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THE RELATIONSHIP BETWEEN GAMIFIED TEACHING STRATEGIES AND THE LEVEL OF STUDENTS' ENGAGEMENT AND BEHAVIORAL PARTICIPATION IN VALUES EDUCATION

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ABSTRACT

This study utilized the descriptive–correlational research design. The descriptive method was used to determine the level of implementation of gamified teaching strategies in Values Education in terms of game mechanics, game dynamics, and game-based instructional design, as well as the level of student behavior in terms of moral and ethical reasoning, social behavior and cooperation, and self-regulation and responsibility. The correlational method was applied to examine the significant relationship between gamified teaching strategies and student behavior in Values Education.

The following findings were revealed in this study: The level of implementation of gamified teaching strategies was high, with game mechanics obtaining the highest level among the three dimensions. Game-based instructional design and game dynamics were also highly implemented, indicating that gamification is widely used to enhance student engagement in Values Education. In terms of student behavior, the results showed a very high level, particularly in self-regulation and responsibility, followed by social behavior and cooperation, and moral and ethical reasoning.

Furthermore, the relationship between gamified teaching strategies and student behavior was found to be statistically significant. Game mechanics, game dynamics, and game-based instructional design all demonstrated strong positive correlations with student engagement and behavior. Therefore, the null hypothesis stating that there is no significant relationship between gamified teaching strategies and student behavior in Values Education was rejected.

Finally, the findings indicate that gamified teaching strategies play a significant role in enhancing student engagement and promoting positive behavior in Values Education. The integration of game-based elements such as rewards, collaboration, and interactive activities contributes to improved moral reasoning, social interaction, and self-discipline among students. It can be concluded that the use of gamification in Values Education is an effective pedagogical approach in fostering both active learning and character development among learners.

KEYWORDS: Gamification, Values Education, student behavior, engagement, game mechanics, game dynamics, instructional design.

INTRODUCTION

In today's evolving educational setting, traditional methods in Values Education often fail to fully engage students, making lessons seem abstract and less connected to real-life experiences. This can result in passive learning and limited behavioral development. To address this, educators are exploring innovative approaches such as gamified teaching, which integrates game-based elements to improve motivation, engagement, and positive behavior.

Gamification has been recognized as an effective strategy to enhance student participation and learning outcomes. Elements such as rewards, challenges, and interactive storytelling have been shown to increase engagement and improve understanding (Koivisto & Hamari, 2019). It also encourages students to take an active role in their learning, promoting autonomy and competence (Subhash & Cudney, 2020). In Values Education, gamification provides meaningful and experiential learning opportunities that help students internalize moral values. Studies further show that gamified strategies support ethical reasoning, cooperation, and empathy among learners (Bovermann & Bastiaens, 2020; Sailer & Homner, 2020).

However, despite its benefits, the effectiveness of gamification depends on proper design and implementation. While it can enhance engagement, its long-term impact on student behavior and character development still needs further investigation (Hew et al., 2021). Understanding how different gamified elements influence learning outcomes is important in improving instructional practices.

This study aims to examine the influence of gamified teaching strategies on students' engagement and behavior in Values Education. It seeks to provide insights that will help

educators design more effective and engaging learning experiences that promote moral and ethical development.

Theoretical Framework

This study uses Self-Determination Theory (SDT) (Deci & Ryan, 1985, 2000) and the Gamification Model of Learning and Instruction (Landers, 2014) to examine how gamified teaching strategies affect student engagement and behavior in Values Education. SDT emphasizes that human motivation is driven by three psychological needs: autonomy, competence, and relatedness. When these needs are satisfied, students become more intrinsically motivated, enhancing their engagement, learning, and behavior (Ryan & Deci, 2020).

The Gamification Model of Learning and Instruction explains that game elements (e.g., points, leaderboards, challenges, role-playing tasks) increase engagement, which mediates learning and behavioral outcomes. Game mechanics enhance competence, game dynamics foster relatedness, and game-based instructional design promotes autonomy (Sailer & Homner, 2020; Koivisto & Hamari, 2019; Hew et al., 2021). Engagement is conceptualized in three dimensions: cognitive (critical thinking and moral reasoning), emotional (motivation and interest), and behavioral (active participation and task completion).

By integrating SDT and the Landers model, this framework provides a holistic understanding of how gamified teaching strategies can support moral and ethical development, social cooperation, and self-regulation in Values Education. It guides the study in assessing the level of implementation of gamified strategies, student behavior, and the relationship between gamification and engagement.

Figure 1 shows, that the independent variable, which is Gamified Teaching Strategies in terms of game mechanics, game dynamics, and game-based instructional design, represents the factors that researchers manipulate or control to observe their effects on the dependent variable, which is students' involvement in class activities**.**

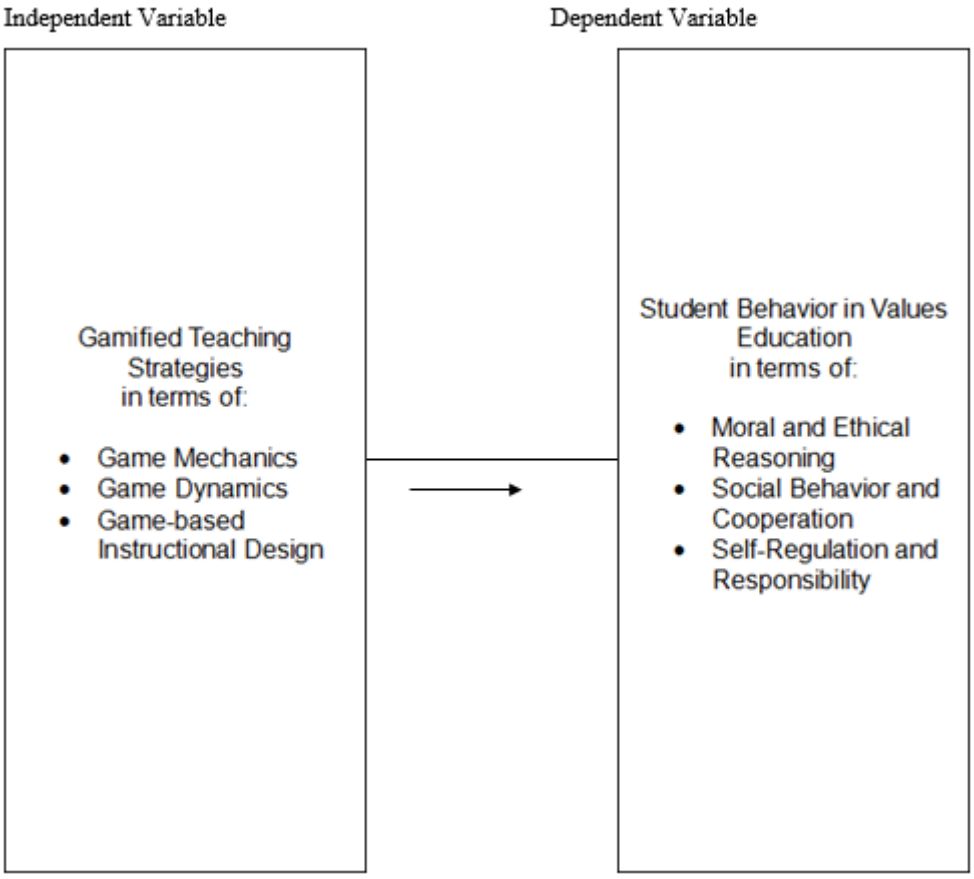

Figure 1 ***The Schematic diagram showing the relationship between the independent variable and dependent variable of the study.***

The study adopts the null hypothesis: (1) there is no significant relationship between the teaching strategies used by teachers and students' involvement in class activities, and (2) none of the teachers' demographic characteristics predict the level of use of the teaching strategies

Scope

This study focused on examining the relationship between Gamified Teaching Strategies and Student Behavior in Values Education among selected students enrolled in Values Education classes. The study is limited to assessing the implementation of gamified teaching strategies, particularly Game Mechanics, Game Dynamics, and Game-Based Instructional Design, and their relationship with students' Moral and Ethical Reasoning, Social Behavior and Cooperation, and Self-Regulation and Responsibility. It does not cover other subject areas beyond Values Education, nor does it investigate external factors such as teacher effectiveness, classroom environment, or socio-economic influences that may also impact student behavior.

The study was conducted within a specific educational setting, and the sample consists of students from a defined grade level or school, ensuring that the findings reflect the experiences of learners within this context. The study does not include teachers' perspectives on gamification effectiveness but instead relies on students' self-reported engagement and behavioral changes. Furthermore, the research does not explore the long-term effects of gamified teaching strategies beyond the duration of the study.

Since the study relied on self-reported data from students, there is a potential risk of social desirability bias, where respondents may provide answers that they believe are more socially acceptable rather than reflecting their actual thoughts and behaviors. Students may overstate their engagement and moral development due to perceived expectations from teachers or researchers. To minimize this bias, the study will employ anonymous survey methods, ensure that students understand that responses will not impact their grades, and use validated behavioral assessment tools that encourage honest reporting. Additionally, triangulating the data with observational methods or teacher assessments can help mitigate the effects of social desirability bias.

Review of Related Literature and Studies

This chapter dealt with the review of related literature and studies that have an important impact on the conceptualization of the present study, and which are relevant to the overall framework of the study. The researcher handled the essentials of citing relevant ideas from authorities and mentioned some significant points in studies conducted by other researchers. The information is organized substantially according to the variables used in this research.

Implementation of Gamified Teaching Strategies

Gamification in education has emerged as an innovative approach to enhancing student engagement, motivation, and learning outcomes. The implementation of gamified teaching strategies involves integrating game elements such as rewards, challenges, competition, and interactive storytelling into instructional design to make learning more engaging and meaningful. Research suggests that gamification fosters active learning by encouraging students to participate in tasks that simulate real-world scenarios, enhancing both cognitive and behavioral engagement (Subhash & Cudney, 2018). In the context of Values Education, gamified strategies allow students to internalize moral lessons through experiential learning, making ethical concepts more relatable and impactful (Sailer & Homner, 2020).

One of the key components of gamified teaching is game mechanics, which include points, badges, leaderboards, and progress tracking. These elements serve as extrinsic motivators that encourage students to complete tasks and achieve learning goals (Koivisto & Hamari, 2019). When implemented effectively, game mechanics provide students with immediate feedback and a sense of accomplishment, reinforcing positive behaviors and academic persistence (Landers et al., 2018). However, it is crucial that these mechanics are meaningfully integrated into the curriculum rather than being used solely as incentives, as research shows that excessive reliance on rewards without meaningful learning experiences can diminish intrinsic motivation over time (Deci & Ryan, 2020).

Beyond game mechanics, game dynamics play a significant role in fostering deeper engagement. These dynamics include elements such as collaboration, competition, and storytelling, which help create immersive learning experiences. Studies indicate that collaborative gamification, where students work together to solve problems or achieve common goals, enhances social learning and cooperative behavior (Zainuddin et al., 2020). Additionally, narrative-based gamification, in which students participate in role-playing activities or interactive storytelling, has been found to strengthen moral reasoning and ethical decision-making (Hanus & Fox, 2019). These strategies align well with Self-Determination Theory, which posits that learning experiences that promote autonomy, competence, and relatedness lead to greater intrinsic motivation and engagement (Ryan & Deci, 2020).

Moreover, game-based instructional design incorporates digital and non-digital games into teaching, transforming traditional learning experiences into interactive and student-centered activities. Digital gamification, including educational apps, simulations, and virtual reality, has been shown to improve student participation and knowledge retention (Huang & Hew, 2018). On the other hand, non-digital approaches, such as classroom role-playing and board games, can be equally effective in reinforcing ethical concepts and promoting active learning (Toda et al., 2019). The success of these strategies depends on teacher preparedness and the alignment of game-based elements with learning objectives, as poorly designed gamified lessons may lead to student disengagement rather than motivation (Dichev & Dicheva, 2017).

While gamification offers numerous benefits, its long-term impact and sustainability in education remain areas of ongoing research. Some studies caution that gamified teaching strategies may yield short-term engagement but may not always translate into long-term behavioral change (Hew et al., 2021). To address this, educators must carefully design gamification frameworks that balance extrinsic rewards with opportunities for intrinsic

motivation and self-directed learning (Sailer et al., 2021). As gamification continues to evolve, further research is needed to explore how different student demographics, learning styles, and subject areas influence the effectiveness of game-based learning strategies.

Student Behavior in Values Education

Values Education plays a crucial role in shaping students' moral character, ethical decision-making, and social behavior. It fosters the development of essential life skills such as empathy, responsibility, cooperation, and self-regulation, which contribute to students' holistic growth. Student behavior in Values Education is influenced by multiple factors, including teaching methodologies, school culture, and engagement in learning activities (Arthur et al., 2017). One of the most effective approaches to reinforcing positive student behavior is the integration of interactive and engaging strategies, such as gamification, which encourages active participation and real-world application of ethical concepts (Han & Johnson, 2021).

The study categorizes student behavior in Values Education into three key sub-variables: moral and ethical reasoning, social behavior and cooperation, and self-regulation and responsibility. These aspects are essential in assessing how students internalize and apply values taught in the classroom. Research indicates that students who engage in interactive learning environments develop higher moral reasoning and demonstrate improved ethical decision-making skills, as they are exposed to realistic dilemmas that require thoughtful reflection and discussion (Sanchez et al., 2019).

Moral and Ethical Reasoning

Moral and ethical reasoning refers to students' ability to differentiate right from wrong, analyze ethical dilemmas, and make responsible decisions based on societal norms and moral principles (Narvaez & Lapsley, 2017). According to the Moral Development Theory by Kohlberg (1981), students progress through different stages of moral reasoning, from obedience-driven behavior to higher levels of ethical understanding based on universal moral principles. Recent studies highlight that active learning strategies, such as role-playing and game-based instruction, significantly enhance students' moral reasoning skills (Rest et al., 2020). These interactive approaches provide real-world scenarios that require students to assess ethical conflicts, reflect on consequences, and justify their decisions. Gamified teaching strategies, in particular, have been shown to reinforce ethical decision-making by

engaging students in problem-solving tasks that navigate moral choices in simulated environments (Sailer et al., 2021).

Social Behavior and Cooperation

Social behavior and cooperation refer to students' ability to interact respectfully with peers and teachers, demonstrate teamwork, and collaborate in learning environments (Wentzel & Ramani, 2018). Values Education aims to foster positive social interactions, encouraging students to work together toward shared goals while respecting diverse perspectives. Studies suggest that collaborative learning experiences, such as group projects and gamified activities, improve students' social skills and ability to work in teams (Zainuddin et al., 2020). Research also indicates that game-based learning environments that incorporate team challenges, peer rewards, and cooperative problem-solving significantly enhance students' ability to communicate, negotiate, and support their peers (Sailer & Homner, 2020). These cooperative experiences not only strengthen academic engagement but also promote emotional intelligence and empathy, essential components of positive social behavior (Díaz-Ramírez, 2018).

Self-Regulation and Responsibility

Self-regulation and responsibility involve students' capacity to control impulses, manage their behavior, and take accountability for their actions (Zimmerman & Schunk, 2017). These skills are fundamental in Values Education, as they shape students' ability to make responsible decisions, follow ethical principles, and adapt to different social and academic situations. Studies have shown that gamified learning environments support self-regulation by providing students with clear goals, structured challenges, and real-time feedback, which help them monitor their progress and adjust their learning strategies accordingly (Subhash & Cudney, 2018). Furthermore, reward systems and progress tracking in gamified education create a sense of responsibility, encouraging students to remain committed to their tasks and exhibit disciplined behavior (Hanus & Fox, 2019).

Student behavior in Values Education is a multidimensional construct that encompasses moral reasoning, social cooperation, and self-regulation. The integration of interactive and gamified teaching strategies enhances these behavioral aspects by providing engaging, real-world learning experiences that promote ethical decision-making, teamwork, and accountability. Recent research supports the effectiveness of these approaches in reinforcing positive values and long-term behavioral changes among students (Huang & Hew, 2018). As

educators continue to explore innovative methods in Values Education, gamified strategies remain a promising avenue for fostering active engagement and meaningful moral development.

Relationship Between Gamified Teaching Strategies and Student Engagement

Student engagement is a critical factor in effective learning, influencing motivation, participation, and academic performance. The use of gamified teaching strategies has gained attention as an innovative approach to enhancing student engagement by integrating game-based elements such as rewards, challenges, competition, and storytelling into educational activities (Sailer & Homner, 2020). Research suggests that gamification increases student engagement by fostering intrinsic motivation, active learning, and emotional involvement in the learning process (Zainuddin et al., 2020). By providing structured goals, immediate feedback, and interactive learning experiences, gamification creates a dynamic and immersive environment that encourages students to take an active role in their education (Subhash & Cudney, 2018).

One of the key mechanisms through which gamification enhances engagement is motivation, which can be categorized into intrinsic and extrinsic motivation (Ryan & Deci, 2020). Intrinsic motivation is driven by personal interest and enjoyment in learning, while extrinsic motivation is influenced by external rewards such as points, badges, and leaderboards. Studies have found that gamified environments that balance both intrinsic and extrinsic motivators lead to higher engagement levels, as students feel a sense of achievement and autonomy in their learning (Landers et al., 2018). Furthermore, the Self-Determination Theory (SDT) suggests that gamification satisfies three psychological needs—competence, autonomy, and relatedness, which are essential for fostering sustained engagement (Ryan & Deci, 2020).

Gamification also plays a crucial role in enhancing cognitive engagement, which refers to students' ability to process information, apply critical thinking skills, and solve problems effectively (Hanus & Fox, 2019). Interactive game elements such as problem-solving tasks, simulations, and role-playing activities promote deeper learning by encouraging students to explore concepts, experiment with different solutions, and reflect on their decisions (Zainuddin et al., 2020). Research indicates that gamified learning environments help improve knowledge retention and conceptual understanding, as students are more likely to engage in meaningful learning experiences rather than passive memorization (Huang & Hew, 2018).

Beyond cognitive engagement, gamification enhances behavioral engagement, which includes students' participation, persistence, and effort in learning tasks (Dichev & Dicheva, 2017). Elements such as progress tracking, rewards, and competition encourage students to remain committed to their learning goals and actively participate in educational activities (Sailer et al., 2021). A study by Han and Johnson (2021) found that students in gamified classrooms exhibited higher levels of classroom participation and task completion compared to those in traditional learning settings. By reinforcing positive behaviors and providing structured learning pathways, gamification helps sustain long-term engagement and academic perseverance (Subhash & Cudney, 2018).

Another important aspect of engagement is emotional engagement, which refers to students' enthusiasm, interest, and sense of belonging in the learning process (Zarzycka-Piskorz, 2017). Gamification fosters positive emotional responses by creating an enjoyable and interactive learning atmosphere where students feel challenged yet supported (Sailer & Homner, 2020). Storytelling and narrative-driven gamification, in particular, have been shown to increase emotional investment in learning, as students connect with characters, storylines, and meaningful learning experiences (Toda et al., 2019). This type of engagement leads to higher motivation, lower anxiety, and greater willingness to participate in learning activities (Huang & Hew, 2018).

While gamified teaching strategies have demonstrated positive effects on student engagement, some studies caution that their effectiveness depends on instructional design, implementation, and student preferences (Hew et al., 2021). Poorly designed gamification, such as overuse of rewards or lack of meaningful challenges, may lead to short-term motivation without long-term engagement (Sailer et al., 2021). Therefore, educators must ensure that gamification is aligned with learning objectives, appropriately structured, and adapted to students' needs to maximize its benefits.

The relationship between gamified teaching strategies and student engagement is well-supported by research, demonstrating that game-based elements enhance motivation, cognitive processing, participation, and emotional involvement in learning. By incorporating structured challenges, rewards, interactive storytelling, and collaborative learning, gamification fosters a dynamic and engaging educational experience that encourages students to take ownership of their learning. However, its effectiveness relies on thoughtful implementation and a balance between intrinsic and extrinsic motivators to sustain engagement over time. As gamification continues to evolve, further research is needed to

explore its long-term impact and applicability across different learning contexts and student populations.

Differences in Gamified Teaching Effectiveness Across Student Groups

Gamified teaching strategies have been widely recognized for their ability to enhance student engagement, motivation, and learning outcomes. However, their effectiveness can vary significantly across different student groups, depending on factors such as grade level, learning styles, academic performance, gender, and socio-cultural background (Zainuddin et al., 2020). Research suggests that while gamification can be beneficial for most learners, its impact is not uniform, and different student groups may respond differently based on their cognitive development, motivation levels, and prior experiences with game-based learning (Huang & Hew, 2018). Understanding these differences is crucial for designing inclusive and effective gamified instructional strategies that cater to diverse learners.

Differences Based on Grade Level

One of the key factors influencing the effectiveness of gamified teaching is grade level. Studies indicate that younger students, particularly those in elementary and early secondary levels, tend to be more responsive to gamification due to their higher preference for interactive and playful learning experiences (Dichev & Dicheva, 2017). Younger learners are often motivated by extrinsic rewards such as points, badges, and leaderboards, which help sustain their engagement and focus on tasks (Subhash & Cudney, 2018). In contrast, senior high school and college students may require more intrinsically motivating gamification elements, such as problem-solving challenges, autonomy in learning, and meaningful narratives, to maintain their engagement (Sailer & Homner, 2020). Research by Hanus and Fox (2019) found that while gamification initially increases engagement among older students, its effectiveness may decline if the game mechanics do not align with their cognitive and motivational needs.

Differences Based on Learning Styles and Academic Performance

Students' learning styles also influence how they respond to gamified instruction. Visual and kinesthetic learners, who prefer interactive and hands-on learning experiences, tend to benefit more from gamification than auditory or text-based learners (Hew et al., 2021). For instance, gamified strategies that incorporate simulations, virtual reality, and interactive storytelling are particularly effective for visual and experiential learners, while traditional lecture-based

students may struggle with these approaches. Additionally, research suggests that students with higher academic performance may find gamified activities less engaging if they perceive them as repetitive or lacking intellectual challenge (Landers et al., 2018). Conversely, low-performing students often show increased motivation and participation when learning is gamified, as game mechanics provide immediate feedback, goal-setting, and reinforcement, which help build their confidence and persistence in learning (Zainuddin et al., 2020).

Gender Differences in Gamification

Gender can also play a role in the effectiveness of gamified learning. Studies suggest that male students are generally more attracted to competitive game elements, such as leaderboards, challenges, and digital simulations, while female students may prefer collaborative and narrative-driven gamification, where they can engage in teamwork and story-based learning (Huang & Hew, 2018). A study by Toda et al. (2019) found that female students were more motivated by social interaction and cooperative learning experiences, whereas male students responded more positively to points, badges, and competition-based rewards. These findings highlight the need for educators to design balanced gamified experiences that incorporate both collaborative and competitive elements to accommodate diverse preferences.

Socio-Cultural Factors in Gamified Learning

Cultural background can also influence how students perceive and engage with gamification. In some educational contexts, students from individualistic cultures (e.g., the U.S. and Europe) may be more inclined toward autonomy-driven gamification, where they can explore, make decisions, and progress at their own pace (Han & Johnson, 2021). In contrast, students from collectivist cultures (e.g., Asia and Latin America) may respond more positively to team-based challenges, social learning, and cooperative gameplay, which emphasize group success over individual competition (Zainuddin et al., 2020). The effectiveness of gamified learning is therefore influenced by cultural attitudes toward education, competition, and collaboration, underscoring the importance of designing culturally adaptive gamification strategies.

The effectiveness of gamified teaching strategies varies across different student groups, influenced by factors such as grade level, learning styles, academic performance, gender, and cultural background. While gamification can significantly enhance engagement and learning, its impact is not one-size-fits-all, and educators must consider these differences when

designing gamified instructional approaches. Research highlights the importance of customizing gamification strategies to align with students' developmental stages, cognitive preferences, and motivational needs to maximize learning outcomes. Future studies should continue to explore how adaptive gamification models can be developed to ensure inclusivity and effectiveness across diverse student populations.

Literature Gaps

While existing studies highlight the benefits of gamified teaching strategies in enhancing student engagement and behavior, several gaps remain. First, most research focuses on short-term effects, with limited studies exploring the long-term impact of gamification on student learning and moral development (Hanus & Fox, 2019; Sailer et al., 2021). Future studies should investigate whether gamified approaches sustain motivation and behavioral changes over time or if engagement declines once novelty wears off.

Second, while research has examined general gamification effectiveness, few studies provide comparative analyses across different student groups based on grade level, academic performance, learning styles, and socio-cultural background (Hew et al., 2021; Zainuddin et al., 2020). More targeted investigations are needed to determine which gamification elements work best for specific student demographics and how to tailor gamified strategies for diverse learners.

Additionally, gender differences in gamified learning remain underexplored. While some studies suggest that male students prefer competitive elements and female students favor collaborative activities (Toda et al., 2019), further research is required to validate these findings across different educational contexts. Understanding how gender dynamics influence engagement can help in designing more inclusive gamified instructional models.

Finally, while studies emphasize gamification’s effectiveness in improving engagement and motivation, its direct impact on academic achievement and values formation remains unclear (Subhash & Cudney, 2018; Sailer & Homner, 2020). More empirical studies should assess whether gamification significantly improves knowledge retention, ethical reasoning, and long-term character development in Values Education. Addressing these gaps will provide a more comprehensive understanding of how gamified teaching strategies can be optimized for sustained and meaningful learning experiences.

Personal Insights

The existing literature highlights the transformative potential of gamified teaching strategies in enhancing student engagement, motivation, and behavior. Gamification fosters active learning by making educational experiences more interactive and rewarding. However, its effectiveness varies among student groups, emphasizing the need for personalized and adaptable gamification models. This insight reinforces the importance of differentiated instruction, ensuring that gamified elements align with students' cognitive development, learning preferences, and motivational drivers.

Additionally, while gamification boosts short-term engagement, the concern about sustaining motivation over time remains significant. Many studies suggest that extrinsic rewards (e.g., points and badges) may lose their impact unless balanced with intrinsic motivators such as autonomy, mastery, and meaningful learning experiences. This highlights the need for well-designed gamification strategies that go beyond superficial engagement and focus on deep learning and long-term behavioral transformation.

Another key takeaway is the role of social and cultural factors in shaping students' responses to gamification. Research suggests that competition-driven models may not be effective for all learners, particularly those who thrive in collaborative or story-based learning environments. This calls for a more inclusive approach to gamified learning, ensuring that it caters to both individualistic and collectivist learning preferences.

Lastly, the literature emphasizes gamification's ability to enhance moral and ethical reasoning, particularly in Values Education. However, there is still limited empirical evidence linking gamification to long-term character development. Future research should explore whether gamification not only engages students but also instills lasting values and ethical decision-making skills. Overall, while gamification presents exciting opportunities in education, its implementation must be intentional, research-driven, and student-centered to maximize its impact.

Research Methodology

A structured survey questionnaire was the primary method used in this study to collect data for the descriptive type of research. The information was obtained using the questionnaire administered to the respondents. This study employed the descriptive–correlational type of research to determine the level of implementation of gamified teaching strategies and the level of student behavior in Values Education, as well as the significant relationship between the two variables. Purposive sampling was used in identifying the respondents of the study.

The respondents were 190 junior high school students from Grades 7, 8, 9, and 10 at Bangcud National High School. A five-point Likert scale was utilized to measure students' perceptions regarding gamified teaching strategies and student behavior.

This study was conducted at Bangcud National High School in Bangcud, Malaybalay City, Bukidnon, under the Schools Division of Malaybalay City. The school was selected as the research locale because of its diverse student population and the integration of innovative teaching strategies in Values Education. The locale provided a suitable environment for examining the effectiveness of gamified teaching strategies in improving student engagement and behavior.

The level of implementation of gamified teaching strategies in terms of game mechanics revealed a very high level with an overall mean of 4.15 and standard deviation of 0.529. The highest indicator was the use of points, rewards, and leaderboards motivating students to participate actively, which obtained a mean of 4.79 and standard deviation of 0.428. Meanwhile, the use of rewards and incentives enhancing interest in Values Education topics obtained the lowest mean of 3.13 and standard deviation of 1.315. These results indicated that game mechanics were highly implemented in Values Education.

In terms of game dynamics, the results showed a high level of implementation with an overall mean of 3.88 and standard deviation of 0.264. The highest mean of 4.43 with standard deviation of 0.807 was obtained by collaborative tasks helping students develop teamwork skills. The lowest mean of 3.45 with standard deviation of 0.732 was obtained by gamification making learning more exciting and enjoyable. This implied that game dynamics enhanced student engagement in Values Education.

The level of implementation of gamified teaching strategies in terms of game-based instructional design showed a high level with an overall mean of 4.10 and standard deviation of 0.378. The highest mean of 4.64 with standard deviation of 0.482 was obtained by the use of educational games and simulations enhancing understanding of moral concepts. The lowest mean of 2.96 with standard deviation of 1.111 was obtained by the use of interactive digital tools in Values Education. This indicated that game-based instructional design was highly implemented.

Overall, gamified teaching strategies obtained a grand mean of 4.04 and standard deviation of 0.390, interpreted as high. Among the three dimensions, game mechanics ranked highest, followed by game-based instructional design, while game dynamics ranked lowest. This showed that gamified teaching strategies were widely implemented in Values Education.

The level of student behavior in terms of moral and ethical reasoning showed a high level with an overall mean of 4.10 and standard deviation of 0.538. The highest mean of 4.45 with standard deviation of 0.798 indicated that gamified activities help students differentiate right from wrong. The lowest mean of 3.63 with standard deviation of 0.934 indicated that students find it easier to apply moral values in daily life because of gamified teaching methods.

In terms of social behavior and cooperation, the results revealed a very high level with an overall mean of 4.32 and standard deviation of 0.417. The highest mean of 4.81 with standard deviation of 0.395 indicated that gamified lessons encourage collaboration and communication. The lowest mean of 3.32 with standard deviation of 1.353 indicated awareness of how behavior affects others.

The level of student behavior in terms of self-regulation and responsibility obtained a very high level with an overall mean of 4.41 and standard deviation of 0.574. The highest mean of 4.66 with standard deviation of 0.628 indicated that gamified activities encourage responsibility in completing tasks. The lowest mean of 4.11 with standard deviation of 0.906 indicated that gamified instruction teaches accountability and perseverance.

Overall, student behavior in Values Education obtained a grand mean of 4.28 and standard deviation of 0.510, interpreted as very high. Self-regulation and responsibility ranked highest, followed by social behavior and cooperation, while moral and ethical reasoning ranked lowest.

The relationship between gamified teaching strategies and student engagement revealed significant correlations. Game mechanics obtained a correlation coefficient of $r = 0.833$ with $p = 0.000$, game dynamics obtained $r = 0.810$ with $p = 0.000$, and game-based instructional design obtained $r = 0.715$ with $p = 0.000$. These results indicated a strong significant relationship between gamified teaching strategies and student behavior in Values Education. Since the p-values were less than 0.05, the null hypothesis was rejected. The findings implied that gamified teaching strategies significantly influenced student engagement and behavior in Values Education.

Findings

An analysis of gamified teaching strategies in Values Education reveals that teachers consistently implement various gamification techniques to enhance student engagement. Among the different aspects of gamification, game mechanics show a very high level of application, motivating students through points, rewards, and leaderboards. Game dynamics, which include collaboration, competition, and interactive storytelling, also show a high to

very high level of implementation. Similarly, game-based instructional design, including simulations, digital tools, and real-life application of ethical concepts, demonstrates a high level of effectiveness. Overall, students exhibit a high level of engagement across all gamified teaching strategies.

Table 1. Level of Implementation of Gamified Teaching Strategies in Values Education in Terms of Game Mechanics.

Indicators	Mean	SD	Qualitative Description
Use of points, rewards, and leaderboards motivates active participation	4.79	0.43	Very High
Sense of accomplishment from badges or progress	4.60	0.80	Very High
Clear rules and structured goals help maintain focus	4.24	1.17	Very High
Leaderboards encourage improved performance	4.00	0.13	High
Rewards and incentives enhance interest	3.13	1.32	High
Overall	4.15	0.53	Very High

Table 2. Level of Implementation of Gamified Teaching Strategies in Terms of Game Dynamics.

Indicators	Mean	SD	Qualitative Description
Collaborative tasks develop teamwork skills	4.43	0.81	Very High
Interactive storytelling and role-playing increase engagement	4.01	0.09	High
Competitive elements challenge students to improve	3.87	0.37	High
Game-like format enhances enjoyment	3.65	0.72	High
Gamification makes learning exciting	3.45	0.73	High
Overall	3.88	0.26	High

Table 3. Level of Implementation of Gamified Teaching Strategies in Terms of Game-Based Instructional Design.

Indicators	Mean	SD	Qualitative Description
Educational games and simulations enhance understanding of moral concepts	4.64	0.48	Very High
Motivation increases with choice and decision-making in activities	4.45	0.80	Very High
Encourages application of ethical concepts in real life	4.43	0.81	Very High
Challenges improve critical thinking and decision-making	4.03	0.56	High
Digital tools (quizzes, simulations) increase engagement	2.96	1.11	Average
Overall	4.10	0.38	High

Table 4. Summary on the Level of Implementation of Gamified Teaching Strategies

Variables	Mean	SD	Qualitative Description
Game Mechanics	4.15	0.53	Very High
Game Dynamics	3.88	0.26	High
Game-Based Instructional Design	4.10	0.38	High
Grand Mean	4.04	0.39	High

Table 5. Level of Student Behavior in Values Education in Terms of Moral and Ethical Reasoning.

Indicators	Mean	SD	Qualitative Description
Gamified activities help differentiate right from wrong	4.45	0.80	Very High
Confidence in discussing moral dilemmas increases	4.32	0.47	Very High
Interactive lessons develop ethical decision-making skills	4.29	0.47	Very High
Understanding consequences of actions improves	3.82	0.88	High
Easier application of moral values in daily life	3.63	0.93	High
Overall	4.10	0.54	High

Table 6. Level of Student Behavior in Terms of Social Behavior and Cooperation.

Indicators	Mean	SD	Qualitative Description
Encouraged to collaborate and communicate	4.81	0.40	Very High
Willingness to help peers increases	4.61	0.79	Very High
Importance of respect and cooperation is learned	4.55	0.52	Very High
Ability to work effectively in a team improves	4.32	0.47	Very High
Awareness of behavior affecting others	3.32	1.35	High
Overall	4.32	0.42	Very High

Table 7. Level of Student Behavior in Terms of Self-Regulation and Responsibility.

Indicators	Mean	SD	Qualitative Description
Gamified activities encourage task responsibility	4.66	0.63	Very High
Increases self-discipline and goal orientation	4.66	0.63	Very High
Helps focus and time management	4.38	0.88	Very High
Awareness of progress and learning goals	4.26	0.60	Very High
Importance of accountability and perseverance	4.11	0.91	High
Overall	4.41	0.57	Very High

Table 8. Summary of the Level of Student Behavior in Values Education.

Variables	Mean	SD	Qualitative Description
Moral and Ethical Reasoning	4.10	0.54	High
Social Behavior and Cooperation	4.32	0.42	Very High
Self-Regulation and Responsibility	4.41	0.57	Very High
Grand Mean	4.28	0.51	Very High

Table 9. Test of Significant Relationship Between Gamified Teaching Strategies and Student Engagement.

Variables	r	p-value	Interpretation
Game Mechanics	0.833	0.000	Significant
Game Dynamics	0.810	0.000	Significant
Game-Based Instructional Design	0.715	0.000	Significant

CONCLUSION

The implementation of gamified teaching strategies in Values Education reveals a classroom environment where teachers are actively integrating game-based elements to enhance learning. Among the different components, game mechanics—such as the use of rewards, points, and structured progress tracking—were the most prominent, indicating that these features effectively motivate students to participate in classroom activities. Game-based instructional design, demonstrated through interactive tasks, simulations, and decision-making exercises, was also strongly evident, suggesting that these strategies help students better understand moral and ethical concepts. Although game dynamics were slightly less pronounced than the other components, they were still implemented at a high level, reflecting the overall commitment of teachers to engaging instructional practices.

The data on student behavior indicates that learners exhibit highly positive outcomes in Values Education. Self-regulation and responsibility were particularly notable, showing that students are encouraged to take accountability for completing tasks and achieving learning goals. Social behavior and cooperation were also strongly manifested, demonstrating the effectiveness of collaborative and interactive gamified activities in promoting teamwork and positive interactions among students. Moral and ethical reasoning similarly showed high levels of development, suggesting that gamified experiences support students' understanding and application of ethical principles in classroom situations.

The study also explored the relationship between gamified teaching strategies and student engagement. Results indicate a significant association, with game mechanics, game dynamics, and game-based instructional design all contributing to higher levels of student participation and involvement. While active learning elements and technology integration alone showed weaker correlations with engagement, cooperative and learner-centered approaches were positively linked with increased student involvement. In particular, learner-centered strategies exhibited the strongest relationship with engagement, suggesting that students respond most actively when they are empowered to take ownership of their learning within a gamified framework.

Finally, the analysis of how teacher characteristics influence the use of gamified strategies revealed that educational attainment is an important factor. Teachers with higher levels of education were more likely to implement a wider range of gamified techniques, suggesting that advanced training equips teachers with more tools to enhance student engagement. Age showed a slight negative correlation, indicating that younger teachers may be more inclined to adopt innovative gamified practices. Sex and years of teaching experience did not significantly affect strategy use, suggesting that these factors are not major predictors in this context. Overall, the study highlights the potential influence of teacher education and openness to new practices on the effective adoption of gamified teaching strategies.

Recommendation

The findings of this study suggest that Values Education programs can be further strengthened by continuing and expanding the use of gamified teaching strategies. Teachers may be encouraged to integrate a broader range of game mechanics, dynamics, and instructional designs to sustain student interest and engagement. Professional development programs focusing on gamification techniques could equip teachers with additional skills to design interactive, collaborative, and learner-centered experiences that foster responsibility, cooperation, and moral reasoning among students.

Schools may also consider creating platforms for teachers to share best practices and successful gamified activities, promoting collaboration and continuous improvement in instructional design. Additionally, future research could explore the factors that enhance student engagement in gamified environments, including long-term impacts and the integration of technology, to optimize the effectiveness of game-based learning in Values Education. By focusing on these strategies, educators can cultivate an engaging, interactive, and ethically grounded learning environment that supports both student development and instructional excellence.

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