



Gamification-Based Emotional Connectivity Model: Strengthening Positive Classroom Relationships to Reduce Student Academic Burnout

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Abstract :

Academic burnout is a complex emotional condition that arises from prolonged learning pressure and weak social connections in the classroom. This study examines the effectiveness of a *Gamification-Based Emotional Connectivity Model* as an innovative management strategy to enhance emotional bonds between teachers and students, while reducing symptoms of academic burnout. Using a qualitative approach that incorporated participatory observation, in-depth interviews, and documentation, the research was conducted in classrooms where students had previously exhibited signs of emotional fatigue and disengagement. The gamification model integrates game-based learning elements—such as points, badges, and collaborative challenges—with emotional reinforcement through empathy, positive feedback, and reflective sharing. The findings suggest that gamification has a significant impact on enhancing the classroom climate, thereby creating a more supportive and participatory learning environment. Students who were previously passive became more active and confident in expressing their ideas, while teachers acted as emotional facilitators rather than mere instructors. The study identifies four key dimensions that support emotional well-being in learning: emotional safety, positive reinforcement, collaborative interaction, and teacher emotional presence. Through these dimensions, the gamification model transforms learning into a psychologically safe, socially engaging, and intrinsically motivating process. The results indicate that integrating emotional connectivity into gamified learning not only increases motivation and engagement but also serves as a preventive framework against academic burnout. This model offers a practical contribution to developing emotionally intelligent classrooms and advancing the pedagogy of well-being in modern education.

INTRODUCTION

Academic burnout has become a significant concern in contemporary education, stemming from excessive academic demands and inadequate emotional support. Students experience not only cognitive fatigue but also emotional exhaustion, leading to disengagement and diminished motivation to learn (Ghislieri et al., 2023; Klinkenberg et al., 2024; Milyavskaya et al., 2021). In many Islamic schools, this problem is exacerbated by rigid classroom dynamics and limited emotional interaction between teachers and students. Learning environments that prioritize achievement over well-being often leave students feeling isolated and disconnected (Amir et al., 2025; Maulidi, 2025a, 2025b). Therefore, it becomes essential to develop learning management strategies that integrate emotional engagement and academic rigor to promote sustainable student well-being.

Field observations reveal that the primary trigger of academic burnout is the lack of emotional connection between students and teachers. Many students report feeling uncomfortable with certain teaching styles, unappreciated for their efforts, and reluctant to participate in class. This emotional disconnection fosters apathy, anxiety, and avoidance behaviors that negatively impact both performance and mental health (Gupta & Sharma, 2021; Ostovar et al., 2021; Tay et al., 2021). In the post-pandemic era, these symptoms have intensified as academic workloads have increased and social interactions have decreased. Consequently, there is an urgent need for learning innovations that strike a balance between cognitive stimulation and emotional bonding. Gamification, the integration of game mechanics such as points, challenges, and rewards into learning processes, has been identified as a promising approach to achieving this balance (Ahmad Fauzi et al., 2025; Maulidi, 2025a; Romzy et al., 2025).

Previous studies demonstrate that gamification enhances motivation and engagement (Chans & Portuguese Castro, 2021; Donnermann et al., 2021; Hellín et al., 2023), yet few have investigated its potential to strengthen emotional connectedness. In educational psychology, *positive emotional connectivity* the sense of trust, empathy, and mutual appreciation between teachers and students is recognized as a protective factor against burnout (Jennings & Min, 2023; Romanovska & Novak, 2024; Wang, 2023). Integrating gamification with emotional connectivity, therefore, represents a novel pedagogical framework that merges affective and cognitive dimensions of learning. Rather than treating emotion as supplementary, this integration positions it as a central indicator of educational quality.

This study was conducted at MTs Nurul Jadid, an Islamic junior high school undergoing pedagogical modernization while maintaining its traditional values. The institution faces challenges of student fatigue and disengagement, yet offers a unique environment where innovative, game-based, and emotionally responsive learning can be explored. Preliminary classroom observations revealed a significant behavioral transformation following the implementation of gamification—students became more active, collaborative, and emotionally expressive. Teachers began to act not merely as content deliverers but as emotional facilitators who design learning spaces that feel safe, enjoyable, and non-judgmental. The research framework is anchored in three core theories. Self-Determination Theory, as outlined by Ryan et al. (2022), emphasizes autonomy, competence, and relatedness as intrinsic motivators. The Broaden-and-Build Theory of Positive Emotions, as explained by Liu & Boyatzis (2021), posits that positive emotional experiences expand cognitive and social capacities, thereby fostering resilience. Gamification Theory, as proposed by Pesch et al. (2022), provides the structural foundation for designing playful and engaging learning environments. Synthesized together, these perspectives form the basis of the Emotional Connectivity Gamification (ECG) Model, which emphasizes teacher empathy, supportive classroom climate, and student emotional safety as essential components of quality learning.

The purpose of this research is to analyze the implementation of gamification-based learning management strategies that strengthen positive emotional connectivity and reduce academic burnout among students. Specifically, it investigates how teachers design emotionally supportive learning interactions and how students respond through enhanced engagement and motivation. Theoretically, this study broadens the scope of gamification from a motivational technique to a framework for emotional well-being. Practically, it provides educators with a replicable model for creating psychologically safe and socially supportive classrooms. The findings are expected to contribute to the development of an emotionally intelligent Islamic education system that harmonizes cognitive growth with emotional resilience, positioning learning as both meaningful and restorative.

RESEARCH METHOD

This research uses a qualitative approach with a case study design that aims to deeply understand the experiences of students and teachers in the application of exemplary-based leadership and gamification learning strategies oriented towards strengthening emotional connectivity in modern Islamic boarding schools (Priya, 2021; Renjith et al., 2021; Singh et al., 2021). The research was conducted at Madrasah Tsanawiyah (MTS) Nurul Jadid, Paiton, Probolinggo, East Java, an Islamic educational institution that develops technology-based learning innovations and fosters spiritual values. The selection of the location was carried out purposively because this institution has a unique character: applying gamification learning under an exemplary-based leadership pattern as applied to secondary Islamic education. This approach was chosen to explore the meaning of students' learning experiences and teachers' strategies in building a fun, humane, and religiously valued classroom environment (Aseery, 2024; Forbes, 2021; Rusticus et al., 2023).

Data was collected through in-depth interviews, participatory observations, and documentation. Interviews were conducted with madrasah heads, Islamic Religious Education teachers, homeroom teachers, and grade IX students involved in gamification-based learning activities. Participatory observation is conducted during the teaching and learning process to observe the dynamics of emotional interaction between teachers and students, as well as how exemplary elements are applied in gamification activities within the classroom. Documentation is used to complete the data through teacher reflection notes, student learning outcome sheets, and visual documentation of the learning process. Data was obtained in stages over four months (January–April 2025).

Data analysis was carried out interactively, following the Miles, Huberman, and Saldaña models (Karmina, Dyson, & St J, 2021; Karmina, Dyson, Watson, et al., 2021), which involves three stages: data reduction, data presentation, and concluding. In the reduction stage, the researcher selects and condenses interview data, observations, and documents that are relevant to the research focus. The presentation of data was carried out in the form of a thematic narrative that described the relationship between exemplary leadership, gamification, and positive emotional connectivity. Conclusions are drawn through an interpretive process that is continuously verified during data collection. The validity of the research results is maintained through the triangulation of sources and methods, member checking with key informants, and peer debriefing among researchers to ensure the validity of interpretation (Lloyd et al., 2024; Motulsky, 2021; Vella, 2024).

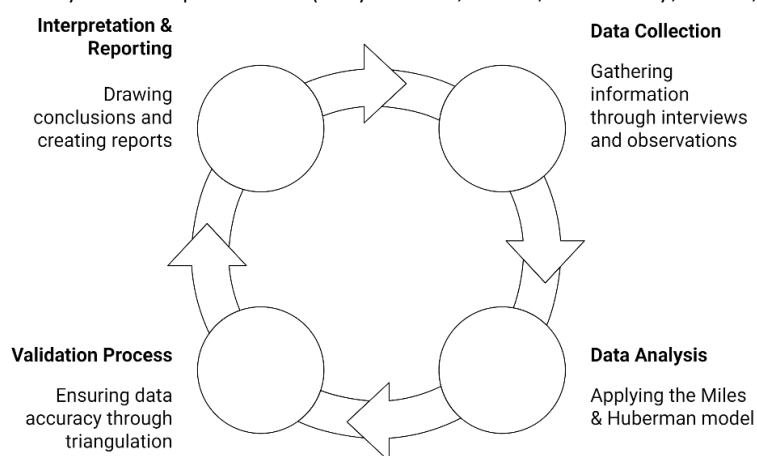


Figure 1. Research Flow

RESULT AND DISCUSSION

Result

Emotional Connectivity Gamification Model

Gamification-based learning management strategies, designed to foster positive emotional connectivity between teachers and students, have emerged as a core mechanism in mitigating the symptoms of academic burnout. This model not only adds elements of play to the learning process but also enhances it. This model positions warm emotional interactions, social support in the classroom, and a sense of personal involvement as part of the quality of learning. Learning is packaged as a series of challenges, points, and recognition of efforts. It is not just the assessment of the final result. Teachers are portrayed not just as material givers, but as emotional companions who keep students feeling safe, valued, and not alone in facing academic pressure.

The results of observations show that the classroom atmosphere becomes more lively, collaborative, and less rigid after gamification is applied. Students who initially appear passive begin to engage actively in academic discussions and classroom games. Teachers not only deliver lesson content but also manage the emotional climate of the classroom through hands-on appreciation, gradual challenges, and healthy competition. One teacher stated that this approach makes learning feel relevant to the emotional state of students, not just to the curriculum target. The teacher explained that classroom activities are now designed to make students feel happy, safe, and not afraid of making mistakes.

One student said, "I often feel tired even before studying. Just look at the assignment, and it is dizzying. Now it is different. I was waiting for the next quiz because it felt like playing, but it turned out to be learning too." Another student described the change in the classroom atmosphere with the sentence, "Now I am more enthusiastic. He has always been a bit of a jerk, but now he is trying to get back into the game." These students' voices show that gamification strategies do not only modify material presentation techniques. This strategy changes the student's emotional connection to learning activities. They no longer see tasks as burdens, but as a safe arena to work on.

This gamification program operates in conjunction with other initiatives. The teacher planned to provide emotional reinforcement, such as acknowledging effort, offering collective praise, and facilitating group reflection after the game session. The teacher closed the session not only with a summary of the material, but also with an invitation to share feelings. Students are asked to explain how they feel when they compete, work together, or fail to answer. This step serves as a channel for releasing psychological stress. The teacher said that the practice of emotional reflection made students "feel heard". This narrows the emotional distance between teachers and students. Emotional distance has been a primary trigger for boredom and a sense of detachment from the learning process. This relationship is visualized in the following model, which shows the interaction between teachers, students, and play elements as the foundation for strengthening students' emotional well-being, as shown in Figure 2.

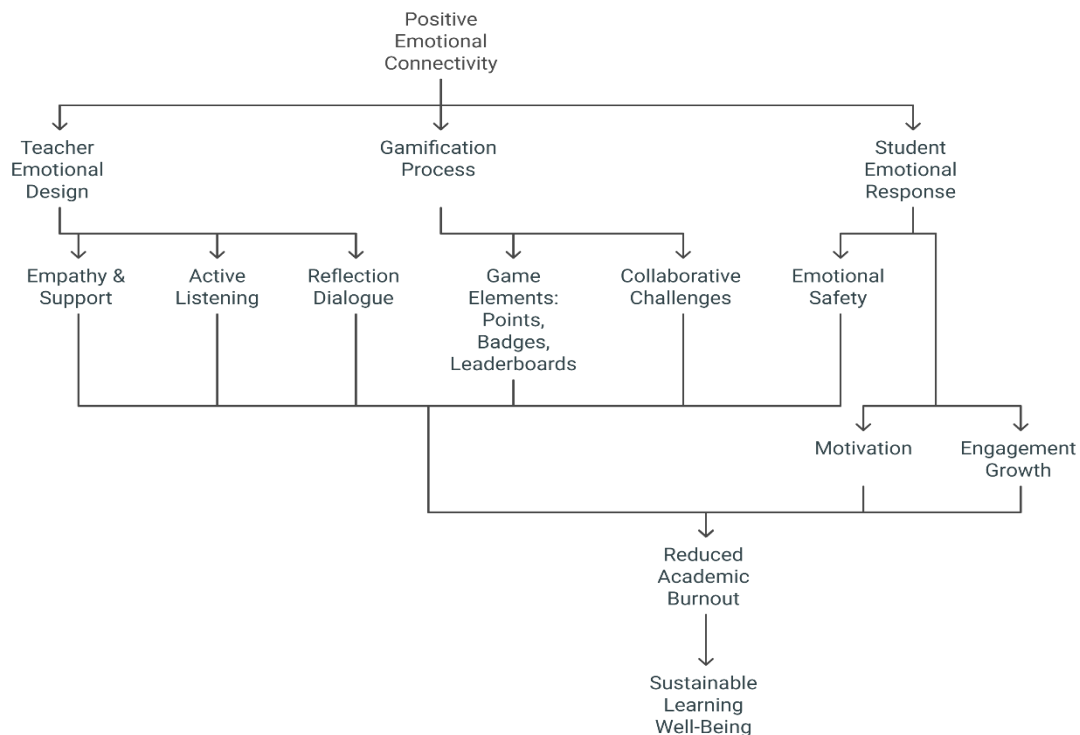


Figure 2. Emotional Connectivity Gamification Model

Figure 2 illustrates the Emotional Connectivity Gamification model, which shows how positive emotional connectivity between teachers and students can be built through a structured gamification process. This model identifies three key components: the teacher's emotional design, the gamification process, and the student's emotional response, as the core of increased motivation and learning engagement. Teachers' emotional designs are manifested through empathy, support, active listening, and reflective dialogue that form a supportive classroom climate. Meanwhile, gamification is implemented through game elements such as points, badges, and leaderboards, as well as collaborative challenges that encourage social interaction and a sense of accomplishment. Students' emotional responses, in the form of a sense of security and motivation, are key to fostering ongoing engagement. These three aspects contribute to reducing academic boredom and fostering sustainable learning well-being. This model confirms that integrating emotional aspects and gamification plays a crucial role in creating a healthy and productive learning experience.

Student Engagement and Motivation Mapping

The gamification intervention was applied to a group of students who previously showed intense symptoms of academic burnout. Symptoms include emotional exhaustion, loss of interest in learning, and an urge to avoid academic interactions. At the beginning of the session, some students admitted that they often felt like giving up. One of the middle-class students said, "Sometimes I just want to skip school. It feels like school keeps getting tired. Entering the classroom, I sit, but nothing goes into my head." This statement describes mental fatigue that is not limited to cognitive aspects. This condition is also emotional. Students often feel disconnected from their teachers, are uncomfortable with certain teaching styles, and do not perceive the classroom as a safe space.

During the gamification-based learning process, researchers observed behavioral changes toward active participation. Students who had previously been silent in class began answering questions, asking for the opportunity to take additional rounds of quizzes, and discussing topics with friends without being prompted. Learning activities move from a one-way format to an interactive and participatory format. Teachers also reported that students began to ask for feedback not only on correct or incorrect answers, but also on learning strategies. This signifies a shift from the position of "a passive tired student" to a "student who feels in control of his or her learning process."

The head teacher emphasized that the success of this approach depends on continuity, not just one session. The teacher stated that emotional training and the preparation of fun activities need to be conducted regularly and measured. Teachers practice consistent reinforcement patterns. Not only praising the winners, but also acknowledging the efforts of the group that had difficulties. That way, the competition goes on healthily. Does not create a sense of inferiority for students with low scores. Class observations noted that students even asked for "extra rounds" not because of material gifts, but because they felt comfortable being in an emotionally supportive learning atmosphere.

At the end of the intervention session, follow-up interviews showed a change in students' perception of academic activities. Students said learning felt "lighter", "not scary", and "not mentally exhausting". This shows that learning motivation is not only increased in the form of energy during class, but also in the form of improved attitudes towards the long-term learning process. In other words, this intervention serves as a reconfiguration of the learning experience, shifting from experiences associated with stress to those associated with positive emotional connections. The process of increasing student motivation and involvement through the application of gamification takes place gradually. Each stage shows a typical change in student behavior and emotions, as summarized in Table 1.

Table 1. Student Motivation and Engagement Mapping Process

Internship	Description	Indicators / Observable Behaviors	Emotional Implications
Initial Condition	The initial condition of students shows academic fatigue and emotional disconnection from teachers.	Often complains of tiredness, lack of focus, avoidance of class, and reluctance to participate in interactions.	Negative emotions dominate, such as saturation, anxiety, and lack of confidence.
Gamification Intervention	Teachers apply game elements (points, badges, quizzes, collaborative missions) accompanied by emotional support.	Students begin to engage in game activities and show curiosity.	Emotions shift from neutral to positive. Academic pressure began to decline.
Emotional Engagement	Social relations between students and teachers are getting warmer and more supportive.	Students are more actively interacting, showing positive expressions, and helping friends.	Grow a sense of acceptance, safety, and value in a learning environment.
Active Participation	Students actively participate in class activities on a voluntary basis.	Ask for feedback and consider taking an extra round of quizzes.	Positive emotions are dominant: enthusiastic, happy, and healthily challenged.
Sustained Motivation	Learning engagement and intrinsic motivation continue to increase.	Students demonstrate consistency in their learning, are more focused, and are better able to manage stress.	Emotional well-being increases, burnout decreases, and a sense of meaning in learning appears.

From Table 1. The process of transformation of motivation and student involvement occurs gradually through a gamification approach based on emotional connectivity. In the early stages, students exhibit symptoms of academic fatigue and emotional disconnection from teachers, characterized by passive attitudes and negative emotions, such as boredom and anxiety. Once the gamification intervention was implemented—through the use of points, badges, and collaborative missions accompanied by emotional support—students began to exhibit a shift in their attitudes toward more positive engagement. The next stage shows an increase in warm social relationships and a sense of emotional security, which then develops into active and voluntary participation in classroom activities. In the final stages, students' intrinsic motivation and learning engagement continue to increase, accompanied by a decrease in burnout and an improvement in emotional well-being. Overall, this table indicates that integrating gamification and emotional support can be an effective strategy for fostering sustainable learning motivation and well-being.

Teachers also monitor student engagement over time. The teacher recorded who actively asked questions, who seemed withdrawn, who showed healthy social humor, and who showed signs of becoming tired. This pattern is similar to the practice of mapping interests and talents that quality institutions do when placing students on an appropriate development path. However, in this context, the mapping is directed not to academic specialties but to psychosocial conditions. The goal is for teachers to be able to provide both the proper emotional support and academic assistance.

Learning Environment and Support Infrastructure

The application of gamification and positive emotional connectivity approaches requires a supportive, non-threatening, and socially stable learning environment. The results of observations show that the classroom atmosphere that supports emotions is an important factor in reducing burnout. The classroom is set up as a collaborative space. Students learn through group activities, encourage each other, and celebrate small successes. Teachers serve as facilitators who keep students from degrading each other. The active teacher reminded that the purpose of the activity is not just to win, but to grow.

In addition to the psychological aspect, the intervention also requires basic technical support. Each gamification session utilizes simple media, including interactive quizzes, points, small scoreboards, team avatars, and weekly mission challenges. This medium serves as a visual and social stimulus, without the need for heavy infrastructure. However, obstacles arise when the availability of tools such as presentation devices, stable connections, or teacher preparation time is limited. Some teachers state that they need advanced training to design effective and emotionally safe gamification materials. This means that the success of this model is significantly influenced by teacher readiness, classroom management, and the allocation of time for material development.

The teacher stated that strengthening the emotional atmosphere of the classroom cannot be separated from recognizing students' efforts. In the reflection session after the game, the teacher allows students to express their feelings of tiredness, fear of failure, or worry compared to their friends. This experience makes students feel valued as individuals, rather than just being judged as numbers. This safe emotional atmosphere works like a psychosocial infrastructure. Its role is just as important as the physical facilities of learning.

The management of emotional support in the classroom then has an impact on students' perception of school. Students no longer see the classroom as a source of continuous, exhausting stress. They began to see the classroom as a supportive social sphere. This represents a fundamental shift from viewing a burden as a hindrance to seeing it as a space for emotional recovery. In addition, the study's results also show that the success of gamification implementation depends not only on the technical aspects of the game, but also on the emotional state of the supporting class. A safe and positive learning environment is an important prerequisite for students to dare to try, interact, and learn without pressure. A framework of the elements that make up an emotionally supportive classroom climate is presented in Table 2.

Table 2. Supportive Classroom Climate and Emotional Safety Framework

Component	Description	Function in Learning Process	Observed Indicators
Emotional Safety	A classroom environment that is free from threats, ridicule, or fear of failure.	Enhance students' confidence and encourage them to participate more courageously.	Students are more open, dare to answer, and are not afraid of being wrong.
Positive Reinforcement	Teachers give rewards for effort, not just final results.	Foster a sense of appreciation and motivate students to keep trying.	Teachers give verbal praise and points for active participation.
Collaborative Interaction	Learning activities are designed to foster cooperation among students.	Increase empathy and social support among students.	The group discussion was actively engaged, with students helping each other.
Reflective Sharing	An emotional reflection session at the end of the learning to express feelings.	Reduces psychological distress and strengthens social relationships.	Students can convey positive experiences and learning challenges.
Teacher Emotional Presence	Teachers demonstrate emotional presence by showing empathy, using positive humor, and providing personal attention.	Maintain an emotional connection between teachers and students during the learning process.	The teacher actively asks the students how they feel and provides personal support.
Supportive Peer Climate	Students support each other and refrain from laughing at their friends' mistakes.	Foster a sense of community and trust in the classroom.	Students give spontaneous applause or appreciation to their friends.

Building on the findings presented in Table 2, the Supportive Classroom Climate and Emotional Safety framework outlines the key elements that comprise a safe and emotionally supportive learning environment. The first component, Emotional Safety, emphasizes the importance of a classroom atmosphere free from fear and ridicule, so that students feel encouraged to participate. Positive reinforcement plays a crucial role in fostering a sense of appreciation, focusing on effort rather than just results. Collaborative interaction fosters cooperation and empathy among students, thereby creating a strong social support network. Meanwhile, Reflective Sharing provides a space for students to express their feelings, thereby reducing psychological pressure. A teacher's emotional presence, as demonstrated through Teacher Emotional Presence, fosters stronger interpersonal relationships and demonstrates genuine concern for students. Finally, Supportive Peer Climate strengthens the sense of togetherness among students.

Burnout Monitoring and Well-Being Evaluation

Burnout monitoring was carried out continuously throughout the intervention. Monitoring is not limited to cognitive assessment of learning outcomes. Monitoring also touches on the emotional dimension and social connectedness of students. Data were collected through in-depth interviews, classroom observations of participants, and documentation of student reflections and teacher notes. At the beginning of the study, students reported experiencing a state of mental exhaustion, a loss of interest in learning, and feelings of being unable to meet academic demands. After the implementation of gamification, students reported a decrease in emotional saturation, an increased sense of connection with teachers and friends, and a better sense of self-confidence.

Teachers reported that students who were previously inclined to withdraw began to be actively involved in group work. Students ask for feedback directly without fear of being judged. One of the students said, "Now the lessons feel lighter. I do not get tired as quickly as I used to. It feels safer. If you are wrong, you will not be scolded immediately." This saying shows that the meaning of academic success is shifting. It is not just a matter of high grades. But also a sense of security during the learning process.

The school then began designing follow-up measures based on these findings. The teacher suggests a five-step pattern to maintain the emotional state of the students. One sets daily emotional targets in class. Two gave positive actions that could be observed. Three give points and business-based appreciation. Four provide a box of aspirations or praise to reinforce each other. Five of them reflected together at the end of the study period. This series of steps demonstrates that emotional quality evaluation does not end with the diagnosis of burnout. Evaluation continues to inform the design of practical interventions in the classroom. At this point, burnout is no longer viewed solely as a problem of individual students who are "mentally lacking." Burnout is understood as an indicator of the quality of the learning environment. This places classroom leadership as a key factor in determining the quality of students' psychological well-being. Thus, burnout monitoring is part of the quality assurance system for learning welfare.

Discussion

The results of the study show that gamification strategies designed with an emotional approach can change students' perceptions of the learning process. Students who initially exhibited symptoms of academic burnout, such as emotional exhaustion, loss of motivation, and apathy towards academic assignments, began to show increased active participation and enthusiasm. These changes are not only behavioral, but also psychological, as the emotional connection between teachers and students increases significantly. These findings reinforce the concept that positive emotional connectivity plays an important role in shaping a healthy classroom climate. Positive emotional relationships foster a sense of emotional safety, which, according to Maulidah et al. (2024), enables individuals to expand their cognitive and social capacities. In the context of education, positive emotions, such as happiness, appreciation, and acceptance, strengthen learning engagement and psychological resilience to academic stress. When teachers can build emotional connections with students through play-based activities, students no longer view assignments as burdens, but rather as enjoyable and meaningful social experiences.

These results are consistent with the Self-Determination Theory (SDT) proposed by Adhinugraha et al. (2024), Hasanah & Hefniy (2023), and Veronika & Hasan Baharun (2024). SDT emphasizes that intrinsic motivation grows when three basic psychological needs are met: autonomy, competence, and relatedness. Gamification elements such as points, badges, leaderboards, and collaborative challenges provide a competency and achievement experience, while the warm relationship between teachers and students meets the need for social connectedness. Meanwhile, the opportunity for students to choose game strategies or activities provides room for autonomy and self-direction. The combination of these three factors forms a sustainable motivation system, preventing academic burnout. The study also confirms that gamification is ineffective if it focuses solely on the competitive element. Without emotional support from teachers, games can actually create new pressures. Therefore, the success of gamification strategies lies in their ability to integrate affective and social dimensions, not just the technical aspects of the game. In this context, the teacher acts as an emotional designer, ensuring that the game's dynamics always foster positive emotions and social connection, rather than anxiety.

The findings of this study align with those of Motulsky (2021), who found that gamification increases the learning engagement of history students through enhanced intrinsic motivation. However, the study went further by adding an emotional dimension as an intermediate variable between gamification and reduced burnout. Vella (2024) also emphasizes the importance of gamification strategies that foster joyful challenges without pressure. In this study, this aspect manifested through healthy competition and emotional reflection after a game session. In addition, this study reinforces the results of Singh et al. (2021) which conceptualizes student engagement as the result of the interaction between structural factors (learning design) and psychological factors (emotions and motivation). In the context of madrassas or schools based on religious values, such as MTS Nurul Jadid, the integration of these two factors is becoming increasingly important. Gamification not only serves to improve academic skills but also becomes a medium for internalizing social, spiritual, and emotional values that align with the humanistic character of Islamic education.

The gamification approach based on emotional connectivity can be categorized as a form of emotional pedagogy, which is a pedagogy that places students' affective experiences as part of learning quality management. In line with the positive education approach, teachers are not only teachers, but also managers of students' emotional well-being. This is important because academic fatigue not only arises from the workload of tasks, but also from a sense of disconnection and loss of meaning in learning. The teacher's practice in this study demonstrates that strengthening positive emotions can be integrated into simple routines, including giving recognition for effort, holding group reflections, and creating a safe space for sharing learning experiences. These actions form a micro-climate that is conducive to reducing stress and increasing resilience. In the long term, this strategy has the potential to strengthen the well-being-oriented quality assurance system for education.

Practically, the results of this study provide an alternative model for educational institutions to address the increasing cases of academic fatigue among students. This model can be applied to various levels of education by adjusting the level of complexity of the game and the social context of students. Teachers need to be specially trained to understand the dynamics of emotions in the classroom and manage gamification

activities with the principles of empathy, inclusivity, and social support. Theoretically, this study expands the gamification literature by incorporating positive emotional connectivity variables as new mediators in reducing academic burnout. This approach opens up new directions for further research in the field of affective pedagogy and well-being education, particularly in the context of Islamic education, which emphasizes the balance between cognitive, affective, and spiritual dimensions.

Overall, the results of this study confirm that the effectiveness of gamification lies not only in the design of the game, but in the quality of the emotional relationships built in it. When students feel emotionally connected to their teachers and friends, learning activities become a means of psychological growth, rather than a source of pressure. Thus, gamification-based emotional connectivity can be positioned as a holistic learning management strategy to enhance the quality of the learning experience while maintaining students' mental health.

CONCLUSION

This study confirms that the application of gamification-based learning strategies designed with positive emotional connectivity content can significantly reduce the symptoms of academic burnout in students. The transformation is evident in the shift from students' previously passive and emotionally negative attitudes to becoming more enthusiastic, actively involved, and exhibiting increased emotional resilience. An emotionally supportive classroom environment, supported by positive reinforcement, collaborative interaction, and the emotional presence of teachers, is proven to create a safe and enjoyable learning atmosphere. Gamification not only increases intrinsic motivation but also serves as an emotional design that reinforces students' sense of belonging, confidence, and social connection in the learning process. Thus, this strategy is not only relevant as an innovative pedagogical approach but also plays an important role in shaping a humanistic and sustainable learning ecosystem. Further research can explore the effectiveness of this model in the context of a broader educational level.

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