



Application of Ecucandy in Listening Skills Learning of Descriptive Texts for Grade IX Students of SMP Negeri 1 Telaga

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ABSTRACT

This study aimed to describe the implementation of Educandy in teaching listening skills for descriptive texts to ninth-grade students at SMP Negeri 1 Telaga and to identify students' responses toward the use of the media. This study employed a descriptive approach with a qualitative research design. The population consisted of all ninth-grade students of SMP Negeri 1 Telaga, while the sample included 28 students and one Indonesian language teacher. Data were collected through observation, interviews, documentation, and learning achievement tests. The data were analyzed using data reduction, data presentation, and conclusion drawing techniques to obtain a clear description of the learning process and outcomes. The findings revealed that the implementation of Educandy in descriptive text learning effectively improved students' listening comprehension skills. This was indicated by the results of the Educandy quiz, which showed that 25 students achieved learning mastery with scores ranging from 120 to 193, while 3 students were still categorized as low achievers. The percentage of students' learning mastery reached 89.29%. In addition, students gave positive responses to the use of Educandy because the media made the learning process more interesting, interactive, enjoyable, and capable of increasing students' learning motivation and understanding of descriptive text materials.

Keywords: educandy, listening skills, descriptive text

Penerapan Ecucandy dalam Pembelajaran Keterampilan Menyimak Teks Deskripsi Siswa Kelas IX SMP Negeri 1 Telaga

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan Educandy dalam pembelajaran keterampilan menyimak teks deskripsi siswa kelas IX SMP Negeri 1 Telaga serta mengetahui respons siswa terhadap penggunaan media tersebut. Penelitian ini menggunakan pendekatan deskriptif dengan jenis penelitian kualitatif. Populasi penelitian adalah seluruh siswa kelas IX SMP Negeri 1 Telaga, sedangkan sampel penelitian terdiri atas 28 siswa dan 1 orang guru Bahasa Indonesia. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan tes hasil belajar. Data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan untuk memperoleh gambaran yang jelas mengenai proses dan hasil pembelajaran. Hasil penelitian menunjukkan bahwa penerapan Educandy dalam pembelajaran teks deskripsi mampu meningkatkan keterampilan menyimak informasi siswa secara efektif. Hal ini terlihat dari hasil kuis Educandy yang menunjukkan sebanyak 25 siswa mencapai ketuntasan belajar dengan skor berkisar antara 120 hingga 193, sedangkan 3 siswa masih berada pada kategori rendah. Persentase ketuntasan belajar siswa mencapai 89,29%. Selain itu, siswa memberikan respons positif terhadap penggunaan Educandy karena media tersebut membuat pembelajaran lebih menarik, interaktif, menyenangkan, serta meningkatkan motivasi belajar dan pemahaman siswa terhadap materi teks deskripsi.

Kata kunci: educandy, keterampilan menyimak, teks deskripsi

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INTRODUCTION

Indonesian is a compulsory subject that plays a crucial role in the national education system because it serves as a means of developing students' literacy skills. Learning Indonesian encompasses four language skills: listening, speaking, reading, and writing. These four skills are interrelated and need to be developed in a balanced manner to optimally achieve learning objectives. Therefore, the Indonesian language learning process must be designed effectively, communicatively, and innovatively to increase student engagement in learning activities.

The success of the learning process is influenced, in part, by the selection of appropriate learning media. Learning media act as aids that can facilitate student understanding of the material, increase learning motivation, and create a more enjoyable learning environment. Nuramila et al. (2024) state that a pleasant learning environment can encourage student motivation and active participation during learning activities. Therefore, teachers need to be creative and innovative in selecting learning media that are appropriate to the characteristics of the material and the needs of the students.

The use of technology in Indonesian language learning is currently still not optimal. Its use is generally limited to simple presentations and learning videos. However, technological developments enable teachers to create more interactive and engaging learning. Sartika et al. (2024) explain that technology can be utilized to support more contextual and adaptive learning, thereby increasing student engagement in the learning process. The use of interactive digital media can also help students understand learning materials in a more concrete and enjoyable way. In Indonesian language learning, listening skills are a crucial basic skill. Listening skills relate to students' ability to understand, capture, and process information obtained through listening activities. According to Alamsyah et al. (2025), listening lessons tend to be implemented conventionally through lectures or reading aloud by teachers, without involving varied and interactive learning

strategies. In teaching descriptive texts, listening skills are necessary for students to understand the detailed descriptions of objects, settings, and events presented. Lestari (2018) explains that listening skills play a crucial role in learning descriptive texts because through listening activities, students can understand the details of the objects described based on observations through their five senses. Furthermore, Panjaitan et al. in Oliy (2025) stated that the ability to understand text content can train students to think critically and help them connect the information obtained with their prior knowledge.

Based on initial observations at SMP Negeri 1 Telaga, it was found that most students still experience difficulties in learning descriptive text, particularly in listening skills. These difficulties are evident in students' low ability to understand the content of the text they listen to, capture important information, and re-describe the objects being described. Furthermore, students also tend to be less active and less interested in participating in learning because the learning process is still monotonous. This condition results in students' listening skills not reaching the expected competency.

To address these issues, learning media are needed that can create an engaging and interactive learning environment. One such medium is Educandy. Educandy is an educational game-based learning medium that can be used to create fun and active learning. Mangge, R et al. (2023) explain that learning strategies include selecting methods and utilizing supporting resources to increase learning effectiveness. In this regard, learning media is a crucial component that can help teachers achieve learning objectives. Through the various game features available on Educandy, students can learn while playing, making learning more engaging and less boring.

The application of Educandy in teaching descriptive text is expected to support the improvement of students' listening skills. Through this medium, students can concentrate better during listening activities, become more actively involved in the learning process, and more easily understand



the content of the descriptive texts they are studying. Furthermore, the use of educational game-based learning can also encourage increased student motivation and participation during learning activities.

Based on the above description, the research questions are as follows: (1) How is Educandy applied to listening skills in descriptive text learning for students at SMP Negeri 1 Telaga?, and (2) Can Educandy be used to improve listening skills in descriptive text learning for students at SMP Negeri 1 Telaga?

The purpose of this research is to describe the application of Educandy to listening skills and to determine the improvement in listening skills in descriptive text learning for students at SMP Negeri 1 Telaga.

This research is expected to provide benefits, both theoretically and practically. From a theoretical perspective, this research is expected to contribute to the development of Indonesian language learning studies, particularly regarding the use of interactive learning media based on educational games to improve listening skills. Meanwhile, from a practical perspective, this research is expected to serve as a reference for teachers in determining innovative learning media, help students improve their listening skills in descriptive text learning, be a consideration for schools in supporting the use of learning technology, and increase researchers' knowledge regarding the application of interactive media in Indonesian language learning.

Several previous studies have shown that interactive learning media have a positive influence on the learning process. Sartika et al. (2024) suggest that the use of interactive digital media can increase student motivation and engagement in Indonesian language learning. Furthermore, Mangge, R et al. (2023) explain that technology-based learning media can improve the effectiveness of the learning process and student learning outcomes. Meanwhile, Nuramila et al. (2024) state that engaging and enjoyable learning media can encourage student engagement and facilitate their understanding of learning materials.

The theoretical review in this study covers the variables of Educandy media use and listening skills in learning descriptive text. Sartika et al. (2024) explain that interactive digital media can increase student engagement in learning. Lestari (2018) emphasizes that listening skills play a crucial role in understanding the content of descriptive text. Meanwhile, Panjaitan et al. in Olii (2025) explain that the ability to comprehend text content can help students think critically and better understand learning material. Thus, the use of Educandy is considered relevant to help improve students' listening skills in learning descriptive text.

METHOD

This study used a qualitative research method with a descriptive approach. Miles & Huberman (2014), in their qualitative analysis approach, explain that the data analyzed in qualitative research generally consists of verbal narratives, not numbers or numeric data.

The study was conducted from February to March 2026 at SMP Negeri 1 Telaga, involving Indonesian language teachers and ninth-grade students. In this study, data collection was conducted using a combination of several techniques, namely observation, interviews, and documentation.

The data obtained consisted of descriptive and narrative information containing a wealth of detail, requiring researchers to possess strong interpretive skills to understand, examine, and analyze the data in depth. Gay & Airasian, in Purwanto (2023), Razak (2017), that a researcher's ability to interpret data significantly influences the processing and interpretation of information obtained during the study.

Data analysis in this study was conducted through three stages: data reduction, data presentation, and conclusion drawing. The data reduction stage involved selecting and simplifying data obtained from various sources to ensure they were more focused and aligned with the research needs. Next, the data was systematically organized and presented for ease of understanding. The researchers then drew conclusions based on the

interpretation of the analyzed data, addressing the research focus regarding the application of Educandy to improve students' understanding of descriptive texts.

Before administering the listening skills test in descriptive text instruction, the researchers first systematically developed the test development steps. This was done to ensure the test instrument aligns with the learning objectives, listening skill indicators, and the descriptive text material being taught. By having these test development steps, the evaluation can be more focused and structured, and accurately measure students' listening skills.

Test development steps: a) determining test material. The first step is to determine the material to be used in the listening skills test. The material focuses on learning descriptive texts, specifically: The structure of descriptive texts, and the language rules of descriptive texts; b) determining the test objective. The test is designed to determine students' ability to understand information obtained through listening to descriptive texts; c) developing indicators for the listening skills test. The test indicators are: 1) main idea; 2) first supporting idea; 3) first supporting idea; 4) message; 5) conclusion.

Table 1
 Descriptive Text Listening Test Specifications

No.	Indicator	Item Test per Description Text Structure				Total
		Universal Description	Description Part-2	Description Part-3	Description of Benefits	
1	Main Idea	1	4	7	10	4
2	Supporting Idea-1	2	5	8	11	4
3	Supporting Idea-2	3	6	9	12	4
4	Sugestion-1			13		1
5	Sugestion-2			14		1
6	Conclusion-1			15		1
7	Conclusion-2			16		1
	Total					16

Each test item answered according to the key is given a score of 1 (one). However, if it does not match, it is given a score of 0 (zero). Therefore, the maximum score is 16, while the minimum score is 0.

The descriptive text listening skills data were analyzed using descriptive statistical procedures. The measures used were mean and percentage.

RESULTS

1. Implementing Educandy on Listening Skills in Descriptive Text Learning

This research was conducted at SMP Negeri 1 Telaga, which has learning support facilities,

such as internet access and other classroom resources. Interviews with Indonesian language teachers and students revealed that the use of learning media in teaching and learning activities was still not optimally utilized. This situation prompted the researcher to conduct observations and interviews with teachers who implemented Educandy in descriptive text learning in the classroom.

1.1 Planning Educandy in Learning

Learning planning using Educandy involves first creating a Teaching Module and determining which features are appropriate for use in



Descriptive Text learning to improve students' listening skills.

During the implementation phase, the teacher begins with a greeting in the introduction, followed by an explanation of the learning objectives for Descriptive Text. The teacher also introduces Educandy as an interactive learning medium to students, including its various features. Students follow the prayer and listen attentively to the teacher's explanation of the material and the introduction of Educandy. Next, in the 30-minute elaboration phase, students were divided into groups to participate in learning activities using Educandy. Using the word search feature, students were asked to find vocabulary related to descriptive texts. Using the matching pairs feature, students matched terms or parts of the descriptive text structure with their explanations. Using the anagram feature, students arranged scrambled letters to form words related to the descriptive text material. In addition, students took an interactive quiz containing questions about the content and structure of the descriptive texts they had studied. The teacher monitored student activity throughout the lesson and provided guidance to students who encountered difficulties. In the 10-minute confirmation phase, several groups were asked to present their activities and answers. The teacher then provided feedback, reinforcement, and feedback on students' answers. Through these activities, students actively engaged in listening, discussion, and group collaboration, as well as understanding the descriptive text material through the use of Educandy's interactive features.

In the 10-minute closing phase, the teacher and students compiled a summary of the descriptive text material they had studied. The teacher then assigned students to read a descriptive text at home and identify its structure and linguistic features. Before the lesson ended, students recorded their assigned assignments and participated in a closing prayer.

"I've been greatly helped by the Educandy media. The game features, which I've designed to suit the learning material, make it easier for

students to listen and understand, and they're also very enthusiastic and active in participating in the learning process." (1.6.G-WSI. 02/16/2026).

Interview results indicate that teachers have significantly benefited from the application of Educandy to improve students' listening skills in descriptive texts. This strategy allows for a more interactive presentation of the material, allowing students to listen effectively and understand easily. Students appear highly enthusiastic and active in the learning process. This approach aims to create a fun learning environment, increase engagement, and facilitate more effective conceptual understanding.

1.2 Implementation of Educandy in Learning

The implementation of Educandy in the learning process was carried out according to a plan prepared by the teacher, which included introductory activities, core activities, and closing activities. This research was conducted through classroom observations over four meetings. In the initial meeting, the researcher observed the Indonesian language learning process, including the teaching strategies used by the teacher, the number of students involved, the learning media utilized, and student responses and participation during the learning activities.

The learning activities began when the teacher entered the classroom and greeted the students, which were then responded to by the students. Afterward, the teacher conveyed the learning objectives related to the structure of descriptive texts and then proceeded to explain the material to the students. Before entering the main activities, the teacher first introduced the Educandy learning media by explaining its benefits and various features that would be used during the learning process.

Introductory Activities

In this introductory stage, students listened to the teacher's explanation of the descriptive text material and gained an initial overview of the use of Educandy media in learning activities.

Core Activities

The teacher used Educandy to stimulate student understanding and encourage active participation in learning descriptive texts. Students were divided into groups so that some students who were unfamiliar with Educandy could be assisted by others who were already familiar with integrating it. The groups then completed challenges within the Educandy game, which was designed based on Indonesian language learning materials.

Closing Activities

At the end of the lesson, the teacher and students concluded the material they had learned. Next, the teacher assigned students to read a descriptive text and identify its structure based on the understanding gained through the learning activities using Educandy. The lesson concluded with a group prayer, while students listened to the teacher's explanation and took notes on the assigned tasks.

"I designed the learning with Educandy not only based on personal preferences, but also considered student input. I first explored their preferences regarding learning methods. Therefore, I chose Educandy as the learning medium because it aligns with the characteristics of students who tend to prefer engaging and participatory activities. This approach is expected to make learning more relevant and increase student engagement." (1.8.G-WSI. 02/16/2026).

Based on the interview results, I observed that teachers have implemented a student-centered learning approach. This is evident in their efforts to engage students from the lesson planning stage by exploring their preferences and needs first. This finding suggests that teachers are striving to adapt their learning strategies to the characteristics of the current generation of students, who tend to prefer interactive and game-based activities.

3. Educandy Assessment in Learning

Educandy's quizzes are used to measure students' understanding of the material they have

learned, while also assessing their ability to apply concepts, particularly in analyzing the structure and linguistic rules of descriptive texts. In addition to serving as an evaluation tool, the game-based quizzes also have a positive impact on student motivation. This is because students view these activities as engaging challenges, particularly with the point system, which provides a final score or rewards they can earn throughout the learning process.

Table 2
Recapitulation of Learning Completion Skills
for Listening to Descriptive Texts

No.	Indicator	Frequency	Percent
1	Finished	25	89,29
2	Not yet finished	3	10,71
	Total	28	100

DISCUSSION

Implementation of Educandy for Listening Skills in Descriptive Text Learning

The application of Educandy media in descriptive text learning in grade IX students at SMP Negeri 1 Telaga effectively improved students' listening skills compared to conventional learning, which tends to be monotonous. The use of interactive media makes students more active, enthusiastic, and easily understands the material because the learning takes place in an engaging manner and involves direct student participation. This aligns with Dayalni's (2022) opinion, which states that the learning process is related to cognitive activity and students' ability to process information. From a cognitive perspective, Educandy helps students understand, identify, and respond to information they hear through quizzes and interactive games. These activities train students' ability to process information and understand the material more deeply. Research by Safiah (2025) also explains that game-based digital media can increase student engagement in learning by providing a more interactive learning experience. Furthermore, from a learning



motivation perspective, gamification elements in Educandy, such as points, challenges, and rankings, can increase students' intrinsic and extrinsic motivation. Students become more interested in participating in learning because of the competitive and fun atmosphere. This finding is supported by research by Syahid & Wahab (2025), which states that the use of Educandy can increase student learning motivation through more varied and less boring learning. In listening skills, the use of Educandy helps students understand information contextually in descriptive text material. Students are trained to recognize important information, understand meaning, and connect the content of the material to the learning context. In addition, the direct feedback on Educandy media helps students identify errors and improve their understanding quickly. This shows that digital media is more adaptive than conventional learning methods. This study has the advantage of being able to integrate digital media, gamification, and listening skills in Indonesian language learning, so that students become more active and easily understand the material. However, this study still has limitations because it was implemented only in one class, so the results cannot be generally applied to broader conditions. Furthermore, this study has not examined in depth other factors that can influence learning outcomes, such as students' initial abilities and their level of digital literacy. Overall, the use of Educandy has a positive impact on students' listening skills by increasing their motivation, engagement, and comprehension in learning descriptive texts. Therefore, Educandy serves not only as an interactive learning medium but also as a learning strategy that can support a more effective and meaningful learning process.

Student Response to the Application of Educandy in Descriptive Text Learning

The results of the study showed that students responded positively to the use of Educandy in teaching descriptive text. This was evident in the increased student activity, attention, and engagement during the learning process. The use of interactive digital media created a more

engaging learning environment compared to conventional learning, which tends to be monotonous. From a learning motivation perspective, game elements such as quizzes, scoring, and challenges in Educandy increased student interest and enthusiasm in participating in the learning process. This finding aligns with research by Syahid and Wahab (2025), who stated that interactive media can increase student motivation because learning becomes more enjoyable. Furthermore, the activities in Educandy also encourage students to be more active in understanding and processing information. Fajra et al. (2023) explained that active learning helps students engage directly in the learning process, thus improving their understanding of the material. In listening skills, the use of Educandy helps students understand information in descriptive text through direct listening and responding to the material. Another advantage of Educandy is the immediate feedback that helps students identify errors and quickly improve their understanding. However, some students still experience difficulties using digital media, requiring teachers to provide guidance to ensure optimal learning. This study has the advantage of demonstrating the influence of gamification media on student responses and engagement in learning. However, the study is limited by the limited sample size and the inability to examine other factors, such as students' digital literacy skills, in-depth.

CONCLUSION

Based on the research results and discussion, it can be concluded that implementing Educandy in descriptive text learning has a positive impact on students' listening skills. The use of this media can increase student motivation, engagement, and activeness during the learning process through interactive gamification-based activities. Game elements such as challenges, point awards, and direct feedback help students understand the material more easily and encourage active participation in learning. Furthermore, the use of Educandy contributes to a more enjoyable and

collaborative learning environment. Students not only receive information from the teacher but also engage in the process of understanding and processing the learning material. However, the success of using Educandy is also influenced by students' readiness to utilize digital media and the teacher's ability to design learning activities that align with learning objectives.

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