Utilising Gamification to Enhance Ambition on Digital Platforms: An Examination of Faculty Members Perspectives in Times of Crisis

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Abstract

The utilization of gamification-based digital platforms has been demonstrated to significantly contribute to the optimization of the learning process, fostering robust motivations and a sustained inclination to engage in further learning. Ambition, as a variable, is of significant importance for learners in maintaining their engagement with the educational process during periods of emergency. Nevertheless, despite the significance of this topic, there is a notable scarcity of qualitative studies that have investigated the relationship between gamification-based platforms and ambition. Given the frequency of educational emergencies, it is imperative that scholarly research is conducted to determine how gamification-based platforms can be utilized to promote ambition. This is consistent with the widespread use of gamification as the primary tool for learning in both normal and emergency situations. This study employs a qualitative approach, utilizing a phenomenological methodology to conduct a series of in-depth semi-structured interviews with twelve faculty members who are recognized as experts in the field of gamification and digital platforms. The results identified the most important roles of gamification-based platforms in enhancing ambition, which were represented in four main roles: motivation, planning and goal setting, monitoring, and social interactions. Collectively, these roles enhance ambition. The research recommended that gamification incentives such as points, badges, and chest plates should be employed to enhance users' desire to learn during any educational emergency.

Keywords: *Gamification, Digital Platforms, Ambition.*

Introduction

The COVID-19 pandemic has precipitated significant alterations in educational institutions, making gamification-based digital learning platforms essential for improving the educational process in learning contexts during emergencies (Alzahrani & Alhalafawy, 2023). They have played a crucial role in improving and enabling learning processes, shifting them from a rigid to a flexible format (Alhalafawy, Najmi, Zaki, & Alharthi, 2021). Platforms utilising gamification are distinguished by their capacity to diversify learning activities within digital content and incorporate various incentives, including points, badges, and leaderboards, which can be employed in non-instructional contexts to motivate and engage students in learning tasks (Redondo-Rodríguez, Becerra-Mejías, Gil-Fernández, & Rodríguez-Velasco, 2022). Consequently, these motivational instruments mitigate the pressures and limitations encountered by students during the learning process, thereby augmenting their ambition in educational emergencies (Al-Nasheri & Alhalafawy, 2023; Alanzi & Alhalafawy, 2022; Alhalafawy & Zaki, 2024; Alnimran & Alhalafawy, 2024; Alrashedi, Alsulami, et al., 2024; Zaki, El-Refai, Najmi, et al., 2024; Alzahrani, Alhalafawy, & Alshammary, 2023; Saleem, Zaki, & Alhalafawy, 2024; Zaki, 2019; Zaki, El-Refai, Alharthi, et al., 2024).

The term 'ambition' is used to describe an individual's desire to continue learning, particularly when this desire is coupled with a willingness to confront and overcome challenges. The importance of ambition in the context of education lies in its capacity to assess the level of the learner's educational goals, achievements and ambition within the educational environment. This assessment may influence the learner's decisions and academic results, as well as their confidence in achieving their educational ambition. Indeed, ambition is a significant factor in determining academic success (Høgheim & Federici, 2020). A review of the literature on the use of gamification-based digital platforms reveals that these platforms serve a variety of functions. For example, they can facilitate the development of digital happiness (Alhalafawy & Zaki, 2019a). Furthermore, they can facilitate the development of self-regulated learning (Alshammary & Alhalafawy, 2022). The incorporation of gamification in pedagogical practices has been demonstrated to positively

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influence learners' academic performance and attitudes towards the learning process (Yildirim, 2017). With respect to ambition, the findings of the study by Bicen and Kocakoyun (2018) suggest that the integration of gamification in educational settings fosters a positive shift in learners' interest and ambition towards success.

The researcher references numerous scientific studies to explore the potential of gamification in enhancing ambition, highlighting its capacity to improve various indicators that collectively contribute to the overall enhancement of ambition (Al-Hafdi & Alhalafawy, 2024; Alhalafawy & Zaki, 2022; Alhalafawy & Zaki, 2019b; Alzahrani & Alhalafawy, 2023; Alzahrani & Alhalafawy, 2022; Alzahrani, Alshammary, & Alhalafawy, 2022). It is unequivocal that these studies exemplify the potential of gamification-based platforms in fostering ambition during emergencies. A significant outcome of the COVID-19 pandemic has been the establishment of a conducive environment for preparedness in the face of unforeseen circumstances. This phenomenon is particularly relevant to the Kingdom of Saudi Arabia, where, at the onset of the year or throughout the academic year 2023, multiple emergency situations necessitated a halt of traditional study methods, prompting a shift to digital platforms due to adverse weather conditions. Nonetheless, the COVID-19 pandemic has introduced several adverse factors that may detrimentally impact learners in times of crisis, including anxiety, fear, and depression.

The presence of research suggesting that the enhancement of ambition-related variables may adversely affect negative variables such as anxiety, fear, and depression underscores the necessity for these platforms to serve as effective instruments in fostering ambition. This, in turn, aims to elevate the individual's motivation to learn and attain higher levels, irrespective of the prevailing emergency circumstances. This focus is paramount in current research, as it raises the question of how we can best utilise these platforms, which have become a proven reality in promoting ambition. Particularly significant is the role of faculty members, who are the primary users of these platforms; their insights are essential in determining the optimal methods for utilising these tools to enhance the individual's desire for learning and achievement of elevated academic standards. This qualitative study deserves consideration as it seeks to identify indicators or guidelines that may be utilised in the application of gamification-based digital platforms to foster ambition.

The researcher conducted a thorough review of existing literature within this domain and identified a significant gap in topic-related studies, particularly qualitative investigations that explore the perspectives of expert faculty members tasked with utilising the platforms to enhance ambition. Consequently, the present research inquiry is founded upon the subsequent primary question: What is the impact of gamification-based digital learning platforms on learners' ambition as perceived by faculty members?

Literature Review

Alternative delivery methods for educational content and traditional educational practices are essential during educational emergencies (Alanzi & Alhalafawy, 2022). The growing interest in digital learning platforms is attributed to recurrent disruptions in the educational process, highlighting the importance of selecting reliable platforms to support teaching and learning during emergencies (Alanzi & Alhalafawy, 2022). Gamification-based digital learning platforms are regarded as critical digital content resources during educational emergencies (Alzahrani & Alhalafawy, 2023; Alzahrani et al., 2022). These platforms utilise gamification tools, including leaderboards, badges, levels, and points, to enhance user motivation, generate enthusiasm for learning tasks, and facilitate uninterrupted learning (Hamari, Koivisto, & Sarsa, 2014).

These platforms incorporate gamification tools, defined as the application of game elements to improve user experience and engagement in services and applications (Alshammary & Alhalafawy, 2023; Alzahrani et al., 2022). Gamification encompasses various game elements, including badges, levels, points, leaderboards, and rewards. These elements are incorporated into content and tasks to engage, motivate, and reward learners in acquiring new skills or altering behaviours (Isabelle, 2020). Gamification fosters a

sense of empowerment in task completion, enhancing engagement, facilitating collaboration, increasing effort, and promoting positive influences such as motivation and ambition (Alzahrani & Alhalafawy, 2023).

Gamification-based learning platforms have garnered significant attention during emergency situations, including the Covid-19 pandemic, adverse weather conditions, and other circumstances in Saudi Arabia, leading to frequent disruptions in the educational process. It is essential to elucidate the role of these platforms and their dependence on them in fostering positive learner behaviours, including motivation, ambition, and other beneficial impacts on educational outcomes. The current research aims to elucidate the effectiveness of gamification-based learning platforms and their role in enhancing ambition during educational emergencies.

The importance of focussing on gamification-based digital learning platforms is evident from the findings of various prior studies. Alhalafawy and Zaki (2022) conducted a study examining gamification and its effects on self-regulated learning skills. The findings indicated that the implementation of gamification via educational platforms markedly improves social interactions within the learning community. The findings of Porto, Jesus, Ferrari, and Fabbri (2020) indicate that gamification significantly enhances learner engagement in assignment completion and plays a crucial role in the motivation process. Furthermore, Nilüfer Zeybek and Elif Saygı conducted a systematic review of the literature on gamification from 2000 to 2021. The findings indicated that gamification is employed for various educational purposes across multiple learning levels and environments, demonstrating positive effects and addressing issues within education. Consequently, researching the application of digital technologies to enhance positive psychology variables, including ambition, is increasingly imperative (Al-Hafdi & AlNajdi, 2024; Alhalafawy, 2018; Alsayed, Al-Hafdi, & Alhalafawy, 2024; Alshammary & Alhalafawy, 2023; Ibrahim, Al-Hafdi, & Alhalafawy, 2024; Najmi, Alameer, & Alhalafawy, 2024; Najmi, Alhalafawy, & Zaki, 2023; Zaki et al., 2024; Zohdi, Al-Hafdi, & Alhalafawy, 2024).

Ambition constitutes a robust desire or determination to attain academic success and pursue educational objectives. This may manifest in various ways, including the desire to excel in a specific subject, acquire a degree or certificate, or engage in advanced studies. The term is closely associated with future professional success (Niu, Zhu, Xu, & Hunter-Johnson). Levels of ambition are characterised as stable traits that reflect individual differences in the readiness and ease of goal attainment, influenced by factors such as difficulty, responsibility, perseverance, and the tendency to excel (Danaa et al., 2022). Educational ambition is influenced by multiple factors, such as individual interests, professional goals, and societal expectations. Educational ambition is driven by various factors; for some individuals, it stems from a desire to gain knowledge and skills to positively influence their field, while for others, it is fuelled by ambition for self-fulfilment or specific career objectives (Otto, Roe, Sobiraj, Baluku, & Garrido Vásquez, 2017).

Ambition plays a crucial role in assessing a learner's educational goals, achievements, and ambition within the educational context. It influences decision-making and academic outcomes, while also impacting the learner's confidence in attaining their educational ambition. This relationship has been supported by numerous studies (Jackson, Gibbons, & Sharpe, 2017). A study was conducted to examine the variables predicting success, revealing that ambition serves as a motivational variable positively influencing behaviour (Otto et al., 2017). A study by Bicen and Kocakoyun (2018) demonstrated the influence of gamification on learner achievement, revealing that the integration of gamification enhances student interest in the classroom and elevates their motivation for success.

Method

Approach

The present study investigates the role of gamification-based platforms in enhancing learners' ambition. It employs a phenomenological approach to comprehend phenomena through individual events and experiences, thereby facilitating an understanding of how individuals construct their lived realities (Creswell & Poth, 2016). This methodology will be employed to address the initial inquiry: How do gamification-based digital learning platforms influence learners' ambition from the viewpoint of faculty members?

This study will employ structured interviews with a cohort of experts focusing on gamification platforms.

Participant

The final participant sample comprised (12) educators and experts who have employed gamification in digital platforms. The saturation of participants' responses in qualitative research can be attained through (12) interviews, though (6) interviews may adequately capture the relevant aspects of the concepts involved (Saunders et al., 2018). Semi-structured interviews were conducted with a diverse group of experts aged 30 to 45 years, with an average age of 35 years. The participant structure consisted of 75% male and 25% female individuals. The average length of experience in the application of gamification within digital platforms was 8 years. The predominant area of expertise among the study's participants was educational technology, comprising 30% of the respondents. Other areas of specialisation included special education, educational leadership, English language, curriculum and instruction, mathematics, computer science, and psychology. Prior to the commencement of the interviews for the study, the gamification elements utilised by the participants were delineated. Participants indicated that the predominant gamification elements employed included leaderboards, dots, and badges. Furthermore, the most frequently used platforms and applications integrating these gamification elements were identified as Talent MS, Kahoot, Quizizz, and Edmodo. Table 1 presents the participant information for the study:

Table 1. Thematic Analysis Participant Information

Online Course	Major	Age	Gender	Gamification Employment Years
EdTech 2.0 Developments	Educational Technology	45	male	6 years
Introduction to Special Education	Special Education	43	male	8 years
Educational Leadership and Learning Skills	Educational Leadership	35	female	4 years
Language Translation	English Language	41	male	7 years
Pedagogical Design	Educational Technology	37	male	5 years
Instructional Design	Curricula and Teaching Methods	39	male	4 years
Foundations of Mathematics	Mathematics	40	female	6 years
Introduction to Programming	Computer Science	36	female	5 years
Introduction to Educational Technology	Educational Technology	44	male	8 years
Modern curricula and teaching methods	Curricula and Teaching Methods	37	male	3 years
Gamification in Education	Educational Technology	40	male	7 years
Principles of Psychological Analysis	Psychology	39	male	8 years

Procedures

Initially, gamification experts were identified via LinkedIn by analysing metrics such as tweet volume and publications pertaining to gamification-based digital learning platforms, as well as the quantity of research papers on gamification platforms. This analysis yielded 18 experts, whose years of experience and advancement in utilising these platforms were subsequently evaluated. Upon verifying their expertise in

these platforms, they were contacted via email with a request to participate in the present study, specifically targeting individuals who had used gamification aspects, and were requested to consent to personal interviews conducted by the researcher. All twelve experts reached a consensus, and an appropriate interview date was established for everyone. The interviews were scheduled via Zoom based on each expert's availability, with three performed at 11:00 am and nine at 7:00 pm. The interviews included online structured questions to assess the impact of gamification-based platforms on cultivating ambition. The mean time of the interviews with the experts was 25 minutes, and the questions were as follows:

In what ways do you believe gamification platforms have facilitated the resolution of learning obstacles during educational emergencies?

How has gamification facilitated learners in the pursuit of their ambition?

What is the significance of gamification tools in enhancing learners' future motivations?

What is the impact of gamification tactics on improving learners' persistence?

In what ways do you believe gamification technologies have contributed to learners' academic success?

The interviews were administered in Arabic and English, according to the linguistic proficiency of each expert. All interviews were recorded and transcribed into written transcripts, after which thematic analysis was conducted again using Maxqda software.

Data Analysis

Structured interviews with experts in gamified learning platforms were conducted, and the transcripts were coded and analysed. The findings were organised into sub-themes, highlighting the role of gamification and its influence on fostering ambition. Finally, they were categorised according to the main thematic categories: Motivation, Goal and Planning, Monitoring and Social Interactions. All analyses were performed using MAXQDA, facilitating coding, clustering, and the development of sub-themes from the response files of each expert involved in the experiment. Table 2 demonstrates the mechanism by which gamification platforms affect users' ambition.

Coding	Categorization and Grouping	Emerging Topics	Main Topics
Immersion ▪ Speeding up tasks ▪ Planning to Win ▪ Fun and ▪ entertainment Collaboration ▪ Comparing peers ▪ Setting Goals ▪ Encouraging ▪ participation	Collect points ▪ Creativity ▪ Leaderboard ▪ Track progress ▪ Self-assessment ▪ Sense of ▪ responsibility Stimulating student ▪ interest Celebrating ▪ achievement	Build up points and ▪ secure a position on the leaderboard Focus on ▪ monitoring progress. Experiencing a ▪ sense of duty and acknowledging success.	Motivation

▪ Fulfilment of requirements ▪ Overcoming challenges ▪ Variety of media ▪ Planning Incentives ▪ Sharing information ▪ Working with a team ▪ Collecting rewards ▪ Reviewing my levels	▪ Collecting Rewards ▪ Overcoming Challenges ▪ Setting goals ▪ Feedback ▪ Planning to win ▪ Immersion in the lesson	▪ Setting goals and overcoming challenges ▪ Pace yourself and plan to win. ▪ Providing feedback.	Planning and Goal
▪ Self-assessment ▪ Recognizing Achievement ▪ Creativity ▪ Variety of activities ▪ Speed of performance ▪ Competition ▪ Collecting points ▪ Leaderboard	▪ Variety of media ▪ Provide feedback and comments ▪ Performance speed ▪ Achievement estimation ▪ Review my levels ▪ Fulfilment of conditions ▪ Attempt and Failure	▪ Review levels and fulfilment of conditions. ▪ Provide immediate feedback. ▪ Diversify opportunities and recognize achievement.	Self-observation
▪ Discussion Board ▪ Tracking progress ▪ Celebrating Achievement ▪ Attempts and Failure ▪ Review comments ▪ Catalyzing student interest ▪ Feedback ▪ Sense of responsibility ▪ Team communication	▪ Collaboration ▪ Competition ▪ Working as a team ▪ Encourage sharing ▪ Fun and entertainment ▪ Team Communication ▪ Discussion board	▪ Competition and participation. ▪ Communication and discussions ▪ Collaboration and teamwork.	Social Interactions

Ethical Issues in the Study

The present study adhered to ethical standards in scientific research, including participant consent, since all participants were above 18 years of age, and allowing individuals the autonomy to withdraw at any point throughout the study without giving justifications. Participants were informed about the confidentiality of the information they supplied during the interviews and granted permission to publish qualitative data for the objectives of the present research. The research posed no possible risk to the participants.

Results

The thematic analysis identified four primary themes that characterise the role of gamification-based learning platforms in enhancing learner ambition during educational emergencies:

Motivation

The motivation process, characterised by point accumulation and learner visibility on leaderboards, has improved gamification platforms, facilitating task execution in a streamlined and simplified manner. Gamification encouraged learners to monitor their progress and foster a sense of responsibility for their courses by tracking their rankings on the leaderboard, thereby improving their task execution and motivating them to compete with peers. A participant stated:

"Gamification platforms effectively motivate learners to engage with their educational tasks. When learners observe their peers on a leaderboard, they are encouraged to participate, leading them to focus on their progress and revisit incomplete tasks. This engagement fosters a desire to collect rewards and remain active in task completion, alleviating any fear or anxiety associated with learning challenges. " P1.

The previous example illustrates that gamification relies on various incentives, methods, and mechanisms that engage learners in self-motivation through point collection and peer comparison. This process fosters a focused state in learners, encouraging them to accumulate incentives to acknowledge their achievements. Moreover, gamification tools have effectively mitigated the anxiety and stress associated with educational emergencies, including the COVID-19 pandemic and class suspensions due to adverse weather and other challenges encountered by educational institutions in Saudi Arabia. One of the participating experts states:

"Gamification-based learning platforms foster enthusiasm and competition among learners. Observing his colleagues' accomplishments and their names on the leaderboard enhances the learner's motivation to engage with his studies and strive for a position on the leaderboard." P3.

This context illustrates that gamification can enhance learner engagement by offering a sense of progress and achievement. By breaking down learning tasks into small, specific, achievable goals and providing feedback on their progress, gamification allows learners to see their progress and feel a sense of accomplishment that motivates them to continue.

Planning and Goal

Gamification has undoubtedly improved the learner's ability to plan and define their learning goals, facilitating clear and accurate implementation. The learner is always keen on the incentives that are offered to him when performing each educational task, such as collecting points and obtaining educational badges. Gamification facilitates efficient task execution and precise planning, enabling learners to obtain rewards associated with each completed task. An expert participant in gamification stated:

"Gamification has enabled learners to effectively organise their learning content and execute their tasks efficiently. Learners are motivated to seek numerous rewards, prompting them to plan and define their tasks with precision, ensuring they do not leave any learning task incomplete in order to surpass their peers" P4.

The previous example demonstrates that platforms utilising gamification tools assist learners in organising and structuring their learning tasks. The incentives inherent in gamification platforms significantly influence learners to strategize their tasks to maximise the acquisition of learning rewards. Additionally, one participant noted:

"During gamification, learners become so immersed in their tasks that they express a desire for the lecture to continue and may request extra time to complete their assignments"p6.

This example demonstrates that gamification significantly aids learners in organising and planning their tasks effectively. The learner engages deeply with their tasks, concentrating on achieving success and surmounting the challenges encountered in the learning process.

Self-observation

The implementation of gamification facilitates the monitoring of learning processes by providing learners with a range of incentives. The point-earning system enables learners to track their progress and gain insight into their learning outcomes and areas for improvement. The provision of immediate feedback to learners has been shown to enhance their performance during tasks. As one participant stated:

"Gamification platforms have been instrumental in providing learners with immediate feedback on their performance in tasks and challenges. When learners receive positive feedback, they feel confident and motivated to earn more points and outperform their peers"P12.

The role of gamification is evident in this context, where it is used to provide immediate feedback on the learner's progress on tasks through the provision of various incentives. This feedback motivates the learner to earn points and badges, which provide them with the motivation to achieve their learning goals among their peers.

Furthermore, gamification encourages learners to monitor and learn about the reasons for their successes and failures to provide them with appropriate incentives. One participant stated:

"The learners expressed a desire to continually assess their performance. Some learners would consult the leaderboard to identify areas for improvement and strategies for attaining the incentives they had previously lost. He engaged in a competitive challenge with his colleagues to become the primary leader at the group level" P7.

As previously indicated, the implementation of gamification systems provides learners with incentives that foster a sense of discipline and accountability. These incentives, which are contingent upon performance reviews, encourage learners to monitor their tasks and interact with the platform in a positive and timely manner.

Social Interactions

The implementation of gamification techniques is an effective method for fostering social interactions among learners. It encourages collaboration and teamwork, motivates learners to interact socially, and promotes effective communication. Gamification provides an incentive for social engagement; whereby motivational elements are employed to encourage learners to engage socially and participate in various social activities. For example, learners who actively participate in group discussions or contribute to solving social issues may be rewarded. One participant state:

"Gamification has an important role in creating social interactions. When I teach learners through gamification platforms, I set motivational rewards for learners who participate in a group activity or discussion. I have found that all learners are keen to participate in a topic that is presented to them on the discussion board." P9.

It is evident from the aforementioned-context that gamification plays a pivotal role in fostering direct communication among learners through the utilization of motivational tools, such as anticipated and unanticipated rewards for learners who actively engage in continuous interaction and communication. The deployment of gamification elements, including unexpected and expected rewards, should be approached with a keen understanding of their significance and value, as they have been demonstrated to enhance learner engagement in learning (Dikcius, Urbonavicius, Adomaviciute, Degutis, & Zimaitis, 2021). Additionally, gamification has been observed to facilitate collaboration and interaction between learners and their teachers, as well as between learners and the instructor, and learners' efforts to advance to higher levels on the leaderboard. One participant stated:

"The utilization of game-based learning platforms facilitates robust interaction between learners. Observation of the learning environment reveals discourse amongst learners regarding the leadership of their peers, the acquisition of badges, and predictions regarding future leadership roles. This interaction is a source of great satisfaction" p1.

The evidence presented in this example demonstrates the significant impact of gamification and its associated tools, such as badges and leaderboards, on fostering collaboration and interaction between learners in pursuit of shared objectives.

Discussion

The main findings of the present study are based on the premise that a set of key factors may serve to enhance learners' ambition when studying through gamification-based platforms. These factors include the capacity of gamification to foster motivation among learners, the ability to plan and set goals, and the capacity to monitor progress. Additionally, the learning environment can be made into a social and

interactive space that creates happiness among learners. The results will be discussed according to these main themes as follows:

Motivation

Motivation is one of the key factors that drives learner ambition. Gamification-based learning platforms have a significant impact on learner motivation by providing a variety of opportunities for students to receive rewards for completing learning tasks. Gamification platforms rely on the provision of these rewards to bridge the gap between the learner's current level and the level they are aiming for, helping them to develop a positive ambition to continue their learning process. Gamification platforms increase enjoyment and motivation in activities, including competence and independence (Alzahrani & Alhalafawy, 2023). Gamification platforms promote autonomy by giving students the freedom and will to complete tasks. They also stimulate students' ambition by giving them a sense of efficacy in completing their tasks and the digital environment they are in. This is in line with the study (Alzahrani & Alhalafawy, 2023). The results of the study showed that gamification has a significant impact on the process of motivating users, which contributes to creating a state of positive motivation to continue the learning process. In a related context, the results of a study aimed at increasing motivation through gamification showed that gamification has a direct effect on user motivation. This reinforces the findings of the current study, which considers motivation to be one of the main factors in increasing learners' ambition. Perhaps the most important thing that characterizes the educational process in such emergency situations is the attempt to create and develop digital tools that contribute to the creation of a modern educational path characterized by the processes of motivating learners, caring for their academic progress and celebrating their educational achievements. Gamification enhances learners' intrinsic motivation through badges, social interactions, points and rankings. Furthermore, the current finding is related to motivation theory, which suggests that incentives contribute to the formation of intrinsic motivation, which motivates users to reach the desired level through various motivational processes. Therefore, given the psychological pressures that learners may face due to learning emergencies and precautions, it is important to have motivational practices that motivate learners through digital platforms.

Planning and Goal

Gamification significantly enhances users' motivation by structuring their plans and establishing goals within gamification platforms. Gamification facilitates users in planning their learning tasks to earn digital incentives, thereby aiding them in formulating strategies to address challenges that impede their progress and enabling them to engage with their distinguished peers. The gamification tools implemented in the platform facilitated users in managing stress and anxiety, directing their attention towards achieving the incentives associated with each task, thereby motivating students to strive for higher levels alongside their peers. Gamification promotes cognitive development in learners and reinforces their skills in organising learning. This aligns with a study indicating that gamification fosters internal incentives that motivate students to achieve the desired level through their planning methods. This outcome is associated with self-determination theory, which posits that incentives are necessary to encourage students to persist in organising their learning

Self-Observation

The findings of the study indicated that the utilisation of gamification platforms has the effect of promoting user engagement in the tracking of their tasks and the monitoring of their learning progress, thereby enhancing their motivation to actively participate in their educational experiences. Moreover, gamification prompts students to persistently engage with and monitor their learning trajectory, as they strive to accumulate points and collect badges that motivate them to achieve their educational goals in unison with their classmates. The evidence demonstrates that gamification effectively engages students, fostering a state of ongoing activity and motivation that encourages them to consistently and seamlessly track their tasks. This typically improves the exchange of knowledge among participants, thereby increasing the likelihood of success in utilising gamification to boost learners' ambition. This aligns with a study suggesting that

individuals consistently assess their performance to obtain the anticipated rewards from their efforts. This suggests that gamification enhances the learner's motivation by tracking the progression of their educational process.

Social Interactions

Social interactions emerged as the fourth most significant incentive identified by the study participants regarding the impact of gamification platforms on users' ambition. Participants observed that the student's enjoyment in their learning environment transformed traditional teaching methods, facilitating the delivery of information in a simplified and accessible manner. In this context, a study indicated that despite the tedious requirements and procedures provided by gamification-based learning platforms, students experience pleasure and interaction with their peers due to gamification's ability to integrate and enhance stimuli that foster happiness and enjoyment in the educational process. This aligns with the findings of (Alhalafawy & Zaki, 2019b), which highlighted the role of gamification in enhancing psychological well-being among higher education participants. Gamification fosters greater autonomy, personal development, positive interpersonal relationships, and self-acceptance—key components that promote happiness and enjoyment within the learning environment. Gamification has played a significant role in enhancing users' motivation by facilitating interactions with their peers and providing insights into their relative standing within the group. Consequently, implementing gamification in educational platforms plays a crucial role in enhancing social interactions among learning communities. (Hassan, Dees, & Hamri, 2019).

Research Limitations

The study comprised 12 participants, as acquiring a larger sample size proved challenging. A significant number of gamification specialists were contacted via email to invite them to participate in the study, yet the response rate was low. As a result, a snowball effect was utilized to gather nominations from experts in the gamification platform field. It is advisable to tackle this phenomenon by gathering a substantial number of expert respondents to gain a precise understanding of how gamification can enhance learners' ambition. Research has explored the role of gamification in enhancing ambition during educational emergencies, establishing it as a key approach in such contexts. Therefore, we suggest examining the effects of gamification in everyday situations.

Conclusion

This study aimed to explore how gamification-based digital learning platforms contribute to increasing learner ambition, as perceived by expert faculty members. The findings of the study indicated that the primary elements contributing to the positive influence of gamification on ambition include learner motivation, planning and goal-setting, monitoring learning continuity, and the effects of gamification on social interactions. The results of this study have the potential to enhance the learning environment during educational crises via digital platforms. The findings of this study can further empower educational institutions to refine their educational platforms and management strategies, ultimately enhancing ambition indicators. Conducting additional studies that combine canning with generative artificial intelligence tools could be crucial for enhancing learners' ambition. Recognizing the influence of various technologies, including augmented reality, the Internet of Things, and flipped classrooms, on learners' ambition indicators is crucial.

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