

UTILIZATION OF EDUCANDY-BASED EDUCATIONAL GAMES IN ISLAMIC EDUCATION

Afifah Khairiah Dalimunthe^{1*}, Icha Sa'ida Zahara²

^{*1,2}Universitas Muhammadiyah Sumatera Utara

^{*1}email: afifahkhairiah08@gmail.com

²email: icha60782@gmail.com

Abstract: This study aims to analyze the utilization of Educandy-based educational games in Islamic Education (PAI) learning in elementary schools. This educational game is designed to enhance student motivation and engagement in understanding PAI material, which is often perceived as less interesting. The method used in this research is a qualitative approach, with data collection through observations, interviews, and questionnaires involving students and teachers. The results indicate that the use of Educandy significantly increases students' interest in learning, strengthens their understanding of basic concepts in Islam, and creates a more interactive and enjoyable learning atmosphere. Students reported feeling more engaged and active in the learning process, which positively impacts their learning outcomes. Additionally, teachers also found it easier to deliver material with the help of this educational game. The conclusion of this study emphasizes that Educandy-based educational games are an effective tool for improving the quality of PAI learning. Therefore, it is recommended that educators consider integrating educational games into the curriculum to create a more engaging and interactive learning experience, as well as to enhance students' learning outcomes in Islamic Education.

Keywords: Educational Games, Educandy, Learning, Islamic Education, Learning Motivation.

Introduction

Information and communication technology has become an integral part of daily life, including in the field of education. Conventional learning is often considered less engaging and unable to meet the needs of students who prefer interactive and enjoyable approaches. Therefore, innovation in teaching methods is essential to enhance student motivation and understanding, especially in subjects that are perceived as complex, such as Islamic Studies.

Educandy-based educational games are one solution that can be used to address these challenges. Educandy is a platform that allows teachers to create various types of educational games, such as quizzes, puzzles, and other interactive activities. By utilizing Educandy, teachers can present Islamic Studies material in a more engaging and interactive way, thereby increasing student involvement and motivation to learn.

The world of children is play; most of their time is spent playing, and even their rest time is often filled with play. Play is a fundamental need and a vital part of a child's life. Through play, children develop understanding, gain information, experience enjoyment, and foster their imagination. Therefore, when introducing astronomy to children, it cannot be done in the

same way as it is for middle school students or college students, who are taught through textbooks.

Instead, the approach should be more interactive and engaging, utilizing methods that resonate with children's natural inclination to explore and discover through play. This could involve hands-on activities, games, and creative projects that allow children to experience astronomical concepts in a fun and meaningful way. By doing so, educators can cultivate a genuine interest in astronomy and science among young learners. (Muhammad Qorib, 2021)

Several studies have shown that the use of educational games in learning can enhance students' understanding of the material, strengthen memory retention, and create a more enjoyable learning atmosphere. In the context of Islamic Studies, educational games can help students grasp fundamental concepts, values, and practices within Islam in a more accessible and engaging manner. (Sari, 2020)

Islamic Education (PAI) plays a crucial role in shaping the character and morals of the younger generation. However, in practice, PAI learning is often perceived as less engaging and interactive, which can diminish students' motivation to learn. In today's digital era, the utilization of technology in education has become increasingly relevant, especially in creating a more interesting and effective learning experience. One innovation that can be implemented is the use of Educandy-based educational games.

Educandy is a platform that allows educators to create educational games that can be tailored to the learning material. By utilizing this educational game, it is hoped that students can become more engaged in the PAI learning process. Educational games not only present information in an enjoyable way but also encourage students to actively participate, collaborate, and think critically. Through games, students can learn fundamental concepts in Islam in a more interactive and enjoyable manner. (Hidayati, 2021)

This study aims to analyze the utilization of Educandy-based educational games in Islamic Education (PAI) learning in elementary schools. Using a qualitative approach, this research will collect data through observations, interviews, and questionnaires involving students and teachers. It is expected that the results of this study will provide insights into the effectiveness of using Educandy in enhancing student motivation and learning outcomes in Islamic Education. Additionally, this research also aims to provide recommendations for educators on integrating technology into the learning process, thereby creating a more engaging and beneficial learning experience for students.

Literature Review

1. The Concept of Educational Games in Learning

Educational games are tools designed to teach specific concepts or skills through play. In the context of education, educational games can enhance student motivation and engagement. According to (Gee, 2003), games have the potential to create deep and enjoyable learning experiences. This is particularly relevant in Islamic Education, where students often face challenges in understanding material that is perceived as rigid or less engaging.

The learning method emphasizes the active learning process of students in an effort to achieve learning outcomes. The selection of teaching methods should avoid simply pouring ideas into students; teachers should consider ways (methods) that enable students to learn optimally. This means that the methods should be appropriate to each student's level of ability. Optimal learning can be achieved when students are active under the guidance of an equally active teacher. (Hamdani, 2011)

The learning method is the most effective and appropriate way to enhance academic achievement in Islamic education. It encompasses all activities conducted both inside and outside the classroom through various systematic efforts to achieve the goals of Islamic education. Speaking of teaching methods, there is a verse in the Qur'an that can serve as a guideline regarding the method used by the Angel Gabriel in delivering revelations to the Prophet Muhammad (peace be upon him), which is found in Surah Al-Ankabut [29]: 43, namely:

الْعُلَمَاءُ إِلَّا يَعْزَمُهَا وَمَا لِلنَّاسِ نَصْرُهَا الْأَمْثَالُ وَتِلْكَ
 ٤٣

The translation:

"The parables We present for mankind, but none will understand them except those who have knowledge."

The learning process will yield learning outcomes. However, it is important to remember that even if the learning objectives are well formulated, it does not necessarily result in optimal learning. This is because good outcomes are influenced by various components, particularly how the students, as the subjects of learning, engage in the activities.

The essence of play is reflected in the attitude towards the game. All games are those that are played. The appeal of a game, the charm it possesses, lies in the fact that games tend to captivate the players. Even in cases where an individual attempts to fulfill a task to assert themselves, there is a risk of whether they will succeed or not, continuing to engage repeatedly, which is the allure of the game. Anyone who tries is, in fact, someone who is being tested. The real subject of the game (this is particularly evident in experiences where there is not just a single player) is, in fact, the game itself. A game is something that captivates the player's interest, draws them into the play, and keeps them there. Game-based learning is a highly enjoyable activity and can serve as an educational tool that is instructive. Game-based learning consists of educational games that are beneficial for enhancing language skills, critical thinking, and social interaction with the environment. (Hans, 2004)

2. Educandy as an Educational Game Platform

Educandy is a platform that allows teachers to create quizzes, puzzles, and other educational games that can be customized to fit the learning material. Educandy provides ease for teachers to create engaging and interactive content. According to Educandy (n.d.), this platform is designed to enhance student engagement in the learning process. By using Educandy, teachers can create games that are relevant to Islamic Education (PAI) material, such as quizzes about Islamic history, moral values, and practices of worship. The key features of Educandy include:

- a. Interactive Quizzes: Teachers can create quizzes with various types of questions, such as multiple choice, fill-in-the-blank, and true/false. This variety allows for comprehensive assessment of student understanding.

- b. **Crossword Puzzles:** This feature enables students to learn in a fun way through crossword puzzles related to the subject matter. It encourages critical thinking and reinforces vocabulary and concepts.
- c. **Team-Based Games:** Educandy allows students to play in groups, which can enhance collaboration and interaction among students. This fosters teamwork and helps build social skills.
- d. **Easy Access:** Students can access the games through internet-connected devices, such as computers, tablets, or smartphones. This accessibility ensures that learning can take place anytime and anywhere, promoting flexible learning opportunities. (Kurniawan, 2023)

3. Benefits of Utilizing Educandy in Islamic Education (PAI)

- a. **Enhancing Student Motivation and Engagement**
Research by (D Rahmawati, 2022) shows that the use of digital media, including educational games, can increase student motivation in Islamic Education. Students feel more engaged and active in the learning process when using educational games. This aligns with findings by (J, 2016), which state that games can enhance student engagement and motivation in learning.
- b. **Reinforcing Conceptual Understanding**
Educandy allows students to learn through interactive games, helping them better understand fundamental concepts in Islam. (Suryanto, 2021) notes that the use of technology in Islamic Education can improve students' understanding of the material being taught. In this way, students can remember information more effectively and apply it in their daily lives.
- c. **Flexibility in Learning**
Educandy can be accessed anytime and anywhere, providing flexibility for students to learn at their own pace and according to their individual learning styles. (Ismail, 2021) emphasizes the importance of technology-based learning in enhancing educational accessibility. With this flexibility, students can learn independently and take greater responsibility for their learning process.

4. Implementation of Educandy in Islamic Education Learning.

The implementation of Educandy in Islamic Education learning can be carried out with the following steps:

- a. **Creating Learning Content**
Teachers can create quizzes and games that align with the Islamic Education material being taught. For example, quizzes about the pillars of Islam or the history of the prophets.
- b. **Integrating into the Classroom**
Once the content is ready, teachers can integrate these games into the learning sessions, whether online or offline. This can be done by dividing students into groups and giving them time to complete the games.
- c. **Evaluation and Feedback**
After the games, teachers can provide feedback to the students and evaluate their understanding of the material that has been taught. This is important to assess how well students grasp the concepts being taught. (Nurzannah, 2023)

5. Advantages and Disadvantages of Educandy Learning Media

The advantages of Educandy learning media are as follows:

- a. **User Instructions:** There are usage instructions available for both students and teachers, which serve as a guide for using the media, making it easier for both students and teachers to utilize it.
- b. **Individual Use:** It can be used individually, anywhere and anytime, which helps save time.
- c. **Practical and Efficient:** This media is practical and efficient as it can be operated through laptops, smartphones, notebooks, and computers.
- d. **Interactive and Engaging Interface:** The media features an interactive and appealing interface.

The disadvantages of Educandy learning media are as follows:

- a. **Limited Applicability:** Educandy cannot be applied to learning that involves formulas or calculations.
- b. **Score Limitations:** The scores in Educandy cannot be used as a benchmark for assessing students; they are only meant for practice in the form of games. The scoring system in Educandy is based on the speed of answering questions rather than the number of questions answered correctly. The faster a student answers correctly, the more points they earn. Therefore, for assessing students' knowledge, it is advisable not to rely on the scores from Educandy.
- c. **Internet Connectivity Requirements:** Using this media requires internet data to access the games, and a good network connection is necessary for optimal use of Educandy. (Oktafiyana, 2022)

Method

This study employs a qualitative approach to explore the utilization of Educandy-based educational games in Islamic Education learning. The qualitative approach is chosen because it allows the researcher to understand the experiences, perceptions, and views of both students and teachers regarding the use of Educandy in the learning process. (Creswell, 2014)

The research design used is a case study. This study will be conducted in several elementary schools that implement Islamic Education learning using Educandy. With this design, the researcher can delve into specific contexts and gain a deeper understanding of the phenomenon being studied. Participants in this research will consist of students: approximately 20-30 students from classes that use Educandy in Islamic Education, and 3-5 Islamic Education teachers who implement Educandy in their teaching. Data will be collected through several techniques, including:

1. **Observation:** The researcher will conduct direct observations during the learning process that utilizes Educandy. This observation aims to assess student interactions, engagement, and classroom dynamics while using the educational game.
2. **Interviews:** Semi-structured interviews will be conducted with both students and teachers. The interview questions will be designed to explore their experiences, opinions, and perceptions regarding the use of Educandy in Islamic Education learning. (Flick, 2018)

The data obtained from observations, interviews, and questionnaires will be analyzed using thematic analysis techniques. The steps of the analysis will include transcribing interviews and observation notes, coding the data to identify key themes that emerge, and grouping these

themes to gain a deeper understanding of the utilization of Educandy in Islamic Education learning.

To ensure the validity and reliability of the data, the researcher will perform data triangulation by comparing information obtained from various sources (students, teachers, and observations). Additionally, the researcher will conduct member checking by asking participants to verify the results of the interviews and the findings obtained.

This study will also pay attention to ethical aspects, including obtaining permission from the school and parents of the students before conducting the research, maintaining the confidentiality of participants' identities, and providing clear explanations to participants regarding the purpose and benefits of the research.

Result And Discussion

1. Research Findings

The results of this study were obtained from observations, interviews, and questionnaires conducted in several elementary schools that implement Educandy-based educational games in Islamic Education learning. The following are the main findings of this research:

1. **Increased Student Motivation:** The majority of students reported that the use of Educandy made them more enthusiastic about learning. They felt that the interactive games made Islamic Education material more engaging and enjoyable. Students expressed a preference for learning through games rather than traditional methods.
2. **Active Engagement in Learning:** Observations indicated that students were more actively participating in class when using Educandy. They engaged in discussions, helped each other, and collaborated to complete quizzes and games. This demonstrates that educational games can create a more dynamic learning environment.
3. **Better Conceptual Understanding:** Interviews with teachers revealed that students showed a better understanding of fundamental concepts in Islam after using Educandy. Teachers reported that students could explain the material more clearly and confidently.
4. **Flexibility in Learning:** Students stated that they appreciated the flexibility offered by Educandy, which allowed them to learn anytime and anywhere. Some students even continued playing the games at home, indicating their desire to learn more outside of school hours.

2. Discussion

The results of this study indicate that the utilization of Educandy-based educational games in Islamic Education learning has a significant positive impact. The following is a discussion of these findings:

1. **Increased Student Motivation:** The increase in student motivation aligns with learning motivation theories that state enjoyable learning experiences can enhance student interest (Deci, 2000). Educational games provide elements of competition and challenge that make students more enthusiastic about learning.

This is particularly important in the context of Islamic Education, where students often feel less engaged with the material being taught.

2. **Active Engagement in Learning:** Active student engagement in learning is one of the indicators of educational success. According to (Dewey, 1938), active and participatory learning experiences can enhance student understanding. In this study, the use of Educandy successfully created an interactive learning environment where students not only received information but also contributed to the learning process.
3. **Better Conceptual Understanding:** Interviews with teachers indicated that students were able to understand fundamental concepts in Islam more effectively after using Educandy. This finding is consistent with research by (Suryanto, 2021), which states that the use of technology in learning can improve student comprehension. Educational games allow students to learn in a more visual and practical manner, making it easier for them to grasp the material.
4. **Flexibility in Learning:** The flexibility offered by Educandy provides students with the opportunity to learn independently. This supports the concept of student-centered learning, where they can choose the time and method of learning that suits their needs (Ismail, 2021). With access to educational games outside of school hours, students can deepen their understanding of Islamic Education material.

Conclusion

The utilization of Educandy-based educational games in Islamic Education has proven effective in enhancing student motivation, engagement, and understanding. With its interactive and enjoyable approach, Educandy can serve as a valuable tool for educators in creating a more engaging and relevant learning experience. Therefore, it is recommended that educators consider integrating educational games into the Islamic Education curriculum to improve the quality of learning.

References

- Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE Publications.
- D Rahmawati, & S. (2022). Pengaruh Media Digital Terhadap Motivasi Belajar dalam Pendidikan Agama Islam. *Jurnal Pendidikan Islam*, 45-59.
- Deci, R. &. (2000). Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55.
- Dewey, J. (1938). *Experience and Education*. New York: Macmillan.
- Flick, U. (2018). *An Introduction to Qualitative Research (6th ed.)*. London: SAGE Publications.
- Gee, J. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. Amerika: Computers in Human Behavior.
- Hamdani. (2011). *Strategi Belajar Mengajar*. Bandung: CV Pustaka Setia.
- Hans. (2004). *Kebenaran dan Metode*. Yogyakarta: Pustaka Pelajar.

- Hidayati, N. (2021). Implementasi Game Edukasi dalam Pembelajaran Agama Islam di Sekolah Dasar. *Jurnal Ilmiah Pendidikan*, 45-56.
- Ismail, N. (2021). Pembelajaran berbasis teknologi dalam Pendidikan Agama Islam. *Jurnal Pendidikan Agama Islam*, 112-119.
- J, H. (2016). *Does Gamification Work? A Literature Review of Empirical Studies on Gamification*. (J. Koivisto, Penyunt.) Hawai: Hawaii International Conference on System Sciences.
- Kurniawan. (2023). Game Edukasi sebagai Media Pembelajaran Interaktif dalam Pendidikan Agama Islam. *Jurnal Pendidikan Islam*, 78-79.
- Muhammad Qorib, Z. R. (2021). Pengembangan Media Pembelajaran Astronomi Rasi Bintang untuk Anak. *AL-MARSHAD: JURNAL ASTRONOMI ISLAM DAN ILMU-ILMU BERKAITAN*, 163.
- Nurzannah, N. (2023). *Pengembangan Media Pembelajaran dalam Pendidikan Islam*. Jakarta: Rajawali Pers.
- Oktafiyana, C. (2022). Pengembangan media pembelajaran interaktif menggunakan game educandy dan video animasi kine master dan animaker pada pembelajaran pengenalan kosakata anggota tubuh dan panca indra beserta fungsi dan cara perawatannya. *Jurnal Pendidikan Dasa*, 172.
- Sari, D. (2020). Pengaruh Game Edukasi Terhadap Motivasi dan Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidikan dan Pembelajaran*, 123-130.
- Suryanto, T. (2021). Penggunaan teknologi dalam pembelajaran PAI: Meningkatkan motivasi dan keterlibatan siswa. *Jurnal Pendidikan Islam*, 78-85.
- Elvianti, C., & Setiawan, H. R. (2024). Pengaruh penggunaan metode Al-Barqy terhadap kualitas bacaan Al-Qur'an siswa pada mata pelajaran Al-Qur'an di MTs Nurul Hasanah Walbarokah. *Al-Ulum: Jurnal Pendidikan Islam*, 5(2), 331-343.
- Setiawan, H. R., & Prasetya, I. (2024). The importance of digital visual learning materials for enhancing middle school students' academic performance in Islamic subjects in the Sidikalang District. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 8(1), 59-69.
- Setiawan, H. R. (2024). Management of competency development for Islamic religious education teachers in the use of learning media at the Rahmat Islamiyah Foundation in Medan. *Al-Ulum: Jurnal Pendidikan Islam*, 5(2), 584-596.
- Jannah, S. N., & Setiawan, H. R. (2024). Penerapan metode Jama'Bin Nazhar pada program Tahfizhul Qur'an di SMP IT Luqmanul Hakim. *Al-Ulum: Jurnal Pendidikan Islam*, 5(2), 313-321.