

THE USE OF EDUCANDY MEDIA ON LEARNING ENGLISH IN THE COVID 19 PANDEMIC ERA

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<p>Keywords: Covid 19; Educandy; Educational Games; English Learning;</p>	<p>Abstract: The Corona Virus (Covid 19) which began to hit this country in early 2020 not only had an impact on health, but also in terms of the economy and even education. Students are required to take online learning. Changes in the system of learning activities from face to face to online are considered boring for students. The process of learning English which is carried out online is considered less effective and makes student learning outcomes decrease so that interesting media are needed to be able to motivate and improve student learning outcomes. For this reason, researchers apply Educandy as an alternative to game-based learning that is not boring. Educandy is a website-based application that has the slogan "making learning sweeter" which can be used as a learning evaluation. The use of educandy with a more attractive, colorful and easy-to-apply appearance makes the learning experience more impressive. The purpose of this study was to find out how the use and effectiveness of Educandy media in learning English to become a motivating and fun educational game for students. The approach used by researchers in this study is to use a quantitative approach. The source of research data is the students of Ash Shoheh 2 Citeureup Vocational High School, totaling 20 people. Data collection techniques are using questionnaires and test questions to measure student learning outcomes. As for the results obtained, researchers can show the effectiveness of Educandy media on learning English during online learning in the covid 19 pandemic era.</p>	
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INTRODUCTION

Education is an important foundation in the progress of a nation, the better the quality of education held by a nation, the better the quality of the nation will be. Risandi, M. (2019), education is the main provision in life. With education we can distinguish what is good and what is bad, what can be done and what cannot be done. Education is one of the needs that is used to increase and explore the potential that exists in humans, not only that, there are several aspects that can develop, namely cognitive aspects, psychomotor aspects and affective aspects. According to Kunandar (2007: 11) it is with education that a person is equipped with various knowledge, skills, expertise, and no less important various kinds of life in the form of norms, positive rules, and so on.



In Indonesia, education is prioritized, because education has a very important role in the realization of a dignified nation's civilization. So important is education, that the purpose of education has been clearly regulated in the Law on the National Education System, namely Number 20 of 2003 article 3: National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Depdiknas, 2003: 9)

But in recent years the world has been shocked by the outbreak of a disease caused by a virus called corona or known as covid-19. The virus, which was allegedly started to endemic on December 31, 2019 in the city of Wuhan, Hubei Province, China, is currently spreading to almost all corners of the world very quickly, one of which is in Indonesia, so WHO on March 11, 2020 declared this outbreak a global pandemic. The complexity of handling this outbreak has made world leaders implement super strict policies to break the chain of the spread of COVID-19. According to Nuryana (2020), Social distancing is a tough choice for every country in implementing policies to prevent the spread of COVID-19, because this policy has a negative impact on all aspects of life. Restrictions on people's social interactions can hinder the rate of growth and progress in various areas of life, but there is no other choice, because this method is the most effective.

The government's decision to temporarily close various public facilities, including schools. This is done by the government to reduce the spread of the virus. The closure of schools made the government, in this case the Ministry of Education and Culture, make a Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning Policies regarding the Implementation of Education during the spread of the Covid 19 Virus. Subsequently, a Circular Letter of the Secretary General of the Ministry of Education and Culture was made. 15 of 2020 concerning Guidelines for the Implementation of Learning from Home in an Emergency period for the spread of Corona Virus Disease (COVID-19), which contains the implementation of learning using Distance Learning with an online, offline approach or a combination of both and the need for teachers to ensure the learning competencies to be achieved are prohibited impose curriculum completion and focus on life skills education Kemendikbud (2020).

Online learning can also be called e-learning. E-learning is information and communication technology to enable students to learn anytime and anywhere (Dahiya, 2012). Online learning is an innovation in learning that involves elements of information technology in the learning process. Online learning is a distance education method where there are teaching activities that are carried out separately from learning activities. According to Mustofa et al (2019:166), online learning is carried out through internet and web 2.0 networks (Alessandro, 2018:166) the implementation of learning in the network involves elements of technology as a means and the internet network as a system. We have been studying online for more than two years. This online learning method is actually not a new problem, because in some countries, especially in developed countries, this activity is already used to it. The online learning process at universities is not only done abroad but also in Indonesia, but online learning at the primary and secondary education unit level is not yet so popular that serious preparation is needed in order to run well.

Boredom and stress begin to envelop the hearts and minds of students during learning. Distance learning should make students happy, because they don't need a full uniform from head to toe,



more flexibility in managing time and learning can be done anywhere. But in reality, distance learning makes a lot of tasks to be done, monotonous, a lot of distractions in cyberspaces such as games, movies, etc. This condition causes a decrease in students' interest in learning. The most real challenge faced by teachers is that they are required to create a learning atmosphere that is not boring in every teaching and learning activity, which is done online every day. To motivate students, teachers have to work hard again, looking for various ways to prevent students from getting bored. Various methods are used to make online learning more interesting. The teacher's curiosity to create interesting learning methods is carried out by participating in trainings or webinars on the use of interesting online learning methods, increasing student motivation and providing distractions during online learning by inserting interesting games.

There are various applications that we can use for online learning, for example Google Classroom, Edmodo, WhatsApp, E-mail, Video calls, Video Conference, Zoom, Kemdikbud's learning house, YouTube, Candy cbt, Moodle LMS, and others. In addition to choosing the platform used for online learning, in delivering learning materials, teachers must be creative so that students do not feel bored while carrying out learning at home. Variations in the use of learning media are alternative choices that are tailored to students' conditions. This method is needed to be able to help and keep students learning well. Learning is not only in the form of delivering material and assignments. Giving an interlude in the middle of learning hours in the form of games can also be a solution so that the learning atmosphere remains fun.

Generation Z is a generation that is already familiar with technology, gadgets and games. In general, children like games, so the use of Game Based Learning is very suitable to be applied to conditions like today. Game Based Learning is a method used in learning that utilizes game applications that have been specifically designed to assist in the learning process. Of course, by using game-based learning we can provide stimulus to three important parts of learning, namely emotional, intellectual and psychomotor. One application of Game Based Learning that can be used as a learning medium is Educandy. According to Ulya, M. (2021), Educandy is a web-based application that has the slogan 'making learning sweeter that can be used to make online games more fun. The games made in the application are still in the context of learning but not boring. The existence of these educational games can make learning more varied and fun.

METHOD

This research was conducted in December 2022 at Ash Shoheh 2 Citeureup Vocational High School. The subjects of this research were 20 grade X students, while the object of this research was student learning outcomes in the use of Educandy media for learning English. The approach used by researchers in this study is to use a quantitative approach. Cresswell (2003: 153) argues that quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims". (Syafnidawaty, 2020) Quantitative research is mostly conducted using statistical methods that are used to collect quantitative data from research studies. Basically quantitative research is done by using statistical methods to collect quantitative data from research studies. To obtain data on a quantitative approach, the authors used questionnaires and tests through the Educandy application.

Questionnaire is a data collection technique by conveying a set of questions conducted by researchers to respondents with written explanations to be answered. The questionnaire used is



in the form of closed questions, which helps respondents to answer quickly, and it is easy for researchers to analyze data on all examples of questionnaires that have been collected. This questionnaire is used as a means of finding data related to student responses to the use of Educandy media in closing activities. Where this questionnaire contains several statements that will later be assessed by students what they experience in the use of Educandy media. The test is a data collection instrument to measure students' knowledge on cognitive aspects. In this test, it is in the form of practice questions at each meeting to see the extent to which students' knowledge is related to the material taught through the media Educandy. The instrument in this study used a student response questionnaire sheet and test questions. Research instruments are tools that are selected and used by researchers in their activities of collecting data so that they become systematic and facilitated by them. Student response questionnaire sheets were used to see student responses to the use of Educandy media. The following is a grid of student response questionnaires.

Table 1. Student Questionnaire Grid

No	Observed aspects
1	Achievement of goals from using Educandy
2	Students' interest in the use of Educandy
3	Students' attitudes towards the use of Educandy

The test is in the form of a quiz using Educandy in learning English. And to collect data in the form of answers related to quizzes with English material through Educandy. The following is a grid of test questions presented at each meeting.

Table 2. Test Questions Grid

No	Implementation	Theory	Number of questions
1	Meeting 1	Simple present tense	20
2	Meeting 2	Simple past tense	20
3	Meeting 3	Simple future tense	20

In this study, the researcher analyzed some data related to the use of Educandy media. In learning activities, it can be said to be effective if most (75%) students are actively involved in learning activities with changes in behavior from student learning outcomes.

In the questionnaire there are several questions that must be filled out by students which can be accessed via google form. All statements contained in the questionnaire are positive statements. And in this statement the researcher made a questionnaire totaling 5 statements, with a scale of 1-4 as the answer choices.

Score scale

Table 3. Questionnaire Question Score Scale

No	Alternative answer	Score weight (+)	Score weight (-)
1	Strongly agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly disagree	1	4



In this research questionnaire, the highest score is 4 and the lowest score is 1. In the information provided, it is known that the highest score is 20 (4 x 5) and the lowest score is 5 (1 x 5). From the above data can be grouped into the following categories:

Table 4. Category of Student Responses

Student scores	Category	Description
16 – 20	Strongly agree	Very effective
11 – 15	Agree	Effective
6 – 10	Disagree	Less effective
5	Strongly disagree	Ineffective

In working on questions from the Educandy media, this is obtained in practice questions carried out in online learning activities. In Educandy media, it can be processed to measure the results of work on online English learning where every first to third meeting each question in the Educandy games contains 20 questions. Furthermore, it can be determined on the criteria for the effectiveness of using Educandy media at each meeting.

Table 5. Criteria for the Effectiveness of Working on Questions on Educandy Media

Acquisition score				Criteria
≥ 80	≥ 70	≥ 60	≥ 50	
≥ 75%				Very high
< 75%	≥ 75%			High
	< 75%	≥ 65%		Enough
		< 65%	≥ 65%	Low
			< 65%	Very low

So, the use of Educandy media in learning English can be said to be effective if at least 75% of students have met the minimum completeness criteria.

RESULT AND DISCUSSION

Result

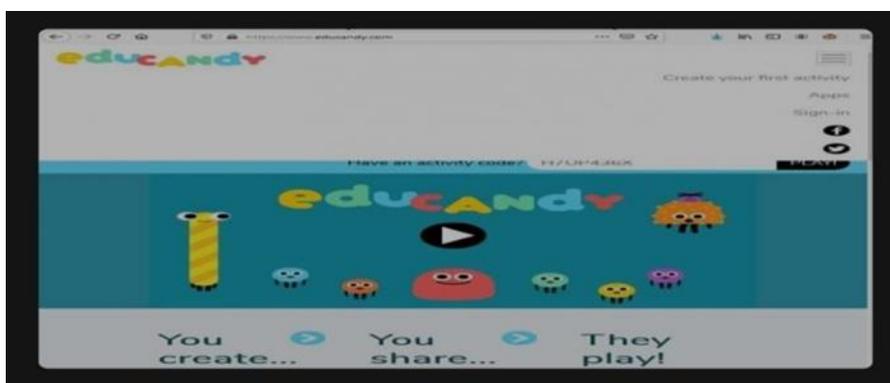


Figure 1. Educandy

Educandy, an application for learning while playing which is nicknamed 'making learning sweeter' (making learning sweeter). Educandy is highly recommended for students who study online. Because by learning while playing, students no longer feel bored during learning. This game can be done during face-to-face learning or distance learning. The existence of games with this knowledge makes students enjoy and have fun while participating in learning. Here



are the steps for making questions or learning materials in the educandy application. There are 3 games that have been provided, namely: matching pairs, words and quiz questions. There are 5 kinds of games provided in matching pairs, namely: noughts & cross, crosswords, match-up, memory and multiple choice. and also there are 3 kinds of games that have been provided in words, namely: word search, hangman and anagrams. The guide to making games in educandy is as follows:

1. Go to the website <https://www.educandy.com/> then click the three lines in the upper right corner, the words "create your first activity" will appear, apps and sign in.



Figure 2. Educandy Preview

2. If it's your first time using this educandy application, then click "create your first activity" a box will appear that must be filled in: username (your account name), email (your email) then click register. Then open the email that has been used to register and confirm. If you have registered, click sign in and fill in the filling box according to what has been registered, don't forget to fill in the password and then click login.



Figure 3. Educandy Display after Login

3. There are three types of games that can be made, namely: words, matching pairs, and quiz questions. Here we will explain one by one, starting with the word game. Now click on words.
4. If you click on words, two empty boxes will appear, with the words "Your Activity Name" (fill in according to the learning material that will be given), then "Your Activity Subject" (fill in according to the subject) after that you should click create. Fill in the white box that



says "word", click add word, and do this repeatedly as many times as you want. by means of word search, hangman and anagrams, as follows:

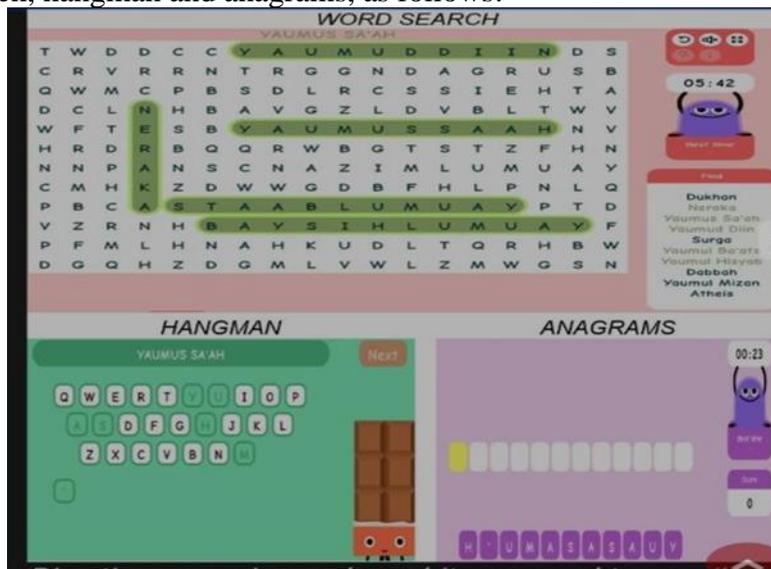


Figure 4. Type of Game

5. To share word games with students, please scroll down until you find the words "Share Activity" and copy the url in the url or code box provided.
6. To make material in the matching pairs game, click on matching pairs, and two empty boxes will appear just like making words, fill in and click create. Fill in the white box that says word (question) with several questions, and match (answer) with several answers, select add pair, and repeat at least nine questions and answers. When finished, scroll down until you find the words "play activity", then the questions and answers that have been made can be played in five ways, namely noughts & crosses, crosswords, match-ups, memory and multiple choice, as follows:

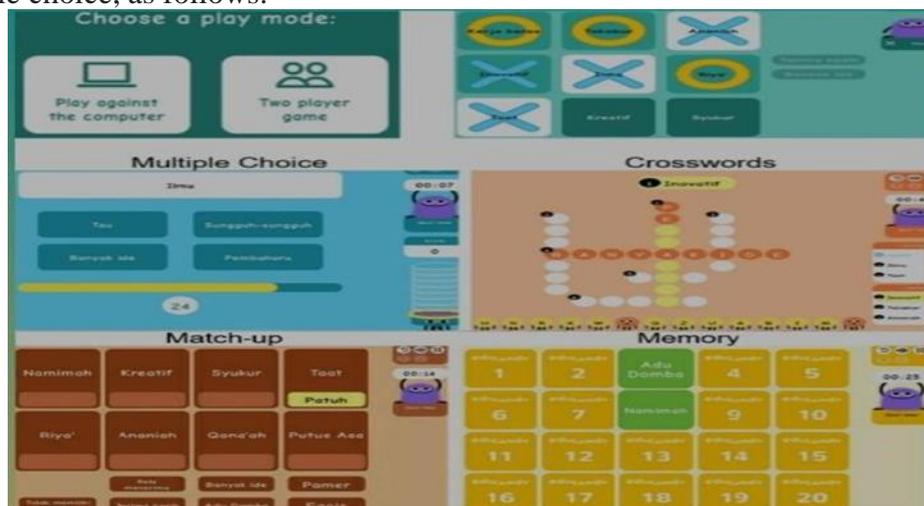


Figure 5. Type of Game

7. To share the matching pairs game with students, please scroll down until you find the words "Share Activity" then copy the url in the url or code box.
8. For quiz questions, click the quiz question and two empty boxes will appear just like making words, then fill in and click create then Fill in the white box that says "question"



with several questions and answers with the correct answer. red herring 1, 2 & 3 for answers that are wrong or misleading, then click add question, repeat as many times as desired. When finished, scroll down until you find the words "play activity" then the quiz that has been made can be played.

9. Please Share Activity and then copy the url contained in the url box or the existing code to students.
10. In word games and matching pairs, students are given the freedom to choose the game they want.

The advantages of educandy as an educational game in learning English, namely:

1. There are instructions for use for students and teachers who do not understand how to play, the instructions can be read to make it easier for students and teachers to use the application.
2. Has many kinds of word games that can be played.
3. Make it easy for teachers to make varied quizzes.
4. Effective for sharpening students' understanding.
5. Make practice questions fun.
6. Can be used for individuals, anywhere and anytime. No need to install the educandy game application, just access it through the website.
7. Can be used via laptops, cellphones, notebooks and computers.
8. Display media that is colorful, interactive and attractive.

The disadvantages of Educandy as an educational game in learning English, namely:

1. Educational game media cannot be applied for learning related to counting and formulas such as mathematics.
2. The value obtained in this educandy game cannot be used as a benchmark in the assessment of students, this game is only used as an exercise. Because the score obtained from the educandy game is not calculated on the number of questions, but is calculated on the speed in answering questions. The faster students answer and the answer is correct, the more numerical values will be obtained. So that the value obtained can be more than 100. So if you want to measure the ability of students, then don't use this educandy game.
3. In using this application an internet quota with a good network is required in order to run this game.

Analysis of questionnaire responses to the use of Educandy media

In the data that has been spread by students and has been collected from the results of the questionnaire, which is then processed in the percentage description technique. The aim is that the data can provide meaning and explanation. To analyze the research data, data analysis techniques can be used so that conclusions can be drawn from the problems studied. The results of distributing questionnaires to students can be seen in tables 1 to 5 as follows:

1. Happy with learning English on the use of Educandy media

Table 6. Happy with Learning English on the Use of Educandy Media

No	Category	Frequency	Percentage
1	Strongly agree	10	50%
2	Agree	8	40%
3	Disagree	2	10%
4	Strongly disagree	0	0%
Frequency		20	100%



In this case, it states that, in learning English using Educandy media by effective students, it can be seen in the percentage of students who answered between strongly agree and agree which amounted to 90% compared to the percentage of students who answered disagree and strongly disagree. which amounts to 10%. It is hereby stated that, students in the use of Educandy media feel happy in working on English questions.

2. Learners have difficulty in using Educandy media

Table 7. Learners Have Difficulty in Using Educandy Media

No	Category	Frequency	Percentage
1	Strongly agree	1	5%
2	Agree	0	0%
3	Disagree	11	55%
4	Strongly disagree	8	40%
Frequency		20	100%

In this case, it is stated that, in learning English using Educandy media, it is not difficult. which can be seen in the percentage of students who answered between strongly agree and agree which amounted to 5% compared to the percentage of students who answered disagree and strongly disagree which amounted to 95%.

3. The use of Educandy media is very interesting in working on questions

Table 8. The use of Educandy Media is Very Interesting in Working on Questions

No	Category	Frequency	Percentage
1	Strongly agree	15	75%
2	Agree	4	20%
3	Disagree	1	5%
4	Strongly disagree	0	0%
Frequency		20	100%

In this case, it is stated that, in learning English by using Educandy media, the work is very interesting. which can be seen in the percentage of students who answered between strongly agree and agree which amounted to 95% compared to the percentage of students who answered disagree and strongly disagree which amounted to 5%. It is hereby stated that, students in using Educandy media in working on questions are very interested in the appearance in the quiz.

4. Students quickly work on questions on the use of educandy media

Table 9. Students Quickly Work on Questions on the Use of Educandy Media

No	Category	Frequency	Percentage
1	Strongly agree	5	25%
2	Agree	10	50%
3	Disagree	2	10%
4	Strongly disagree	3	15%
Frequency		20	100%

In this case, it states that, in learning English using ducandy media, it can be fast in working on the statement, which is effective, which can be seen in the percentage of students who answered between strongly agree and agree which amounted to 75% compared to the percentage of students who answered disagree. and strongly disagree which amounted to 25%. It is hereby stated that students in the use of educandy media can quickly work on questions.



5. Students like the appearance of each question in the Educandy media

Table 10. Students Like the Appearance of Each Question in the Educandy Media

No	Category	Frequency	Percentage
1	Strongly agree	15	75%
2	Agree	5	25%
3	Disagree	0	0%
4	Strongly disagree	0	0%
Frequency		20	100%

In this case, it states that, in learning English using Wordwall media, it is preferred that the description is effective, which can be seen in the percentage of students who answered between strongly agree and agree which amounted to 100% compared to the percentage of students who answered disagree and strongly disagree which amounted to 0%. It is hereby stated that students in the use of Educandy media like the appearance of each question.

After calculating the value of the questionnaire from each respondent and the collection. Then the results of the questionnaire have been obtained which can be seen in the following table:

Table 11. The Value of the Respondent's Questionnaire

Subject	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Score	18	17	18	15	14	18	14	18	10	15	17	16	14	18	15	14	12	15	15	17
Amount	310																			

To find out the average value of the effectiveness of Educandy media in English lessons is as follows:

$$MX = \frac{\sum X}{N} \text{ Description:}$$

MX = Mean

X = Number of Variabel

N = Number of cases

$$MX = 310 : 20$$

$$MX = 15,5$$

Table 12. Category of Student Responses

Student scores	Description
16 – 20	Very effective
11 – 15	Effective
6 – 10	Less effective
5	Ineffective

From the calculation of the results of 5 questions related to the effectiveness of using the Educandy application in English lessons that the author gave to 20 class X students of Ash Shoheh 2 Citeureup Vocational High School in the use of Educandy media in English lessons, it was included in the "very effective" category. This can be seen from the results which state that the average score of 15.5 is in the very effective category.

Discussion

Analysis of data and the results of working on questions with Educandy media.

The data on the results of the questions to see the criteria for the effectiveness of using Educandy media in online learning that has been carried out will be grouped based on the criteria that have



been discussed. It can be seen in the table below, which is the final result of working on questions using Educandy.

Table 13. Criteria for the Results of Working on Questions Through Educandy Media

Meeting 1			Meeting 2			Meeting 3		
No	Subject	Score	No	Subject	Score	No	Subject	Score
1	A	90	1	A	85	1	A	70
2	B	80	2	B	100	2	B	75
3	C	65	3	C	90	3	C	85
4	D	75	4	D	85	4	D	85
5	E	85	5	E	70	5	E	80
6	F	80	6	F	75	6	F	100
7	G	60	7	G	85	7	G	90
8	H	90	8	H	85	8	H	95
9	I	70	9	I	90	9	I	90
10	J	60	10	J	65	10	J	80
11	K	90	11	K	90	11	K	75
12	L	80	12	L	75	12	L	75
13	M	55	13	M	70	13	M	80
14	N	85	14	N	90	14	N	85
15	O	80	15	O	80	15	O	70
16	P	80	16	P	85	16	P	85
17	Q	75	17	Q	60	17	Q	70
18	R	70	18	R	75	18	R	65
19	S	80	19	S	80	19	S	95
20	T	75	20	T	75	20	T	85
Amount		1525	Amount		1610	Amount		1635

Table 14. The Percentage Value of the Results of Working on the Questions Through Educandy Media

Meeting	Percentage of acquisition score					Criteria
	≥ 80	≥ 70	≥ 60	≥ 50	≥ 40	
1	25%	70%	85%	100%	100%	Enough



2	50%	80%	95%	100%	100%	High
3	55%	80%	100%	100%	100%	High

In a summary of the results of the students' English quizzes in the following table

Table 15. Statistical Data on the Results of Working on Questions Through Educandy Media

Meeting	Mean	Minimum score	Max score
1	76,25	40	100
2	80,5	40	100
3	81,75	40	100

At the initial meeting, the percentage of the acquisition value of students who scored above 60 was 85% with an average value of 76.25, which means that the effectiveness value is sufficient. At the second meeting, the percentage of the acquisition value of students who scored above 70 was 80% with an average value of 80.5 which means the effectiveness value is high. At the third meeting, the percentage of students who got scores above 70 was 80% with an average value of 81.75 which means the effectiveness value is high. From the analysis of the English learning process using the Educandy media in online learning that has been carried out by 20 class X students at Ash Shoheh 2 Citeureup Vocational High School. Broadly speaking, this study shows that the use of Educandy media in learning English has been effective. In the explanation that the percentage of students' acquisition scores in meetings I, II, and III has sufficient and high effectiveness criteria which can be influenced by several factors. These factors can be in the form of an internet network that is less stable, and a lack of accuracy in working on questions.

CONCLUSION

Based on the results of the questionnaires and tests that the researchers conducted after analyzing it, it can be concluded that the use of Educandy media for learning English in the Covid 19 Pandemic Era at Ash Shoheh 2 Citeureup Vocational High School went smoothly and very well and the use of Educandy media was considered more fun, more enjoyable, attractive, preferable, and easier to work with. This has an impact on increasing student learning motivation at the school. In addition, the use of educational media is considered more effective in providing understanding to students through practice questions of varying types. The results of this study indicate that there is a high effectiveness in the use of Educandy media on learning outcomes of English in the era of the covid 19 pandemic with students' completeness in practice questions with a percentage of 76.6%.

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