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Literacy Action through ReadQuest Gamification: Efforts to Transform Reading Interest at SDIT At-Takwin

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Abstract

Reading literacy is an essential competency for elementary school students. Yet many learners still struggle to understand informational texts due to low motivation and the dominance of conventional teaching practices. This gap between recommended interactive learning approaches and actual classroom conditions highlights the need for innovative strategies within community service programs. Therefore, this community service initiative aims to enhance students' comprehension of informational texts through the implementation of the ReadQuest gamification model, supported by deep learning pedagogy, at SDIT At-Takwin. Using a participatory action-oriented approach, the program incorporated observations, semi-structured interviews, and analysis of students' reflective documents to identify learning needs and evaluate progress. ReadQuest was designed as an exploratory school game consisting of reading missions, case-based challenges, and collaborative tasks that encouraged critical thinking, active participation, and peer interaction. The intervention generated significant improvements, including increased motivation, stronger collaborative skills, and a 75% rise in comprehension scores. These outcomes demonstrate that integrating deep learning–based gamification within community service activities effectively strengthens reading literacy while fostering a joyful, meaningful, and socially empowering learning environment. This approach shows strong potential for broader application in improving the quality of basic education.

Keywords: Gamification, Informational Text, Literacy, Reading Interest, ReadQuest

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Abstrak

Literasi membaca merupakan kompetensi esensial bagi siswa sekolah dasar, namun banyak siswa masih mengalami kesulitan dalam memahami teks informatif akibat motivasi yang rendah dan dominasi praktik pengajaran konvensional. Kesenjangan antara pendekatan pembelajaran interaktif yang direkomendasikan dan kondisi kelas yang sebenarnya menyoroti kebutuhan akan strategi inovatif dalam program layanan masyarakat. Oleh karena itu, inisiatif pengabdian kepada masyarakat ini bertujuan untuk meningkatkan pemahaman siswa terhadap teks informatif melalui implementasi model gamifikasi ReadQuest yang didukung oleh pedagogi pembelajaran mendalam di SDIT At-Takwin. Dengan pendekatan kasi berborientasi partisipatif, program ini melibatkan observasi, wawancara semi-terstruktur, dan analisis dokumen reflektif siswa untuk mengidentifikasi kebutuhan belajar dan mengevaluasi kemajuan. ReadQuest dirancang sebagai permainan sekolah eksploratif yang terdiri dari misi membaca, tantangan berbasis kasus, dan tugas kolaboratif yang mendorong pemikiran kritis, partisipasi aktif, dan interaksi antar teman sekelas. Intervensi ini menghasilkan perbaikan signifikan, termasuk peningkatan motivasi, keterampilan kolaboratif yang lebih kuat, dan kenaikan skor pemahaman sebesar 75%. Hasil-hasil ini menunjukkan bahwa integrasi gamifikasi berbasis deep learning dalam kegiatan layanan masyarakat secara efektif memperkuat literasi membaca sambil menciptakan lingkungan belajar yang menyenangkan, bermakna, dan memberdayakan secara sosial. Pendekatan ini menunjukkan potensi yang kuat untuk diterapkan secara lebih luas dalam meningkatkan kualitas pendidikan dasar.

Kata Kunci: Gamifikasi, Teks Informasi, Literasi, Minat Baca, ReadQuest

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INTRODUCTION

Reading literacy skills, especially in understanding informational texts, are an important competency for elementary school students to meet the demands of 21st-century learning. However, objective indicators at SDIT At-Takwin indicate that students' motivation and involvement in reading remain relatively low, which affects their comprehension of texts. The results of initial observations showed that the average literacy level of 6th-grade Rabi' students in reading information texts was only 62 out of 100. Of the 28 students, only 25% consistently identified the main idea, while 43% still had difficulty concluding. Interviews with classroom teachers also revealed that students tend to be passive, lack enthusiasm for discussions, and consider reading as a boring activity. This condition is supported by the principal's statement that low student literacy affects learning outcomes across subjects (Santi et al., 2022).

In the national context, various studies show that Indonesia's literacy achievement remains below the international average, as evidenced by fluctuations in PISA scores. Factors such as gender, economic conditions, and the availability of school facilities also affect students' literacy skills, underscoring the need for strategic interventions at the school level. In addition, developing digital literacy requires a learning approach that is creative, adaptive, and relevant to students' lives. Informational texts are often perceived by students as rigid and unappealing, creating a psychological barrier that inhibits deep cognitive engagement; therefore, integrating game-based elements is essential to transform these static materials into an immersive experience that triggers deep learning. Gamification is a proven strategy that can increase motivation and participation in learning by integrating game elements to create an interactive, fun learning environment. ReadQuest's gamification model is a relevant alternative because it combines the exploration of the school environment with reading missions, case-based challenges, and collaborative activities (Dinihari, 2025).

The selection of 6th-grade students of Rabi' SDIT At-Takwin as the subject of service is based on the urgent need to improve reading skills, coupled with the school's readiness to adopt learning innovations. Teachers and principals said that conventional learning methods are no longer effective at encouraging student involvement and critical thinking. Thus, interventions through gamification are seen as appropriate to address these needs while providing a more meaningful learning experience for students and teachers. To address these literacy gaps, this program introduces ReadQuest, a gamified intervention designed to bridge the gap between abstract informational texts and students' situational interest

This community service program is expected to encourage positive social change in the school environment by improving reading culture, fostering students' intrinsic motivation, and fostering collaborative learning habits. In addition, the use of a deep learning-based gamification approach is expected to strengthen students' critical thinking, analytical, and problem-solving skills through mission-based reading activities and real-case exploration. This approach also provides an opportunity for teachers to enrich their learning strategies with more modern, creative approaches that align with the characteristics of current students (Komalasari et al., 2018).

The originality of this service program lies in the application of the ReadQuest gamification model combined with a deep learning approach as a form of social engineering to build a literacy culture in schools. This program is the first implementation of the deep learning-based gamification model at SDIT At-Takwin, which not only aims to improve students' reading skills but also to produce sustainable behavior change, strengthen teachers' roles as interactive facilitators, and shape a more adaptive, creative, and collaborative learning environment. Thus, this program makes a real contribution to community empowerment in education (Mousavi & Beroza, 2022). The purpose of this service program is to improve students' ability to understand informational texts, foster motivation and interest in reading, and create a more interactive and fun learning atmosphere through the application of ReadQuest gamification based on deep learning. This program also aims to contribute to the development of innovative learning methods that can be used by other schools that have similar challenges in improving student literacy (Sartika et al., 2025).

METHODS

This community service activity began through a collaborative planning process between the service team, class teachers, principals, and students as an assisted community. The planning stage is carried out through focused discussions (FGDs), initial observations, and preliminary interviews that not only map students' literacy needs but also explore their aspirations, reading experiences, and preferences for engaging forms of learning. Teachers play an active role as facilitators who guide problem identification, while students act as co-designers of the program by formulating challenge ideas, choosing mission types, determining reward forms, and drafting some of the rules of the ReadQuest game. The direct involvement of students and teachers in planning ensures that the gamification model is designed to reflect their real needs, learning styles, and interests. This process also strengthens a sense of ownership, responsibility, and shared commitment to program implementation (Ningsih et al., 2025).

The service was held at SDIT At-Takwin, Nagrak District, Sukabumi Regency, West Java. The subjects of the activity were 28 6th-grade Rabi' students, comprising 12 girls and 16 boys, selected based on cognitive readiness to participate in analytical reading and problem-solving activities. The location was chosen based on initial observations that identified the need to improve reading skills and the school's readiness to adopt gamification as a learning innovation.

The approach used is Participatory Rural Appraisal (PRA), which positions students and teachers as active actors in designing, implementing, evaluating, and reflecting on activities, rather than merely as recipients of interventions. The PRA principle is applied through various forms of participation, such as open brainstorming, student mapping of literacy problems, collaborative development of game flows, and the determination of mutually formulated success indicators. This approach aligns with gamification principles that prioritize direct participation, self-exploration, and real-life, experience-based problem-solving (Gatty & Narayanan, 2025).

The main intervention was the application of the deep learning-based ReadQuest Gamification model, which was implemented through reading missions, case challenges, group discussions, peer assessments, and structured reflection sessions. Teachers act as facilitators who accompany students' exploration, guide discussions, and keep the entire series of activities interactive, relevant, and aligned with learning objectives (Siregar & van Keulen, 2025).

The implementation of the program will be carried out from September 22–26, 2025, following the following stages:

Preparation Stage

- Initial observation of students' literacy conditions
- Interviews with teachers, principals, and students
- Preparation of research instruments (observation sheets, interview guides, assessment rubrics)
- ReadQuest game design (school maps, mission cards, case challenges)
- Preparation of learning contracts with students and teachers

Implementation Stage

- Students are grouped into small teams (3–4 people)
- Each group receives a mission card and a school map
- Each group completed a reading mission post and information analysis
- Group discussions to determine the conclusion of each reading
- Accumulation of points based on the accuracy of analysis, collaboration, and problem-solving

Evaluation and Monitoring Stage

- Observation of student engagement (Likert scale 1–4)
- Final interviews with teachers, students, and principals
- Analysis of students' reflective documents (idea maps, visual summaries, mission answers)
- Comparison of pre-test and post-test scores to measure improved comprehension (Siregar et al., 2023)
- Monitoring changes in student learning behavior before–after the program

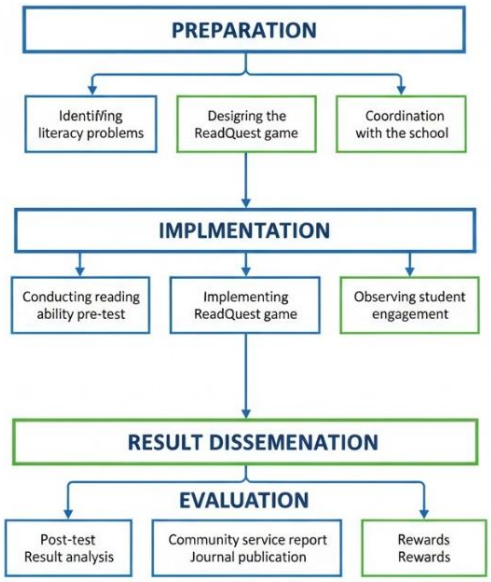

Figure 1. Program Workflow

The instruments used include (a) **an** Observation Sheet to record students' engagement, response to challenges, critical thinking skills, and collaboration during gamification activities. (b) Semi-Structured Interviews, that is carried out with students, classroom teachers, and principals to explore perceptions, experiences, and the impact of the program. (c) Reflective Documents and Student Assignment Products that include mission cards, discussion results, visual conclusions, and reflective journals. (d) Pretest and Posttest Tests to determine changes in the ability to understand information texts (Hassan et al., 2021).

The procedures are:

1. Preparation and Coordination

The team coordinated with local partners, namely village officials and PKK cadres, to identify the problems faced in Cibokor Village. Afterwards, they mapped out prospective training participants and the activities to be conducted. Entrepreneurship training and counseling on early marriage and reproductive health were selected as the main themes of this program. Torch ginger was chosen as the focus material since it grows abundantly in Cibokor Village, making it the main ingredient in the wellness drink innovation introduced to the young women.

2. Baseline Knowledge Assessment (Pre-test)

To assess the program's effectiveness, this study employed a structured questionnaire to measure participants' knowledge of the benefits of Kecombrang, the definition and advantages of wellness drinks, reproductive health, and basic entrepreneurial skills. The questionnaire consisted of 20 multiple-choice and true-false questions. Before implementation, the instrument underwent content validation by three experts (a nutritionist, a reproductive health specialist, and an entrepreneurship expert) and reliability testing, yielding a Cronbach's Alpha score of 0.82, indicating good internal consistency. Additionally, a Likert-scale questionnaire was used to measure entrepreneurial interest, and an observation checklist was employed to evaluate participants' practical skills during the production process.

3. Socialization and Education

Socialization sessions were provided to young women regarding reproductive health, the risks of early marriage, and the potential of local food as an economic opportunity. The materials were delivered interactively using engaging media. Reproductive health and early marriage risks were presented through a modified Snakes and Ladders game, with each square containing a question for participants to answer.

4. Training on Wellness Drink Production, Marketing, and Basic Entrepreneurship

Participants were educated on hygiene and sanitation practices for product preparation, from handwashing to bottle sterilization for drink packaging. They then prepared the torch ginger drink using torch ginger juice, lemon juice, honey, and tea, mixed according to the recipe and packaged properly. In addition, participants were trained in packaging design using Canva and digital marketing through social media platforms.

5. Evaluation

The program's success was evaluated by comparing participants' knowledge, skills, and entrepreneurial interest before and after the training. Data were analyzed descriptively using gain score analysis to illustrate improvements in knowledge and skills, the impact of the activity on young women's use of local food, and its potential to reduce early marriage rates through increased economic independence.

RESULTS AND DISCUSSION

Preparation

The transformation at SDIT At-Takwin was not only driven by the application of ReadQuest Gamification, but also by a joint process that slowly changed the way students and teachers viewed reading activities. The ReadQuest model, developed as a school exploration game with the mission of reading, case-based challenges, group discussions, and reflection, is not just a learning tool but a medium that brings together student expectations, teacher creativity, and school commitment in creating a more vibrant literacy culture with the application of the joyful dimension (Rahmawati, 2025).

The success of ReadQuest at SDIT AtTakwin is not only due to gamification design but also to contextual factors: a school culture that already supports literacy, high teacher involvement, and a relatively small class composition that allows collaboration to be managed effectively. This condition differs from many other schools mentioned in previous studies, for example, where low institutional support, large classes, and a lack of learning time often make gamification difficult to run consistently. Thus, the success of ReadQuest is not only due to its model but also to the fit between needs, school readiness, and the human resources that support the gamification process as a whole (Dinihari, 2025; Ningsih et al., 2025).

The students' emotional changes were also clearly visible from the first to the last meeting. At the beginning of the activity, many students showed hesitant, awkward, and passive expressions when reading or discussing, consistent with the findings that reading anxiety was an initial obstacle in literacy programs. But at subsequent meetings, photos of activities show increased enthusiasm: students smile, actively point to mission cards, help each other read information, and express pride when completing challenges. These changes show that the elements of deep learning, especially collaborative learning, critical inquiry, and reflective dialogue, gradually build students' confidence and intrinsic motivation, so that reading is no longer perceived as a burden but as a fun and challenging experience (Komalasari et al., 2018).

Implementation

The mentoring process was carried out from September 22-26, 2025, through stages that included initial observation and interviews, preparation of ReadQuest devices, implementation of exploration games, and evaluation. In the implementation, students are divided into small groups (3-4 people) to carry out literacy missions at predetermined posts. Teachers act as facilitators, explaining game scenarios, ensuring inclusive learning, encouraging discussion, and guiding reflection. The forms of technical action carried out include: distribution of tools and mission cards; briefings, reading, and text analysis; discussions to formulate main ideas, important details, and conclusions; and collection of points based on the success of completing the mission and the quality of problem-solving. This activity includes literacy education/training with a gradual level of difficulty (reading missions → case analysis → drawing conclusions) to provide opportunities to improve literacy skills as well as collaborative skills (Romdona et al., 2025).

Students learn to read informational texts through a gamification approach combined with deep learning. Learning is packaged in the form of cases, interactive simulations, and instant

feedback. Elements of the game, such as levels, badges, and leaderboards, help keep students motivated and engaged. Teachers act as facilitators who encourage discussion, reflection, and collaboration (Herlina et al., 2025). In the early stages, teachers and students alike feel a tendency toward monotonous reading instruction. Students get bored quickly, and teachers feel the lecture method is no longer relevant to the class's needs. This condition is the entry point for ReadQuest as a joint solution, not a unilateral intervention. ReadQuest is not here to replace teachers, but to open up new role spaces: teachers as facilitators of exploration, while students become explorers, questioners, and problem solvers.

During the mentoring process, several obstacles arise. Some students have difficulty moving from the pattern of "memorizing the content of the text" to "analyzing information". Some groups lack confidence in discussing. However, this dynamic has actually become a social learning space. The challenges in each post keep students with lower reading skills from contributing, for example, through visual observation, summarizing, or leading a search for data in the text. When students start to rely on each other, a new pattern of interaction forms: they no longer work for teachers, but work with friends.

Figure 1. ReadQuest Gamification Process

This kind of interaction is evident in the photos of the activity. For example, when students gather around a school exploration map, the image is not just documentation, but evidence of change: from static learning to learning that invites them to move, negotiate, and make decisions. Another photo shows students discussing while holding a mission card, proving that reading activities no longer stand alone but are part of collaborative work that fosters the courage to speak and critical thinking. Even the enthusiastic expressions in photos of the group completing the challenge indicate a shift in perception: reading is not a task, but an adventure.

As the activity progressed, teachers began to see how the joyful element in gamification works as an intrinsic motivation booster. Challenges, points, badges, and leaderboards don't make students competitive in a negative way, but encourage them to support each other. Every time one group completes a challenge, the other group cheers along. The atmosphere of the classroom turned into warmer and more supportive. Finally, joyfulness is not only part of the game's design but also a catalyst for a new learning culture that makes students want to read, not because they are assigned, but because they perceive it as a fun experience (Matsuo et al., 2022).

The results of the interview after the implementation of community service are as follows.

Table 1. Interview Results

No	Resource Persons	Interview Topics	Key Quotes	Key Findings
1	Classroom Teacher	Perception of gamification	"This method makes students more enthusiastic about learning to read."	Teachers are interested in applying an interactive approach, and they are also interested in applying ReadQuest.
2	Students	Learning experience	"If there are challenges and points, I am passionate about reading."	Gamification increases motivation and understanding of students who say they find it more enjoyable to learn their literacy.
3	Principal	Support for innovation	"We support methods that train critical thinking, not just values."	The school supports a competency-based approach and will recommend ReadQuest for other teachers to implement

This social change is evident in several statements. Teachers said students were "more enthusiastic and more courageous in discussing", and students admitted to being "more enthusiastic about reading because there are challenges and points". At the same time, the principal assessed that this approach was "more of a practice of critical thinking than just chasing grades". Students' reflection notes also show increased confidence in finding the main idea, summarizing information, and explaining the content of the reading back to friends. Quantitatively, the ability to understand informational texts increased by up to 75%, but this figure is only one part of the story. More important is the emergence of new habits: students begin to read with curiosity, not pressure.

Change is also happening at the institutional level. Teachers began discussing the possibility of including ReadQuest in the weekly literacy agenda. Several other teachers who saw the process expressed interest in adapting it. The principal proposed that this model be incorporated into the tradition of active learning in the upper class. This attitude is the seed of a new institution that is growing towards institutions: literacy learning that is interactive, challenge-based, and supports collaboration.

Figure 2. Discussion of Results with Teachers

At the student level, there are also "little leaders" in each group. They are not appointed; rather, they arise naturally when the discussion situation requires a director. Some students begin to play a role in setting the flow of discussion, dividing assignments, or inviting passive friends to express their opinions. This phenomenon shows that ReadQuest not only builds reading skills but also establishes a new social structure that facilitates leadership and mutual cooperation.

Figure 3. Students Apply to be Group Leaders

Thus, the success of this service program is not only seen in the increase in literacy scores, but also in the emergence of new interaction patterns, a more lively classroom atmosphere, new ways for teachers to facilitate learning, and new habits of students in reading and problem-solving. ReadQuest becomes more than just a learning method, it becomes a transformation space, where students, teachers, and schools together build a more meaningful and sustainable literacy culture.

Evaluation, Appreciation, and Reflection as a Space for Transformation

Figure 4. Evaluation and Rewarding

The evaluation stage in the ReadQuest program is an important space to capture how social change begins to grow at SDIT At-Takwin. Through observation and interviews, teachers see that students who were initially hesitant to speak begin to show courage, wait for each other's opinions, and develop reading strategies together. The experience of completing Reading Missions encouraged them to form new, more equal and collaborative patterns of interaction. The appreciation system in the form of points, badges, and social recognition strengthens students' intrinsic motivation so that they are no longer driven by the desire to "win", but by the desire to understand the challenge in depth. The photos of the activities show the students' enthusiastic expressions when holding mission cards or discussing in groups. This is not just documentation but visual evidence that the role of the teacher has shifted to a facilitator, while the students take the position of active subjects of learning. This evaluation and appreciation process also marks the beginning of a shift in classroom orientation from teacher-centered learning to learning that emphasizes process, collaboration, and the courage to take a role (Cendana & Siswanto, 2022)

Joint reflection between students, teachers, and the service team further strengthens this transformation. Teachers expressed their desire for ReadQuest to be implemented regularly in the weekly literacy agenda. At the same time, students hoped the reading mission would continue

because it made them more confident in their understanding of the text. At the institutional level, the principal sees the potential of ReadQuest as a new institution for developing critical thinking skills. The reflection process also revealed technical obstacles, including time constraints per post, initial confusion about the rules of the game, and challenges maintaining tempo between groups. These obstacles then became the basis for technical improvements, ranging from simplifying instruction to clearer initial demonstrations that made the next activity run more evenly for all students. Compared to other game-based literacy programs such as the Literacy Quest Model or Story Telling, ReadQuest has the advantage of integrating deep learning through case analysis and reflective discussion, making it easy to replicate without expensive technology and relevant to various school contexts (Meirisa & Yulianti, 2025). Thus, evaluation, appreciation, and reflection in this program are not only the closing of the activity, but also a mechanism for institutionalizing social transformation that encourages the formation of a new learning culture at SDIT At-Takwin.

Discussion

The results of implementing ReadQuest at SDIT AtTakwin show that gamification designed around physical exploration, group work, and reading challenges significantly increases motivation and comprehension of informational texts. These findings are consistent with those that affirm that gamification is effective when it is supported by institutional backing and strong teacher involvement in the learning process. However, the context of SDIT AtTakwin, with its small class sizes and collaborative culture, makes ReadQuest easier to run than in large or heterogeneous schools, as described, where large numbers of students and low teacher involvement often hamper literacy programs. Thus, the success of ReadQuest is not only determined by its gamification design but also by its suitability to school conditions, teacher readiness, and student characteristics (Dinihari, 2025; Ningsih et al., 2025).

When compared to the research, there is a clear difference in the gamification approach. Saputra uses digital-based Classcraft to increase motivation during online learning, with a greater emphasis on technological engagement (Saputra, 2022). Meanwhile, ReadQuest uses gamification based on real-world exploration and direct social interaction, making it more powerful at driving deep engagement through real-world problem-solving and face-to-face collaboration. Both increase motivation, but ReadQuest shows a greater effect on critical thinking and deep understanding because its activities demand information analysis, discussion, and strategy selection in each mission.

Another difference is seen when compared to the AI-integrated interactive storytelling model, which aims to increase literacy through technology-based adaptive storylines that provide personalized experiences for students. However, the intensity of collaboration in storytelling tends to be lower than ReadQuest, which puts teamwork at the core of solving challenges. While storytelling maximizes emotional immersion through narrative, ReadQuest maximizes immersion through investigative assignments, problem-solving, and student-to-student dialogue (Meirisa & Yulianti, 2025). Thus, ReadQuest tends to be stronger in developing the analytical reading dimension than the dominant storytelling model in narrative comprehension.

Socioedu's GMAPS model also provides an interesting perspective. GMAPS combines gamification, mind mapping, and STAD to deliver structured, concept-oriented learning. The model's strength lies in students' ability to visualize knowledge. In contrast, ReadQuest does not emphasize mind mapping; rather, it emphasizes text-based case solving, which strengthens critical thinking skills and collaborative dialogue. If GMAPS excels at helping students organize concepts, ReadQuest excels at encouraging inquiry, reflective discussion, and group decision-making. Both models are gamification-based, but their differences in cognitive focus produce different impacts on learning (Syifa et al., 2025).

From a theoretical point of view, the connection between ReadQuest and deep learning becomes clear when examining the processes in game missions. The element of critical thinking arises when students are asked to identify the main idea, distinguish important information, and analyze the case in each post. Collaborative learning examines the natural division of roles within

groups, the unification of opinions, and decision-making regarding mission answers. Reflective learning is evident in the final discussion session of the post, when students are asked to evaluate strategies, summarize readings, and restate information in their own words. These three elements align with the principle of deep learning, as explained by Rahmawati (2025) and Siregar & van Keulen (2025), that deep learning occurs when students do not just perform tasks but process, critique, and reflect on information socially and cognitively.

Thus, it can be concluded that ReadQuest is in a unique position in the gamification research landscape. Compared to digital-based models like Classcraft, narrative-based models like AI storytelling, or visual-based models like GMAPS, ReadQuest provides a combination of physical exploration, case analysis, and intensive collaboration that supports the development of deep learning as a whole. The success at SDIT At-Takwin shows that gamification designed according to the context, collaborative, and problem-solving demanding can be an effective and sustainable instrument for literacy transformation.

CONCLUSION

Community service programs that apply the deep learning-based ReadQuest Gamification model have shown that literacy activities can be a space for transformation when designed in a participatory and experiential manner. Key activities such as reading missions, case analysis, group discussions, and collective reflection have successfully changed how students interact with texts and peers. Evaluation throughout the process shows that reading activities that were initially individual, passive, and tended to be boring have shifted into collaborative experiences that are fun, challenging, and curiosity-nurturing. Changes in student behavior in terms of courage to speak up, problem-solving skills, and active involvement show that gamification can be a means of social engineering that encourages the growth of a new and more participatory learning culture.

Institutionally, teacher and principal support for the sustainability of ReadQuest indicates the emergence of a new institution in literacy practice at SDIT At-Takwin. Their involvement in designing and reflecting on activities makes this program not just a temporary intervention, but an initial foundation for a more creative and adaptive learning culture change. Based on this experience, it is recommended that ReadQuest be implemented sustainably through routine literacy activities, supported by teacher training to develop a variety of challenges, and integrated into the school agenda to build a sustainable literacy ecosystem. This approach has the potential to be replicated in other contexts because it is flexible, does not require expensive technology, and can be adapted to the needs of schools or communities. Thus, the combination of gamification and deep learning can be an effective strategy to strengthen the quality of basic education and foster 21st-century learning characteristics such as cooperation, creativity, and independence.

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