in Increasing Student Motivation and Interaction Journal of Islamic religious education	describing the Implementation of Quizizz Gamification Learning Media on Islamic Religious Education Materials in Increasing Student Motivation and Interaction (Case Study at SMK Ar-Roudhoh Beji) Increasing Student Motivation and Interaction (Case Study at Ar-Roudhoh Beji Vocational School, Pasuruan) Pasuruan
9	(Samosir, 2024)	Gamification-based PAI Learning Model Increases Student Interest and Participation in Religious Learning at SDN 010033 Perk. Hessa Journal of education and social sciences	Describe the implementation of gamification-based PAI learning model and the supporting and inhibiting factors in increasing students' interest and participation in SDN SDN. knowing the supporting and inhibiting factors in increasing student interest and participation at SDN 010033 Perk. 010033 Perk. Hessa.
10	(Pontoan & Kamagi, 2023)	Christian Religious Education Learning Experience Using Quizizz Learning Technology Shanan's journal	Obtaining information about the experience of using Quizizz application in learning Christian religious education in churches
11	(Tripuji, 2023)	The Effect of Learning Methods in Christian Religious Education on the Captivation of Students of SD Negeri 1 Banyumanis Jepara.	Discussing effective teaching methods in PAK that are able to attract students' interest and comprehension.
12	(Titik & Susanti, 2022)	Implementation of Gamification Method to Improve Student Cooperation in Group Class X-4	Improving student cooperation in groups through the application of gamification methods in class X-4 in

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in One of the Christian High Schools in Tangerang Christian High School in Tangerang Scientific journal	one of the Christian high schools in Tangerang.

RQ1 The Development of Gamification in the Learning Process of Christian Religious Education

In her writing, Henny said that Nick Pelling first used the term gamification in a TED presentation in 2002 (Jusuf, 2016). According to Suarmini, gamification is an approach used by teachers to achieve goals by incorporating game mechanics and elements into learning activities to attract students' attention and encourage them to participate. This creates a fun learning atmosphere, which in turn can improve student achievement (Suarmini, 2019). Gamification is a learning method that uses elements from games or video games to motivate students to learn and increase engagement and fun. In addition, it can be used to capture things that interest students and encourage them to keep learning (Jusuf, 2016). The ever-growing industrial revolution results in greater technological advances, which have an impact on the learning process including PAK subjects. PAK does not reject technology, instead it embraces it and uses it as a learning medium. This industrial revolution opens up many opportunities to use technology to improve and enrich the world of education, such as gamification (Eliasaputra et al., 2020). The development of gamification in the learning process of Christian Religious Education (PAK) shows significant potential in increasing student motivation and engagement. Gamification, which involves applying game elements in a non-game context, has been proven effective in creating a more engaging and interactive learning experience. In the context of PAK, the application of gamification can help students to be more engaged with the teaching material, which in turn can improve understanding and retention of information.

Hura noted that in the learning process of Christianity, teachers still use traditional and monotonous methods, which leads to a lack of motivation of learners in the learning process (Martin Putra Hura et al., 2024). Therefore, gamification is present to increase learner motivation as several studies have shown that using gamification in the learning process is proven to increase learner engagement, interest, and motivation and make the learning process more effective (Fatharani et al., 2022). In line with research conducted by Bahri and Nooviar, which shows that gamification has the potential to create an interesting and effective learning process to improve the quality of religious education (Bahri, 2023). Gamification creates an interactive learning atmosphere that encourages students to be more active and motivated, resulting in an improvement in the learning process (Nooviar et al., 2024). In addition, Safroni showed that gamification in the learning process can increase interest and motivation through emotional aspects (Safroni & Hidayah, 2024). different from Sinaga and Titik who showed that gamification in the learning process can improve students' communication and cooperation skills (Sinaga, 2023). Through gamification, the learning process in groups not only increases motivation but the learning outcomes of students also increase (Titik & Susanti, 2022). Shaliha's research shows that in the gamification process not only cooperation and emotional aspects can be improved but the gamification process can improve cognitive, affective and psychomotor aspects (Shaliha & Fakhzikril, 2022).

Based on the above aspects that influence gamification, it can be seen that this is related to Bloom's Taxonomy theory which divides cognitive skills into levels from the most basic (knowledge) to the most complex (creation) (Bloom, 1956). Gamification supports learning at these different levels in an engaging way. For example, in Christianity learning, students can recall Bible stories (knowledge),

explain their meaning (comprehension), apply their values in simulations (application), evaluate moral choices (evaluation), or even create projects that reflect their understanding of Christian values (creation). Thus it can be concluded that gamification is proven to create an interactive, engaging, effective, and dynamic learning environment in increasing learners' interest, motivation, engagement, learning outcomes, and increasing knowledge in both the cognitive, affective, and psychomotor aspects of learners' emotional aspects.

Gamification is used to create content with Christian values, such as apps, videos, and interactive learning materials that illustrate and teach ethical principles and Christian teachings to students. With gamification, moral messages can be delivered in a way that is relevant to the younger generation, so that they can better understand and apply Christian values in their daily lives (Pandie, 2022). This is in line with the opinion of Yokom who said that PAK does not only require the understanding of biblical texts or the memorisation of biblical verses, but also the adaptation of teaching methods that are relevant to today's development (Yokom, 2023). In the context of Christianity, the use of technology includes various tools and platforms that can enhance the quality of learning. This includes changes that occur to the Bible, such as when the Bible becomes a digital version, and specialised applications that use technology to explain religious concepts (Nainggolan, 2020). Gamification is here to make it easier to access and deliver Christian teachings in a more creative way (Nide, 2023)

RQ2 Effectiveness of gamification elements in increasing students' learning motivation in the context of Christian religious education

Gamification is defined as the idea of using game-based mechanics, aesthetics, and game thinking to connect people with each other, motivate them to do things, encourage them to learn, and help them solve problems. Glover found that gamification encourages students to follow learning activities thoroughly (Glover, 2013). This is in line with Sari who explains that Gamification is a new educational method that utilises game elements to increase student engagement, motivation and achievement during the learning process (Sari & Alfian, 2023). Gamification is one of the potential tools to create an interactive and adaptive learning environment to face increasingly complex educational challenges. When using gamification, it is important to consider students' needs and characters (Alsawaier, 2018). Gamification has 7 basic elements that are usually applied in the learning process, including:

A point system rewards learners for certain actions. These points can be used to show progress or achievement. A point/reward system rewards students for certain actions, such as completing assignments or attending online classes. These points/rewards can be used to encourage learners to complete challenges or tasks (Febriansah et al., 2024). Badges are visual symbols that indicate certain achievements or levels that learners have reached. Learners are said to level up based on achievements or points earned. Levels provide greater challenges as learners progress. Leaderboards show where learners stand compared to other learners. This creates an element of competition that can motivate users. In the learning process the leaderboard provides information on all learners' achievements in learning. Challenges or missions provide specific tasks that the user must complete to earn points or badges. This creates a clear goal. In the learning process this challenge is given for learners for the learning evaluation process. Quick and clear feedback helps learners to understand their progress. It is important to give immediate feedback to students once they have completed the task. Narrative or storyline can be used to engage users and provide context for the gamification experience. A good game involves an interesting storyline. The material is laid out in a narrative and asks learners as players to participate in completing the story.

The use of gamification elements makes learning more interesting and interactive for learners (Abdul Rahman et al., 2018). These elements help learners to develop skills such as perseverance and cooperation in facing challenges which are important values in the learning process (Febriansah et al., 2024). By implementing elements such as points, challenges, and leaderboards, students feel more motivated to actively participate in the learning process. this is in line with hakeu's research, which shows that game elements in gamification make learning more interesting and dynamic, so that students become more enthusiastic in participating in learning and learning outcomes have improved (Hakeu et al., 2023).

Student learning motivation through previous research. Samosir's research shows that by integrating game elements, students become more active and enthusiastic in learning and can increase students' interest and participation in religious learning (Samosir, 2024). This is in line with Rapa's research which shows that the use of technology-based interactive learning in Christian religious education contributes significantly to students' learning motivation and their understanding of Christian religious values. Through various digital tools and platforms such as Classpoint, Slido, and other applications, teachers can create more engaging and relevant learning experiences (Rapa & Bilo, 2024). In addition, Pontoan also revealed that Quizizz technology is an option in religious education learning media because it is easily accessible, makes the learning atmosphere fun, increases enthusiasm in doing quizzes, can pay attention to lessons, review material that has been learned (Pontoan & Kamagi, 2023). Another thing was also revealed by Safroni who explained that the evaluation of learning the gamification model of Islamic religious education on the emotional aspects of students at Al-kholili Islamic Junior High School in Probolinggo City could increase student interest and motivation (Safroni & Hidayah, 2024). Ainaga also revealed that puzzle image media can improve students' ability to communicate and cooperation between students and their learning outcomes (Sinaga, 2023).

Another point was also revealed by Titik, that the gamification method can be applied to improve student cooperation in the X-4 class group in one of the Christian high schools in Tangerang (Titik & Susanti, 2022). Bahri, revealed that gamification has the potential to create an interesting and effective learning environment in improving the quality of religious education (Bahri, 2023). Based on some of the research results above, it can be concluded that the application of gamification by including game elements in learning has proven to have a significant impact in improving student abilities, interest, motivation, enthusiasm, cooperation and learning outcomes. gamification makes the learning atmosphere more interesting, effective and relevant to the times so that children are more interested in participating in learning. This is in line with the theory of constructivism developed by jean piaget and lev vygotsky which suggests that learning is an active process that is built through personal experience. Gamification supports the constructivist approach as it provides learning experiences that allow students to interact with Christian values and concepts in an active and reflective way. For example, Bible narrative-based challenges or games help students build a meaningful understanding of the story (Vygotsky, 2003). Thus, the application of gamification in learning has a positive impact in increasing learners' motivation to learn.

RQ3 obstacles and challenges faced in implementing gamification in Christianity learning in the digital era

Gamification in Christian education has great potential to increase learners' interest and motivation, but it also faces several obstacles or challenges. Here are some of the obstacles or challenges faced.

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This is because during the learning process the teacher will give rewards, explain challenges and mini games which of course will spend a lot of time during the learning process in the classroom (Safroni & Hidayah, 2024). In addition to its application, preparation before implementing gamification also requires a long time and process. Because teachers must think about the steps and processes of implementing gamification carefully, prepare rewards and test the method. This method also requires more tools or instruments. Therefore, teachers must really have careful preparation when implementing gamification methods in the classroom. If the teacher lacks preparation when running the gamification method, then the learning process will be less than optimal. This can damage students psychologically. The lack of explanation to the students about the badges or rewards makes them see any learning process in the game only as a stepping stone that must be passed towards earning rewards; not as the acquisition of successful learning outcomes.

Limited access to technology in schools or learning environments. Some schools do not have adequate infrastructure such as a stable internet connection, sufficient hardware such as computers or tablets, or the necessary software to support interactive learning (Rapa & Bilo, 2024). This may limit PAK teachers' ability to effectively implement technology in their learning. Not all teachers have adequate training or skills in using gamification tools. This lack of skills can be a barrier in designing and managing effective learning (Samosir, 2024). Creating gamification content that is relevant and engaging for students, and linking it to Christian religious values, can be challenging. Teachers must ensure that the game elements do not distract from the deeper learning objectives. Gamification should be a tool that helps students understand religious teachings, not just a game experience. The use of gamification must be in line with Christian values, and educators must have the ability to wisely integrate gamification elements without violating religious values (Martin Putra Hura et al., 2024). Therefore, gamification must be carefully planned to achieve educational goals. Gamification also has drawbacks, but they can be overcome by planning it properly. To make education effective and engaging, teachers need careful preparation, proper training, and collaboration between teachers to avoid potentially harmful misunderstandings during classroom learning.

CONCLUSIONS AND RECOMMENDATIONS

Gamification is proven to create an interactive, engaging and effective learning environment. It plays an important role in increasing learners' interest, motivation, engagement and learning outcomes, both in cognitive, affective and psychomotor aspects. In the context of education that is increasingly advanced and supported by digitalization, teachers are faced with the challenge of mastering technology and adjusting learning approaches. For Christian Religious Education teachers, the utilization of technology, including gamification, can improve students' understanding according to their learning styles and provide opportunities to interact and cooperate with peers. In addition, gamification is also an effective tool in delivering moral messages and Christian values in a way that is relevant to the younger generation, helping them understand and apply them in their daily lives. Although there are obstacles, such as limited infrastructure, limited time, lack of teacher preparation and lack of understanding of creative teachers are key success factors. Therefore, this learning model can be used as an effective alternative to improve the quality of religious education and encourage other schools to apply the same strategy to create a more interactive and enjoyable learning environment. However, this can also be a challenge for PAK teachers, if they do not pay attention to the content of the material provided. Therefore, careful design is needed to ensure that gamification elements are in line with the objectives of Christian Religious Education.

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