ABSTRACT

The study investigated the Christian gamification and its effectiveness for Bible learning among private Baptist secondary school students. Christian educators and ministers often focus on the traditional approach to Bible teaching, using books and verbal communication. Gamification as an approach to biblical communication is rarely utilized. This researcher observed that when Christian students gather to recreate and fellowship in the church, they often use conventional games like Ludo, Scrabble, Ayo, Draft, Chess, Whot, etc., which have no biblical content to aid Bible learning as they have fun. The specific objectives of the study therefore are to investigate the respondent's awareness of the Biblical gamification teaching method, assess the level of the respondent's understanding of the Christian relationship game, assess the level of the respondent's knowledge of the Christian race game, appraise the student's responses during the gamification teaching-learning process, examine the student's ability to recall lessons learnt after exposure to Biblical gamification and discover the effects of Biblical gamification among Baptist college students in Ibadan.

This study adopted a quasi-experimental design. A purposive sampling technique was used to select one hundred (100) participants who are students of Oritamefa Baptist Model School, Ibadan, for the experimental group and one hundred (100) participants who are students of Smith Baptist Academy, Ogbomoso, for the control group. A pre-test and post-test questionnaire was used to collect data from these participants. The study instrument's reliability was ensured using the Spearman-Brown formula, yielding a correlation coefficient of 0.94. Descriptive statistics were employed to report the findings. The analysis of pre-test and post-test questionnaires found a marked improvement in participants' knowledge and perceptions of gamification, as well as its significant effect on Biblical learning and understanding.

The study's findings affirmed that biblical gamification, the practice of playing Bible-based games that require adherence to specific rules, is a practical approach to imparting biblical knowledge. The gamification teaching-learning method helps students better understand, retain, review, and recall biblical lessons than the traditional method. The approach offers students opportunities to collaborate with fellow students, creating enjoyable moments filled with laughter and connection, thereby strengthening bonds and connecting their faith in God with their walk with Him for practical Christian living.

Based on the findings, the study recommends that biblical gamification should be recognized in the contemporary Church and among Christian educators as a viable method of biblical learning. Biblical gamification is a subtle way of teaching the Bible through play. It is therefore recommended that this approach be adopted and promoted as a biblical teaching method to complement and strengthen other existing channels of biblical communication. It will help address boredom in biblical teaching among children, youths, and adults alike. Exploring and promoting gamification methods for biblical teaching, worship, discipleship, evangelism, fellowship, and ministry, which constitute the five basic purposes of the Church, can be better enhanced.

Key words: Gamification, Effectiveness, Bible learning

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