EDUCANDY PLATFORM IN IMPROVING THE UNDERSTANDING OF ARABIC VOCABULARY FOR HIGH SCHOOL STUDENTS DURING THE PANDEMIC

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Abstract

Students' understanding of Arabic vocabulary is one of the benchmarks for success in learning. The absence of the use of innovative and interactive learning media causes the Arabic learning process to be suboptimal. This study uses the educandy platform as a learning media to facilitate students in the learning process. This study aims to determine the effectiveness of the educandy platform in improving understanding of Arabic vocabulary. This study uses a quantitative approach to the type of experiment which aim of knowing whether there is an effect of giving or treating the research subject. The research instruments used for data collection were questionnaires and tests. The data presented in this study uses paired sample t-test analysis techniques and the N-Gain formula using pre-test and post-test scores. The results of this study describe a fairly high difference between the pre-test average value of 44.66 and post-test 85.17, there is a difference in the average learning outcomes between the pre-test and post-test with a sig value of 0.000 < 0,05, the effectiveness results with the N-Gain formula of 0.73 are included in the "high" category. Therefore, the educandy platform is quite effectively used to improve understanding of Arabic vocabulary.

Keywords: Arabic vocabulary, learning media, educandy platform.

Abstract

Pemahaman peserta didik terhadap kosakata bahasa Arab menjadi salah satu tolak ukur keberhasilan dalam pembelajaran. Belum adanya penggunaan media pembelajaran yang inovatif dan interaktif menyebabkan proses pembelajaran bahasa Arab menjadi tidak maksimal. Penelitian ini menggunakan *platform educandy* sebagai media pembelajaran untuk memudahkan peserta didik dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui efektivitas *platform educandy* dalam meningkatkan pemahaman kosakata bahasa Arab. Penelitian ini menggunakan pendekatan kuantitatif jenis eksperimen yang bertujuan untuk mengetahui ada tidaknya pengaruh dari pemberian

atau perlakuan terhadap subjek penelitian. Instrumen penelitian yang digunakan untuk pengumpulan data berupa angket dan tes. Data yang disajikan dalam penelitian ini menggunakan teknik analisis *paired sample t-test* serta rumus N-Gain dengan menggunakan nilai *pre-test* dan *post-test*. Hasil dari penelitian ini memaparkan adanya perbedaan yang cukup tinggi antara nilai rata-rata *pre-test* 44,66 dan *post-test* 85,17, terdapat perbedaan rata-rata hasil belajar antara *pre-test* dan *post-test* dengan nilai sig sebesar 0,000 < 0,05, hasil efektivitas dengan rumus N-Gain sebesar 0,73 termasuk dalam kategori "tinggi". Oleh karena itu, *platform educandy* terbukti cukup efektif digunakan untuk meningkatkan pemahaman kosakata bahasa Arab.

Kata Kunci: *Kosakata bahasa Arab, media pembelajaran, platform educandy.*

INTRODUCTION

At the beginning of 2020, the world was shocked by the emergence of the COVID-19 outbreak (coronavirus disease 2019), which had an impact on all aspects of life in the world. COVID-19 is a virus that can be transmitted from human to human and has spread widely throughout the world[1]. The impact that occurred due to the COVID-19 pandemic covers almost all aspects of human life such as the economic, psychological, social, and education. One of the impacts that occur in the educational aspect is the reduction in face-to-face learning time, which causes a decrease in the level of understanding in learning and student achievement[2].

Aspects of education are considered very important as a process of self-development for every human being. Husada stated that education in general has the meaning of a life process in developing oneself to be able to carry out life[3]. The urgency of education in human life cannot be ruled out because education is a continuous process that never ends to produce sustainable quality[4]. In education, there needs to be teaching and learning activities where educators channel knowledge to students in the learning process[5]. The pandemic has changed the learning process in the world of education, where offline learning is currently not possible given the worrying conditions of time and place in the spread of the COVID-19 virus. Therefore, online learning is the right solution at

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[1] Adityo Susilo et al., "Coronavirus Disease 2019: Tinjauan Literatur Terkini," *Jurnal Penyakit Dalam Indonesia* 7, no. 1 (2020): 45.
[2] Andina Amalia and Nurus Sa'adah, "Dampak Wabah Covid-19 Terhadap Kegiatan Belajar Mengajar Di Indonesia," *Jurnal Psikologi* 13, no. 2 (2020): 214–225.
[3] Fajar Robert Khoirul Husada, "Pentingnya Pendidikan Bagi Manusia," *Ayaŋ* 8, no. 5 (2019): 55.
[4] I Wayan Cong Sujana, "Fungsi Dan Tujuan Pendidikan Indonesia," *Adi Widya: Jurnal Pendidikan Dasar* 4, no. 1 (2019): 29.
[5] Hasbullah, Juhji, and Ali Maksum, "Strategi Belajar Mengajar Dalam Upaya Peningkatan Hasil Belajar Pendidikan Agama Islam," *Journal Pendidikan Agama Islam Edureligia* 3, no. 1 (2019): 17–24.

this time so that learning continues as it should[6]. As foreign language learning, especially Arabic, which requires the role of the teacher and the use of relevant media.

In learning Arabic, students are not only provided with theoretical material, but the material must be presented practically. Ahsanuddin stated that Arabic consists of several elements, namely *Ashwat* (sound), *mufradat* (vocabulary) and *tarkib* (Arabic composition), among the three elements of Arabic, *mufradat* (vocabulary) is a very important basic element that must be mastered by students in theory and practice[7]. Wahab stated that *mufrodat* is one of the elements of language that must be considered because it functions as a form of sentences, expressions and discourses[8]. *Mufrodat* (vocabulary) can be taught through interactive media so that it can easily maximize students' understanding of Arabic vocabulary. One of the uses of innovative and interactive technology in learning Arabic vocabulary is through the educandy platform.

In the application of online or offline learning, innovation in the use of technology is needed where technology has developed in the world of education so that it becomes an important factor in learning, especially during the current pandemic. Shopova stated that *"competence and level of ICT literacy affect the effectiveness and efficiency of the teaching and learning process. Meanwhile, ICT literacy which is more specific to the use of digital media"*[9].

The innovative and interactive technology is currently needed in order to achieve learning objectives, so that technology plays an important role in learning activities. Komalasari stated that currently, the world of education is required to follow technological developments in learning so that it can improve the quality of student learning and even education in general[10]. Certainly, the innovative and interactive technology is tailored to the needs of the subject, as learning Arabic must follow developments by using technology as a tool and media to support the learning process.

The educandy platform has been applied and researched by Wahyuni in English subjects with a significance result of 0.01[11], Widiastuti in Indonesian language subjects with the results of pre-cycle research showed that the average result of students' mastery was 36%, while in the first cycle

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[6] Luh Devi Herliandry et al., "Pembelajaran Pada Masa Pandemi Covid-19," *JTP - Jurnal Teknologi Pendidikan* 22, no. 1 (2020): 65–70.

[7] Mohammad Ahsanuddin et al., "Pelatihan Peningkatan Kompetensi Profesional Guru Bahasa Arab MA/SMA/SMK," *Jurnal Pengabdian kepada Masyarakat* 3, no. 2 (2020):1-9.

[8] Muhbib Abdul Wahab, "Model Pengembangan Pembelajaran Mufradât," *Uin Syarif Hidayatullah*, no. 17-Sep-2015 (2015): 1–15.

[9] Tatiana Shopova, "Digital Literacy of Students and Its Improvement at the University," *Journal on Efficiency and Responsibility in Education and Science* 7, no. 2 (2014): 26–32.

[10] Rita Komalasari, "Manfaat Teknologi Informasi Dan Komunikasi Di Masa Pandemi Covid 19," *TEMATIK - Jurnal Teknologi Informasi Dan Komunikasi* 7, no. 1 (2020): 38-49.

[11] Sri Wahyuni, "Penerapan Game Edukasi Educandy Dalam Meningkatkan Kosakata Bahasa Inggris Siswa SD Kelas V Pada Materi Shape," *Skripsi,* (Bandung: Universitas Pendidikan Indonesia, 2021).

the percentage was 55% and increased by 86% in the second cycle[12], Mirza Kurnia Putri in PPKn subjects with the results of this study stated that educandy media had an effect on the learning motivation of fourth grade students at SDN Ganting Sidoarjo Regency with a Sig value of 0.000[13]. The three studies have similar results in the application of learning media using the educandy platform, which can improve student learning outcomes.

Researchers found the poor understanding of SMK Muhammadiyah 2 Malang students towards understanding Arabic vocabulary and the lack of interest of students in Arabic subjects causes students to feel that Arabic is a difficult and boring language to learn. However, previous research was not based on the focus of the problem, which included aspects of the pandemic situation that caused the absence of face-to-face learning, the lack of understanding of information technology for Arabic language teachers, and the absence of interactive learning media utilizing the latest technology. Meanwhile, in learning Arabic, it is necessary to have interactive learning media so that it can increase students' interest in Arabic subjects.

The absence of interactive and innovative learning media causes students' weak understanding of Arabic vocabulary. Learning that is done in a monotonous way causes the learning process to be less than optimal. The lack of understanding of Arabic vocabulary is the main problem that needs attention. Moreover, a good understanding of Arabic vocabulary is one of the benchmarks for successful learning. The educandy platform can be categorized as an innovative and interactive learning media. Educational games can increase the potential and quality of learning[14]. Educational games, both theoretically and empirically in learning can improve student learning outcomes[15]. Based on this, the educandy platform can certainly increase the interest of students in the learning process. So learning based on a sense of interest will make it easier to improve understanding.

The educandy platform offers a variety of fun learning models. By applying interactive and innovative game-based learning media, the educandy platform can make it easier for students to understand learning without feeling bored, so that they can achieve the target of learning Arabic

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[12] Ratna Widiastuti, Ika Candra Sayekti, and Rita Eryani, "Peningkatan Hasil Belajar Melalui Media Kuis Educandy Pada Peserta Didik Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (2021): 2156–2163.

[13] Anindya Mirza Kurnia Putri et al., "Pengaruh Media Educandy Pada Pembelajaran PPKn Terhadap Motivasi Belajar Daring Siswa Sekolah Dasar," *Jurnal Basicedu* 1, no. 1 (2019): 1–9.

[14] Morhi Fiani, Ahsanuddin, "The Effectiveness of Using Kahoot ! Application as An Evaluation Tool in Arabic Vocabulary Learning at Madrasah," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (2021): 243–256.

[15] Ratih Wulandari, Herawati Susilo, and Dedi Kuswandi, "Penggunaan Multimedia Interaktif Bermuatan Game Edukasi Untuk Meningkatkan Aktivitas Dan Hasil Belajar Siswa Sekolah Dasar," *Jurnal Pendidikan* 2, no. 8 (2017): 1024–1029, http://journal.um.ac.id/index.php/jptpp/article/view/9759.

vocabulary. Learning media is currently very diverse depending on how the teacher uses it well[16]. The educandy platform can be used by teachers as an interactive and educative learning media. So that the educandy platform can be used as an IT-based learning media that can support the learning process.

Based on the description above, the researchers found a solution to overcome the problems that occur by utilizing the educandy platform as an interactive learning media, which has differences with previous research related to the subjects used and has updates due to the absence of research using the educandy platform for Arabic subjects. This educandy platform is expected to improve students' understanding of Arabic vocabulary.

METHOD

This study uses a quantitative approach to the type of experiment with the aim of knowing whether there is an effect of giving or treating the research subject[17]. This study applies tests in the form of pre-test and post-test to determine differences in student learning outcomes before and after the implementation of the educandy platform. The research data analysis technique presented was obtained from the related sample T test, which was used to determine whether the related sample experienced a significant change, as well as the effectiveness test (N-Gain), which was used to determine how effective the educandy platform was in improving understanding of Arabic vocabulary. This research is equipped with research instruments in the form of questionnaires and tests. The questionnaire in this study was used to determine the interest, implementation, quality and influence of the educandy platform. The test in this study was used to determine the differences in student learning outcomes before and after using the educandy platform.

RESULT AND DISCUSSION

Educandy Platform

The educandy platform is an attractive and educative interactive game platform based on the web and applications. The educandy platform provides games that are presented in the form of various quizzes [18]. This platform provides a variety of fun games and is divided into 3 core game features, namely words, matching pairs, and quiz questions. Each of these games is divided into

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[16] Fitri Sukmarini et al., "Interactive Arabic Learning Media Based on Articulate Storyline 3 to Increase Students Motivation," *al Mahāra: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (n.d.): 106–121.

[17] Dedi Kuswandi dan sulthoni Khotimah, "Pengaruh Model Problem Based Learning Terhadap Hasil Belajar Pkn Siswa," *Jurnal Kajian Teknologi Pendidikan* 2, no. 2 (2019): 158–165.

[18] Maziyatul Ulya, "Penggunaan Educandy Dalam Evaluasi Pembelajaran Bahasa Indonesia," *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 10, no. 1 (2021): 55.

several games, such as word search, noughts & crosses, crosswords, spell it, anagrams, match-ups, multiple choice and memory.

The advantages of the educandy platform are that it has an attractive and colorful appearance, is easy to understand for new users due to a simple model, and has varied game features such as word search, noughts & crosses, crosswords, spell it, anagrams, match-ups, multiple choice and memory, can be accessed easily both in the form of websites and applications, and can be operated on gadgets and personal computers / laptops only by providing a link or game code that has been created.

Some of the disadvantages of the educandy platform are the addition of paid sound and image features when you want to be added to the game and not being able to see the calculations that have been played by the players.

Here is an educandy platform display with Arabic vocabulary.

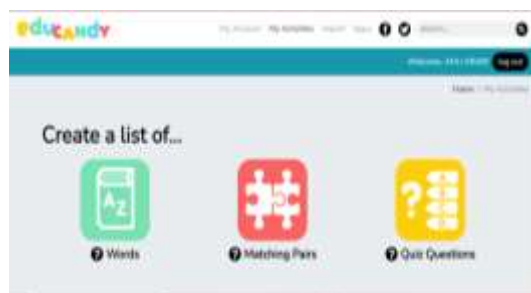Figure 1. View of the educandy platform

Figure 2. View of display of the core game menu

Figure 3. View of display of various sub-games from the core game

Figure 4. View of list games that have been created

Figure 1 is an initial view of the educandy platform. Figure 2 is a display of the core game menu on the educandy platform, namely words with a word game pattern, matching pairs with a pattern of matching answers and questions with a pattern of answering questions. Figure 3 shows a display of various sub-games from the core game. Figure 4 is a list of games that have been created.

Figure 5. View of Match-up game display

Figure 6. View of Crossword game display

Figure 7. View of Multiple Choice game display

Figure 8. View of Memory game display

Figure 5 is a match-up game with a pattern of players having to match answers by dragging the right answer into the space provided. Figure 6 is a crossword game with a pattern of players having to fill in the words in the blanks with a random choice of words. Figure 7 is a multiple-choice game with a pattern of players having to choose the correct answer from the four answers provided. Figure 8 is a memory game with a pattern where players must remember the word that has been selected and then match the answers that match the word.

Questionnaire Results

The results of the questionnaire in this study showed the relationship between the educandy platform and the understanding of Arabic vocabulary, which was associated with four indicators, namely student interest, learning implementation, display quality, and the influence of the educandy platform. The results of this questionnaire become one of the benchmarks for whether the educandy platform has an influence on understanding Arabic vocabulary in the learning process. Sampling from 29 respondents became a reference in determining the results of the questionnaire with the answer choices strongly agree, agree, hesitate, disagree and strongly disagree.

The form of data processing from the questionnaire results is presented in the form of a bar chart as follows:

Questionnaire Results
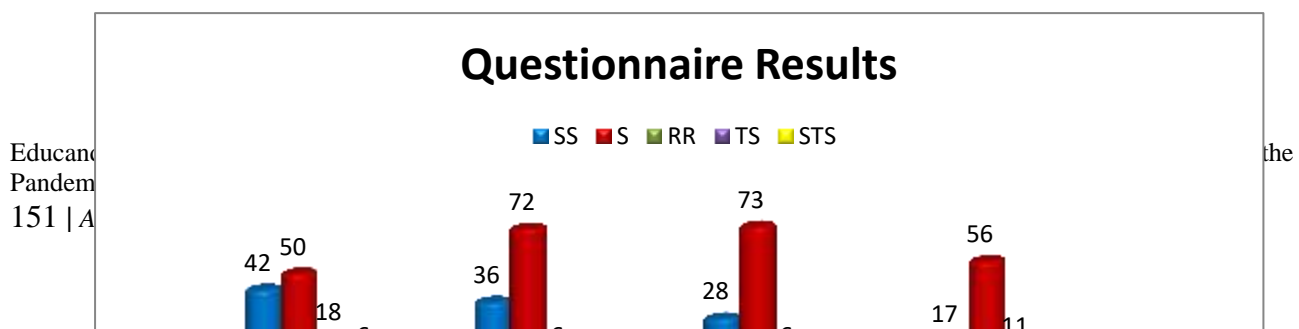
■ SS ■ S ■ RR ■ TS ■ STS

Figure 9. Data of questionnaire results

Figure 9 shows the data from the questionnaire results from 29 respondents showing the number of answers to the four indicators, namely indicator 1 of student interest in the educandy platform, indicator 2 of implementing learning using the educandy platform, indicator 3 of the display quality of the educandy platform, and indicator 4 of the influence of using the educandy platform with the number of responses. strongly agree for indicator 1 reaching 42 (36%), indicator 2, 36 (31%), indicator 3, 28 (25%), indicator 4, 17 (20%), agreeing response for indicator 1 reaching 50 (43%), indicator 2, 72 (62%), indicator 3, 73 (63%), indicator 4, 56 (64%), while doubtful for indicator 1 reaches 18 (16%), indicator 2, 6 (5%) , indicator 3, 6 (5%), indicator 4, 11 (13%), disagree with indicator 1 reaching 6 (5%), indicator 2, 2 (2%), indicator 3, 4 (3%), indicator 4, 3 (3%) and for indicator 1 strongly disagree 0 (0%), indicator 2, 0 (0%), indicator 3, 5 (4%), indicator 4, 0 (0%).

From the presentation of the data from the questionnaire, it can be concluded that students have a high interest in the educandy platform. Then students feel happy when implementing learning using the educandy platform. In addition, students find the appearance of the educational platform attractive and the features provided are not boring. As for the effect of using the educandy platform, students feel enthusiastic and motivated because they can easily understand the material displayed.

Data Analysis

The evaluation of Arabic vocabulary learning carried out in this study used test questions in the form of essays and multiple choice related to school materials (al-madrasah) with data analysis of pre-test and post-test scores as follows:

Table 1. Data analysis of *pre-test* and *post-test*

Questoin	N	Average	Middle Value	Minimum Value	Maximum Value	Value Distance

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Pre-test	29	44,66	50	15	70	55
Post-test	29	85,17	85	65	100	35

From the evaluation of Arabic vocabulary learning conducted by researchers, it was found that the average post-test score increased by 40.51 from the pre-test score of 44.66 to 85.17, so it can be concluded that there is an increase in Arabic vocabulary learning by using the platform educandy.

Table 2. Calculation of the relative frequency of *pre-test*

Question	Test Score Interval	Frequeny (f_i)	Relative Frequency (%)
1	11 – 20	3	10,35 %
2	21 – 30	7	24,1 %
3	31 – 40	3	10,35 %
4	41 – 50	4	13,8 %
5	51 – 60	6	20,7 %
6	61 – 70	6	20,7 %
	Amount	29	100 %

Table 3. Calculation of the relative frequency of *post-test*

Class	Test Score Interval	Frequeny (f_i)	Relative Frequency (%)
1	59 – 65	1	3,45 %
2	66 – 72	1	3,45 %
3	73 – 79	4	13,8 %
4	80 – 86	13	44,8 %
5	87 – 93	4	13,8 %
6	94 – 100	6	20,7 %
	Amount	29	100 %

The results of the calculation of the relative frequency of pre-test and post-test scores in Tables 2 and 3 show that the lowest score for the first pre-test interval class is in the range (11-20) of 10.35%, while the lowest value for the first post-test interval class is in the range (59-65) with a relative frequency of 3.45%. The highest score for the sixth pre-test interval class was in the range

(61-70) of 20.7%, while the highest score for the sixth post-test interval class (94-100) was also 20.7%.

Hypothesis Testing

Hypothesis testing is used to determine whether there are differences in the results of the pre-test and post-test from the use of the educandy platform.

Table 4. Hypothesis testing

	Paired Differences					**T**	**df**	**Sig.(2-tailed)**
	Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**				
				Lower	**Upper**			
Pair 1 Pre Test – Post Test	-40.517	15.198	2.822	-46.298	-34.736	-14.357	28	.000

Table 4 shows the data for hypothesis testing with an output value of sig (2-tailed) of 0.000 which is smaller than 0.05 (0.000 < 0.05) thus indicating that Ha is accepted and H0 is rejected. From the results of this data, it can be concluded that there is a difference in the average pre-test and post-test learning outcomes after being given treatment using the educandy platform. Therefore, it can be proven that the use of the educandy platform can improve the understanding of Arabic vocabulary for the students of SMK Muhammadiyah 2 Malang.

Effectiveness Test

This study uses an effectiveness test that is applied with the aim of knowing the level of effectiveness of the educandy platform in improving understanding of Arabic vocabulary. The results of the effectiveness test using the N-Gain formula show an average value of 0.73, which can be categorized in the gain index criteria at a score of (g) > 0.70, so with this value, the results of the effectiveness test using the educandy platform in improving understanding of Arabic vocabulary into the "high" category.

Discussion

The form of using the educandy platform in this study was carried out online by displaying educational games through Google Meet by sharing screens during the learning process. During the

learning process, the researcher presented quizzes in the form of interactive and educational games with various educandy features.

The first educational game feature that is displayed in the learning process is crossword, which is a crossword puzzle with a game pattern, students are asked to fill in the meaning according to the questions given both horizontally and vertically. Then the second educational game feature is memory, which is a form of game where students are asked to match the vocabulary that has been opened by remembering where the answers and questions are. Then the third educational game feature is multiple choice with a game pattern, students are asked to answer questions with multiple choice answers. For the fourth interactive game, match-up with a game pattern, students are asked to place vocabulary that matches the questions displayed. In the application of these four educational games, the researcher gave an example to the students in advance to make it easier for students to understand the pattern of the game.

The four educational games used in the educandy platform are proven to be able to attract interest so that it can increase students' interest in the learning process as Ricardo and Meilani stated that interest in learning is a driving factor in the learning process based on interest[19]. In addition, when the learning process uses the educandy platform, students look enthusiastic and enthusiastic about participating in learning, so it makes it easier for students to understand the learning material as Firdaus said that the spirit of learning can foster students' understanding of learning objectives[20].

In this study, it was found that students felt happy when participating in an interesting and creative learning process, students could easily understand the learning material. Harpeni Dewantara said that students who feel happy will not feel pressured and forced in the learning process, so that they will be more focused and concentrated in understanding the learning material[21]. Creative media is needed in the learning process. Sulthon said that one form of teacher creativity is being creative in choosing the right learning media[22].

Learning outcomes that are applied using the educandy platform are obtained from evaluations in the form of test questions in the form of multiple choice and essays. The test questions given contain vocabulary about school (al-madrasatu) according to the material applied to

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[19] Ricardo Ricardo and Rini Intansari Meilani, "Impak Minat Dan Motivasi Belajar Terhadap Hasil Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (2017): 188-201.

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[22] Sulthon Sulthon, "Pembelajaran IPA Yang Efektif Dan Menyenangkan Bagi Siswa MI," *ELEMENTARY: Islamic Teacher Journal* 4, no. 1 (2017): 38-54.

the educandy platform. After the implementation of the educandy platform, to find out the responses of students regarding the educandy platform, the researcher distributed a questionnaire on September 6, 2021.

Regarding the standard of questions and questionnaires that have been distributed, they have met the validity and reliability test values with the assumptions of "valid" and "reliable" so that they can be used as measuring tools in research. In addition, the normality test of the test items that the researcher used has met the criteria for a normal distribution so that it can be used for testing the hypothesis test or the sample t test is in harmony with. Setiawan and Aden said that if the normality test was met, then a related sample t test could be performed[23].

From the distribution of the questionnaires that have been carried out, it was found that students feel happy when using the educandy platform. This can be seen from the practice when using the educandy platform. In addition, the activeness of students in the learning process can also be seen in the seriousness of students from the beginning to the end of learning. This activity is one of the benchmarks in achieving vocabulary understanding as Rizqi said that the achievement of students' vocabulary understanding can be seen in terms of quality by looking at the level of activity of students[24].

This study uses an effectiveness test to find out how effective the educandy platform is in improving understanding of Arabic vocabulary. Wibowo and Deta say learning effectiveness is a quality standard to show how far the learning objectives have been achieved[25]. The results of the calculation of the effectiveness test with the N-Gain formula obtained an average value of 73% which is in the high category so that it can be said to be quite effective in improving understanding of Arabic vocabulary for students of SMK Muhammadiyah 2 Malang.

Interactive media can attract students' interest in the learning process so that it can increase students' understanding of learning materials as Wulandari said that the use of interactive media is considered very appropriate to be able to optimize the process and learning outcomes of students[26]. Interactive media, especially in the form of educational games, can facilitate students during the

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[23] Tabah Heri Setiawan and Aden, "Efektifitas Penerapan Blended Learning Dalam Upaya Meningkatkan Kemampuan Akademik Mahasiswa Melalui Jejaring Schoology Di Masa Pandemi Covid-19," *Jurnal Pembelajaran Matematika Inovatif (JPMI)* 3, no. 5 (2020): 493–506.

[24] Lailatur Rizqi, "Penerapan Media Pembelajaran Permainan Ular Tangga Untuk Meningkatkan Penguasaan Kosa Kata Bahasa Arab Siswa Kelas Iv Madrasah Ibtidaiyah Nurul Jadid Kolomayan Kabupaten Blitar," *Skripsi,* (Malang: UIN Maulana Malik Ibrahim, 2015).

[25] D C Wibowo and Y Deta, "Efektivitas Belajar Dari Rumah Di Tengah Pandemi Covid-19," *Jurnal Pendidikan Dasar Perkhasa* 6, no. 2 (2020): 228–241, http://jurnal.stkippersada.ac.id/jurnal/index.php/JPDP/JPDP6.

[26] Wulandari, Susilo, and Kuswandi, "Penggunaan Multimedia Interaktif Bermuatan Game Edukasi Untuk Meningkatkan Aktivitas Dan Hasil Belajar Siswa Sekolah Dasar," *Jurnal Pendidikan* 2, no. 8 (2017): 1024-1029.

learning process. Students feel excited when the learning process takes place because educational games are interesting and fun. With various features, the educational platform is very suitable to be used as a supporting tool in the learning process to make it more interesting and not boring.

Based on the description above, it can be concluded that interactive media in the form of educational platform educandy games which are used as learning media, have proven to be quite effective in improving the understanding of Arabic vocabulary for students of SMK Muhammadiyah 2 Malang. In addition, there was an assessment of the results of the questionnaire that had been distributed after using the educandy platform in the learning process. The results of the questionnaire show that the educandy platform is proven to be able to increase the enthusiasm of students in the learning process, which can be seen when using the educandy platform students feel happy, interested, active and enthusiastic when participating in the learning process.

CONCLUSION

Based on the results of research related to the use of the educandy platform in improving the understanding of Arabic vocabulary at SMK Muhammadiyah 2 Malang, it can be concluded that interactive media in the form of educational games on the educandy platform, which is used as a learning media, has proven to be quite effective in improving the understanding of Arabic vocabulary, which shows hypothesis testing data with an output sig (2-tailed) value of 0.000. The use of the educandy platform in the learning process gets a percentage result from the N-Gain formula of 73% with a high rating category. The results of the assessment indicate an improvement in the Arabic learning process when using the educandy platform as an interactive and educative learning media. In addition, in this study it was found that students felt happy and enthusiastic during the learning process because students' interest in the educandy platform was quite high. This is known from the results of the distribution of questionnaires related to the educandy platform used in the learning process.

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