

**PRE-SERVICE TEACHERS' PEDAGOGICAL
EXPERIENCES IN IMPLEMENTING GAMIFICATION
DURING THEIR MBKM SCHOOL TEACHING
PRACTICUM**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in English teaching



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ABSTRACT

Azizah, Qonitah. (2025). *Pre-service Teachers' Pedagogical Experiences in Implementing Gamification During Their MBKM School Teaching Practicum*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Supervisor I: Dr. Irma Soraya, M.Pd. Supervisor II: M. Hanafi, M.A

Key Words: *pre-service teachers, gamification, EFL, pedagogical experience, Gamification Implementation Challenges, Strategies to Overcome Gamification Challenges*

In Indonesia, research on gamification in language education has mainly focused on students' outcomes rather than teachers' classroom experiences. This study explores pre-service EFL teachers' pedagogical experiences in implementing gamification, focusing on their experiences during the implementation of gamification, challenges faced, and strategies used to overcome them. This research uses a qualitative approach with a multiple case study design, involving three pre-service teachers who have participated in the *Merdeka Belajar Kampus Merdeka* (MBKM). Data were collected through semi-structured interviews and learning video analysis. The findings show that gamification positively influences EFL learning by increasing student enthusiasm, engagement, and understanding – particularly in vocabulary and grammar. It also created a lively classroom atmosphere. However, they faced challenges such as technical issues, difficulties aligning game content with students' proficiency, and managing time and classroom dynamics. Some students also focused more on the game aspect rather than on learning objectives. To overcome these issues, pre-service teachers adopted strategies including providing non-digital alternative media, improving digital literacy through social media, adjusting learning schedules, and implementing adaptive classroom management. This study provides empirical insights into how pre-service teachers deal with classroom realities when implementing gamification, offering implications for teacher training and curriculum design that promote innovative and also contextualized learning technologies in English as a foreign language (EFL) classroom.

ABSTRAK

Azizah, Qonitah. (2025). *Pengalaman Pedagogis Guru Prajabatan dalam Menerapkan Gamifikasi Selama Praktikum Mengajar di Sekolah MBKM*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Dr. Irma Soraya, M.Pd. Pembimbing II: M. Hanafi, M.A

Key Words: *Guru Prajabatan, Gamifikasi, EFL, Pengalaman Pedagogis, Tantangan Implementasi Gamifikasi, Strategi Mengatasi Tantangan Gamifikasi.*

Di Indonesia, penelitian tentang gamifikasi dalam pendidikan bahasa sebagian besar berfokus pada hasil belajar siswa daripada pengalaman guru di kelas. Penelitian ini mengeksplorasi pengalaman pedagogis calon guru Bahasa Inggris sebagai Bahasa Asing (EFL) dalam menerapkan gamifikasi, dengan fokus pada pengalaman mereka selama implementasi gamifikasi, tantangan yang dihadapi, dan strategi yang digunakan untuk mengatasinya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus multipel, melibatkan tiga calon guru yang telah berpartisipasi dalam program Merdeka Belajar Kampus Merdeka (MBKM). Data dikumpulkan melalui wawancara semi-terstruktur dan analisis video pembelajaran. Temuan menunjukkan bahwa gamifikasi secara positif mempengaruhi pembelajaran EFL dengan meningkatkan antusiasme, keterlibatan, dan pemahaman siswa – terutama dalam kosakata dan tata bahasa. Hal ini juga menciptakan suasana kelas yang hidup. Namun, mereka menghadapi tantangan seperti masalah teknis, kesulitan menyelaraskan konten game dengan tingkat kemahiran siswa, serta mengelola waktu dan dinamika kelas. Beberapa siswa lebih fokus pada aspek permainan daripada tujuan pembelajaran. Untuk mengatasi masalah ini, calon guru menerapkan strategi termasuk menyediakan media alternatif non-digital, meningkatkan literasi digital melalui media sosial, menyesuaikan jadwal pembelajaran, dan menerapkan manajemen kelas adaptif. Studi ini memberikan wawasan empiris tentang cara calon guru menghadapi realitas kelas saat menerapkan gamifikasi, serta implikasi bagi pelatihan guru dan desain kurikulum yang mempromosikan teknologi pembelajaran inovatif dan kontekstual di kelas bahasa Inggris sebagai bahasa asing (EFL).

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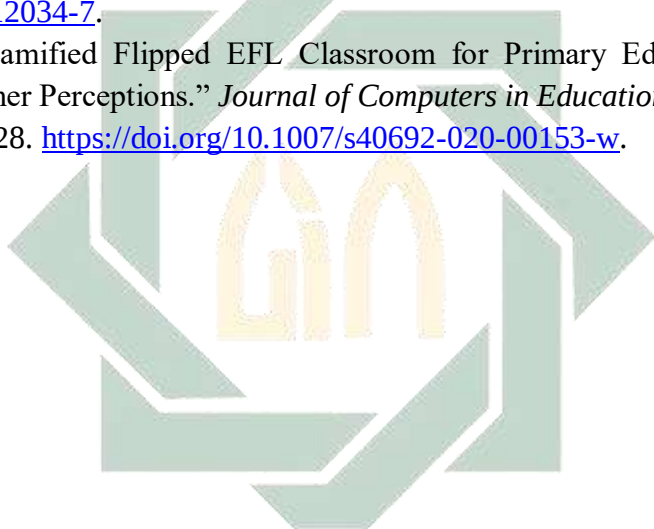
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