

Analysis of the Implementation of Educandy Learning Media in Efforts to Increase Interest in Learning Sociology

Vinnie Lourencia^{1*}, Iwan Ramadhan², Adhalia Zatalini³

^{1,2,3}Sociology education study program & Universitas Tanjungpura, Indonesia

Corresponding Email: *f1091211025@student.untan.ac.id

Abstract

This study aims to analyze the implementation of the *Educandy* learning media in efforts to increase students' interest in learning sociology. Interactive learning media like *Educandy* have become one of the effective tools to support the learning process, particularly in stimulating students' interest in subjects considered difficult or less engaging, such as sociology. In this research, a qualitative descriptive method is used to understand how the application of *Educandy* in the learning process can affect students' interest in learning. Data were obtained through observation, interviews, and documentation. Data analysis techniques used include data collection, reduction, presentation, and conclusion drawing. The study results show that using this media can increase students' interest in learning sociology, strengthen concept comprehension, enhance student engagement in the learning process, and improve their attention or focus in understanding the material, thereby making the learning atmosphere more enjoyable and interactive. *Educandy*, as a digital learning medium, provides various game-based activities that facilitate students' understanding of sociological concepts, making them more actively involved in class discussions and activities. However, the study also found several challenges in implementing *Educandy*, such as limited access to technology for some students and the need to adapt the material to suit curriculum requirements. Overall, this learning media effectively increases students' interest in learning sociology. In conclusion, *Educandy* can be one of the innovative solutions in sociology learning with an interactive and enjoyable approach, ultimately boosting students' interest and motivation in learning. Therefore, this media is recommended as a supportive tool to improve the quality of learning and students' interest in the classroom.

Keywords: *Educandy*, interactive learning media, student interest, sociology, digital learning media, learning motivation.

INTRODUCTION

Education plays a crucial role in the teaching and learning process. The learning process not only imparts knowledge but also shapes students' attitudes and behavior. Education can serve as a means for humans to survive in society (Junaidi, 2019). It is an inseparable part of human life and is essential in shaping high-quality human resources. Learning is a process or effort undertaken by each individual to achieve changes in behavior, whether in the form of knowledge, skills, attitudes, or positive values, as a result of the experiences gained from various materials studied. To help students succeed in achieving a good learning process, it is expected that teachers play a crucial role in achieving educational goals and are able to respond to or attend to the needs of each student. The classroom environment certainly influences the learning process, especially as many students often feel bored during lessons, which in turn affects their motivation and interest in learning. Therefore, teachers must create a conducive learning environment by developing their competence in providing effective teaching through various engaging teaching methods.

Teachers are expected to utilize creative teaching media that can positively impact student engagement. In the modern era, learning media are diverse and easily accessible to everyone. These media are essential for teachers in supporting the creation of interactive and innovative learning experiences. One such learning medium is *Educandy*. *Educandy* is a web-based application with the slogan "making learning sweeter." It can be used to create enjoyable online games. The games created remain within the context of learning but are not boring (Maryanti

et al., 2022). With Educandy, we can create interactive learning games in minutes. Educandy has a user-friendly interface, even for beginners. There are eight types of learning games that can be created, including: Crosswords, Multiple Choice, Word Search (finding words among jumbled letters), Noughts & Crosses (choosing the correct answers to form lines), Anagrams, Match-up (matching pairs), and others.

The Educandy application helps teachers design and create an engaging question bank related to the material being taught. Interactive and engaging evaluations greatly assist students in fostering interest and enthusiasm in completing assignments (Maryanti *et al.*, 2022). Therefore, teachers must also develop the skills to increase students' interest, as interest leads to improved concentration and enthusiasm for learning (Harefa & Druru, 2022; Indrawati & Nurpatri, 2022; Zulenl & Marfilinda, 2022). Through Educandy, it is hoped that students' interest in learning will increase.

METHOD

This research employs a qualitative approach with a descriptive research type. According to Sugiyono (2023), descriptive qualitative research is an approach based on post-positivist philosophy, used to investigate the condition of a scientific object, where the researcher acts as the key instrument in the investigation process. The researcher will describe how the implementation of the Educandy learning media is used to increase students' interest in learning sociology. This study was conducted at SMAN 10 Pontianak. This location was chosen because SMAN 10 Pontianak has implemented the "Merdeka" curriculum and differentiated learning, meaning that teachers are already utilizing engaging learning media. This research was also conducted in class X G, which consists of 30 students. The X G class was selected as the research subject because, based on observation, the interest in learning in this class tends to be lower compared to other classes, as reflected in their grades and their engagement during the learning process.

The data collection procedures in this research included observation, documentation, and interviews. Interviews were conducted with the sociology teacher and several students selected purposively to gather perspectives on the effectiveness of Educandy in increasing learning interest. Observations were carried out during the learning activities to record student behavior, engagement, and responses when using Educandy. Additionally, documentation such as learning notes, student assignments, and learning evaluation results were used as supplementary data. Data validity was maintained through the technique of source triangulation, by comparing data from interviews, observations, and documentation to ensure consistency in the research results. The findings of this research are expected to provide an in-depth description of the role of Educandy in motivating students to become more interested in learning sociology.

RESULTS AND DISCUSSION

The Implementation of Educandy Learning Media to Increase Interest in Learning Sociology among Class X G Students at SMAN 10 Pontianak

Educandy is used as a tool to deliver interactive materials, allowing students to actively participate through various educational games such as quizzes, word puzzles, and other interactive exercises provided by the platform.

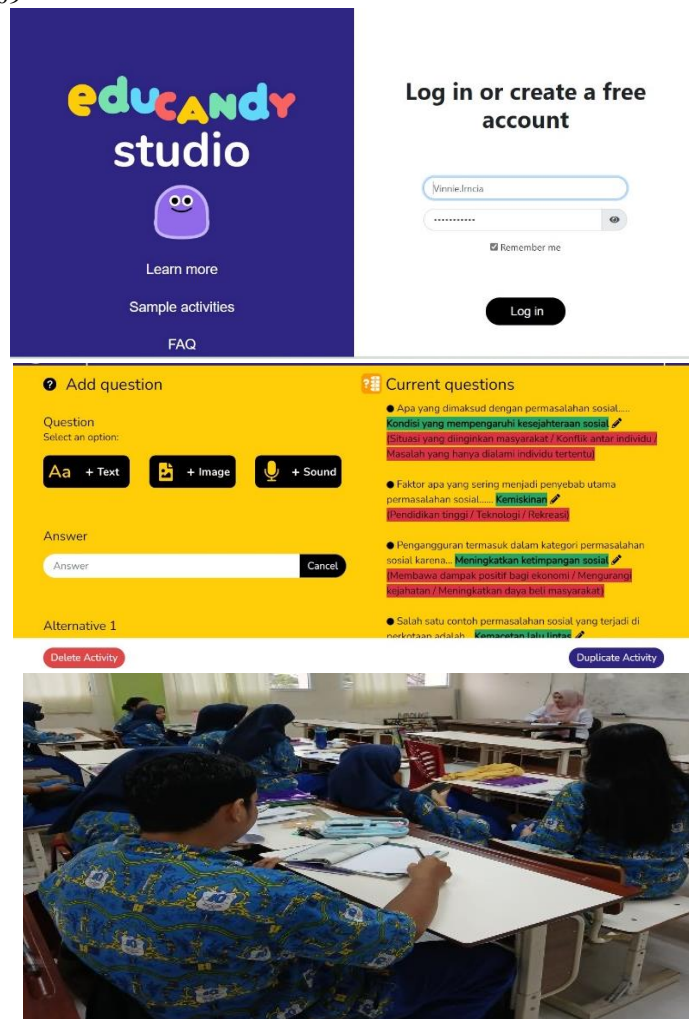


Figure 1. The teacher provides Educandy as a learning tool.

Based on picture 1, the results of observations and interviews conducted with the sociology teacher and students show that the teacher is explaining and preparing the Educandy learning media, which has been well implemented in the teaching and learning activities as an effort to enhance students' interest in learning in class X G. The sociology teacher explained that the use of Educandy media originated from the need to increase student engagement in the learning process, which was previously considered less active. This media was chosen due to its easy accessibility and its ability to attract students' interest. From interviews with several students in class X G, many expressed that the use of Educandy made the learning media more engaging and not boring. Students felt motivated to learn. They also experienced healthy competition among classmates when completing quizzes or games, which boosted their enthusiasm for learning.

The findings from the observations and interviews conducted by the researcher indicate that the use of Educandy media in sociology learning demonstrates that this media is effective in enhancing students' interest in learning. Interest is defined as a preference or attraction to something (Harefa *et al.*, 2022). Interest is also closely related to a person's effort to engage in an activity. When someone studies with low interest, they are likely to become bored easily and lack initiative regarding what they need to learn (Zebua & Harefa, 2022). The implementation of interactive media such as Educandy creates a fun learning atmosphere, thus increasing students' interest. Educandy provides opportunities for students to participate actively, making it easier for them to understand the concepts being taught. Additionally, with games and

quizzes, Educandy offers intellectual challenges that are appropriate for the students' level of understanding, ultimately enhancing motivation and interest in learning.

In conclusion, the implementation of Educandy learning media contributes positively to increasing interest in sociology learning among students. Despite some technical obstacles, overall, this media successfully creates a more enjoyable and effective classroom atmosphere.

Student Engagement through Educandy Media in Sociology Learning for Class X G Students at SMAN 10 Pontianak.

Engagement is viewed from several aspects, namely the activity of students in participating, student interactions during the learning process, and student initiative in understanding the material.



Figure 2. Students work on quiz questions through the Educandy platform.

Based on Figure 2, the results of observations and interviews conducted during several meetings with Class X G show that the use of Educandy as a learning platform has led to increased student engagement in the learning process. Students were more active during the use of Educandy compared to conventional teaching methods. From direct observation, students were more involved when participating in quizzes or games presented through Educandy; they asked more questions, engaged in discussions, and enthusiastically tried to find answers. Based on interviews with several students, some of them mentioned that they felt more motivated to study on their own, as learning through the platform made the material feel more interesting.

The discussion of the results based on the observations and interviews conducted by the researcher shows that student engagement significantly increased through the use of Educandy. Poskitt and Gibbs (Mukaromah *et al.*, 2018) state that student engagement refers to the level of participation and interest students have in school activities, which includes behaviors and attitudes towards participating in and seeking out activities both inside and outside the classroom that support learning. This was evident from how students were involved in various stages of learning, from answering quiz questions, discussing with peers, to actively participating in games.

Thus, the Educandy learning platform can help create a more interactive learning environment, where students do not only passively receive the material but also actively engage in the learning process. The interaction among students also became more intense, thereby enhancing their engagement in understanding and exploring the material being taught.

Students' interest in learning sociology through the Educandy platform among Class X G students at SMAN 10 Pontianak.

Students' interest was measured through several indicators, such as their response to the media used, their enthusiasm for completing quizzes, and their level of engagement during the learning process. The aspect of interest includes four points: concentration, taking notes on important matters, answering the teacher's questions, and providing feedback (Nazmi, 2017).



Figure 3. Students participated in the question-and-answer session.

Based on Figure 3, the results of observations and interviews conducted with sociology teachers and students reveal that this platform successfully increased students' interest in the subject matter. During the observation of the learning process, students demonstrated more active engagement. They asked questions more frequently, participated in group discussions, and responded more quickly and confidently when playing using Educandy. This indicates that interactive platforms like Educandy can create a more enjoyable learning environment, making students feel challenged to participate. According to interviews with several students, they expressed that they felt more interested in learning sociology because Educandy presents the learning material in the form of interactive games. 'With Educandy, learning becomes more fun because there are games and quizzes that make me want to keep trying,' one student said.

Based on the discussion from the observations and interviews, the overall results of this study show that the use of Educandy as a learning platform successfully increased students' interest in sociology. With interactive activities such as quizzes, word games, and digital challenges, students not only learn in a fun way but also become more motivated to actively engage in the learning process. This engaging and interactive learning approach allows students to understand sociology material more easily while also boosting their interest in learning. Thus, it can be concluded that technology-based learning platforms like Educandy are effective in increasing students' interest in subjects that were initially considered less appealing.

Students' attention/focus through the Educandy platform in learning sociology among Class X G students at SMAN 10 Pontianak.

The use of interactive features, such as quizzes and games, captures students' interest and makes them more engaged with the learning material. The implementation of effective learning can be seen, among other indicators, from the level of students' attention to the material presented by the teacher (Satriadi *et al.*, 2016).



Figure 4. Students are engaged in learning activities through the Educandy platform.

Based on Figure 4, the results of observations and interviews indicate that students using Educandy experienced a significant increase in attention/focus. The observations showed that

students felt more enthusiastic about attending lessons when using Educandy. Additionally, classroom observations revealed that students tended to participate more actively in discussions and answer questions when the material was presented through this platform. The level of student attendance and involvement also increased, with students being present and active during the learning sessions.

The discussion of the results based on observations and interviews suggests that the use of Educandy in sociology education not only enhances students' attention but also contributes to a deeper understanding of sociological concepts. Students who are actively engaged in the learning process tend to achieve better learning outcomes because they are more capable of relating the material to their personal experiences and the social contexts they encounter."

Based on results of the learning evaluation through the Educandy platform, it can be concluded that the use of the Educandy platform in sociology education is reflected in students' learning outcomes. Educandy has proven to be effective in enhancing student attention, as observed during the learning process and in the students' scores when completing quizzes. Students were more focused during their studies, resulting in improved scores compared to before. Therefore, the implementation of innovative learning media such as Educandy is highly recommended to create a more engaging and effective learning environment in the classroom.

CONCLUSION

Education plays a crucial role in shaping the knowledge, attitudes, and behaviors of students. One important factor in education is the use of innovative learning media to enhance students' interest and engagement in the learning process. The research conducted at SMAN 10 Pontianak shows that the use of Educandy, an interactive game-based learning platform, has proven effective in increasing the interest of Class X G students in learning sociology. The use of Educandy creates an enjoyable learning atmosphere and encourages students to be more active. Students demonstrate increased engagement, interest in the material, and attention during lessons. Interactive features such as quizzes and word games help make the material more appealing and enhance motivation to learn, as well as healthy competition among students. Based on observations and interviews, both teachers and students acknowledge that Educandy aids students in better understanding sociological concepts. Overall, Educandy has a positive impact on students' interest, engagement, and focus in learning, making it a recommended effective learning media for creating interactive and engaging education.

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