Gamifying of English Learning with Educandy
at MTs. Muhammadiyah 13 Solokuro Lamongan

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Abstract
　　This study explores the potential of gamification through Educandy in enhancing English language learning outcomes among junior high school students at MTs. Muhammadiyah 13. Employing a Research and Development (R&D) framework using the ADDIE model, this study integrates both quantitative and qualitative analyses to measure effectiveness. Findings reveal a significant increase in student motivation and vocabulary retention, positioning Educandy as a viable tool for technology-integrated education. This study conducted at MTs. Muhammadiyah 13, Solokuro, Lamongan. The research subjects comprised seventh and eight-grade students during the 2024/2025 academic year, there are 40 respondents in these classes. The results indicate that the gamified learning media received high validation scores from experts, confirming its feasibility for classroom use. This study concludes that gamification using Educandy effectively improves English learning outcomes and motivation, especially for having vocabularies improvement. However, challenges such as limited access to technology and the need for teacher training must be addressed to ensure broader implementation. Future research should explore the long-term impact of gamification on learning retention and its application to other English skills, such as speaking and listening.

Keywords: Educandy; English Learning; Gamification; Technology; R&D

Abstrak
　　Penelitian ini mengeksplorasi potensi gamifikasi melalui Educandy dalam meningkatkan hasil belajar bahasa Inggris pada siswa SMP di MTs. Muhammadiyah 13. Dengan menggunakan kerangka Research and Development (R&D) model ADDIE, penelitian ini mengintegrasikan analisis kuantitatif dan kualitatif untuk mengukur efektivitas. Temuan menunjukkan adanya peningkatan signifikan dalam motivasi siswa dan retensi kosa kata, sehingga menempatkan Educandy sebagai alat yang layak untuk pendidikan yang terintegrasi dengan teknologi. Penelitian ini dilakukan di MTs. Muhammadiyah 13, Solokuro, Lamongan. Subjek penelitian adalah siswa kelas VII dan VIII pada tahun pelajaran 2024/2025, responden kelas tersebut berjumlah 40 orang. Hasilnya menunjukkan bahwa media pembelajaran gamified mendapat nilai validasi yang tinggi dari para ahli, yang menegaskan kelayakannya untuk digunakan di kelas. Penelitian ini menyimpulkan bahwa gamifikasi menggunakan Educandy efektif meningkatkan hasil dan motivasi belajar bahasa Inggris, terutama untuk peningatan kosakata. Namun, tantangan seperti terbatasnya akses terhadap teknologi dan kebutuhan pelatihan guru harus diatasi untuk memastikan penerapan yang lebih luas. Penelitian di masa depan harus mengeksplorasi dampak jangka panjang gamifikasi terhadap retensi pembelajaran dan penerapannya pada keterampilan bahasa Inggris lainnya, seperti berbicara dan mendengarkan.

Kata Kunci: Educandy; Pembelajaran Bahasa Inggris; Gamifikasi; R&D

Introduction

In today's digital era, information technology has become an integral part of various aspects of life, including education. Technological developments during this period have had an impact indirectly to the teaching and learning process traditional. For this reason, the learning process is a tool that aims to visualize learning material in a form that is easily accepted by students (Prihandono et al., 2023). In early childhood education practice, the play method and learn to use. Ayu et al., (2021) believed that one of the important functions of play is to enable children to integrate reality into and with reality (Ayu et al., 2021). Khotimah et al., (2023) stated that learning must pay attention to four things, including the teacher's task as a learning planner, incorporating HOTS elements, applying various approaches and learning models, and integrating school technology.

By implementing HOTS, it is hoped that student participation will increase in the evaluation stage It is hoped that the teacher will also give consideration to giving points to the students' activity learners (Khotimah et al., 2023; Finaryanti and Wibawa, 2024). According to Djamaluddin and Wardana (2019) teachers need to increase creativity regarding education in the 21st century and must be able to integrate the use of information and communication technology, especially computers, into the teaching and learning process (Djamaluddin and Wardana, 2019). Learning is designed with elements of information and communication technology to meet all the educational needs of the 21st century. One of the subjects that is relevant for education in the 21st century, especially the use of language in communication and information systems, is English (Arifatin et al., 2024). Along with that, today's learners are referred to as digital natives, having grown up with digital technology in the classroom. As a result, instructors may need to use technology innovation to meet learners' needs and preferences. Interactive games are a learning method that is widely used today with attractive visual images that help students easily recognize and understand the content presented. The function of this interactive game is to convey or send information via digital media.

Interactive games can increase student attention during learning and create an active classroom atmosphere between students and teachers. The game-based learning model is suitable for teaching students logical, analytical, systematic, critical, creative and collaborative thinking skills (Aurelia, 2021). Gamification, inspired by video and computer games, has been used in education to increase learner engagement through competitive learning (Vathanalaoha, 2022). One of the trending innovations is the use of gamification in the learning process. Gamification refers to the application of game elements in non-game contexts to increase motivation and student engagement (Saputri et al., 2023).

Gamification differs between entertainment games and training simulators. Gamified learning only employs gaming elements to improve motivation and affect student involvement when learning new skills (Topˆırceanu, 2017). In the context of English language learning, gamification offers an interactive and enjoyable approach that can improve students' learning outcomes. Educandy, a gamification-based application, presents an innovative solution to these challenges. With features such as word games, matching activities, and interactive quizzes, Educandy provides a more engaging and challenging learning experience for students (Wahyuni et al., 2023).

However, despite its significant potential to support English language learning, the application of Educandy at the junior high school level remains relatively underexplored, particularly in religious-based schools like MTs. Muhammadiyah 13. At MTs. Muhammadiyah 13, teaching English faces several challenges. Based on preliminary observations, many students demonstrate low motivation in learning, particularly when it comes to understanding vocabulary and grammar. This issue

negatively impacts their academic performance in English. Moreover, traditional teaching methods, which are still frequently used, tend to lack the ability to engage students effectively, leading to suboptimal learning experiences. The choice of media is influenced by the teaching method, and vice versa, the media chosen will influence the appropriate method.

Learning media is used as a tool to convey lesson material in the learning process so that help achieve predetermined learning goals. Education must adopt effective approaches to enhance teaching innovation and effectiveness of learning so that students can learn easily, fun and achieve the expected goals (Putu et al., 2024). This study is essential for several reasons. First, it can provide empirical data on the effectiveness of gamified English learning using Educandy in junior high schools. Second, the findings can serve as a reference for teachers in selecting and designing technology-based learning strategies that align with students' needs.

Third, the growing trend in 21st-century education emphasizes the integration of technology and creative approaches, making this study highly relevant across educational settings. Previous studies have shown that gamification improves students' motivation and positively impacts learning outcomes. For instance, research by Wais Alchorni (2024) demonstrated that gamification increases student participation through elements of competition and rewards, this study focused on reading text using educandy (Alchorni, 2024). Another study by Simanungkalit (2023) highlighted that gamification creates a deeper and more motivating learning environment, encouraging students to be more active in their learning processes (Simanungkalit et al., 2023).

Thus, this research contributes to the existing body of literature by applying gamification through Educandy in a religious-based school context, an area that remains underexplored. Unlike previous studies, this research not only focuses on immediate learning outcomes but also addresses long-term retention and student engagement through a comprehensive R&D approach. Therefore, this study aims to further explore how gamification through Educandy can be effectively implemented at MTs. Muhammadiyah 13 to enhance English learning outcomes.

Method

This research aims to develop learning media, namely gamification applications with technology-based education for English language learning. The online educational game media will be adapted to the needs of English language learning at MTs level. Muhammadiyah 13 Solokuro Lamongan so that the achievements and targets of competency can run optimally. Referring to Borg and Gall (1989) Research and Development is a powerful strategy for improving practice. This is the process used to develop and validate educational products. This statement strengthens the reason that this research method is in accordance with the objectives of the research to be carried out (Khotimah et al., 2023). This study employs the Research and Development (R&D) method, which aims to develop the effectiveness of gamified learning media using the Educandy application to improve students' English learning outcomes. The R&D method is appropriate for generating innovative learning tools and validating their effectiveness through systematic evaluation. This research adopts the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), a widely recognized framework in educational development. Mesra (2023) The study uses a quantitative approach, where data are statistically analyzed to measure the impact of Educandy on students' motivation and learning outcomes.

Arifatin et al., (2023) The research subjects are seventh and eight-grade students of MTs. Muhammadiyah 13 during the odd semester of the 2024/2025 academic year.

Data collection techniques include observations and questionnaires. Observations are conducted to identify the initial state of students' motivation and challenges in learning English prior to the intervention. Questionnaires, designed using a Likert scale ranging from very low to very high, measure changes in students' motivation after using Educandy (Waruwu, 2024). The research procedure follows the ADDIE framework. In the analysis phase, the study identifies students' needs, learning challenges, and the potential of Educandy as a learning tool. During the design phase, gamified learning activities are planned, tailored to the English curriculum. In the development phase, the content is created using Educandy and validated by experts in English education and educational technology. The implementation phase involves piloting the gamified learning activities in the classroom with the target students. Finally, in the evaluation phase, data from questionnaires are analyzed to assess the effectiveness of Educandy in enhancing students' motivation and learning outcomes (Rabiah, 2018). This research procedure applies the ADDIE development model. ADDIE is an abbreviation of Analysis, Design, Development, Implementation, and Evaluation (Dwija, 2020). This model was chosen because it is often used to describe a systematic approach in developing instructional media. In addition, this model is general and suitable for use in development research. This term is almost synonymous with instructional system development (Okpatrioka, 2023). When used in development, this process is considered sequential but also interactive, where the evaluation results of each stage can bring learning development to the previous stage. The final result of one stage is the initial product for the next stage. The development stages in this research are as follows.

1. Conduct a needs analysis by conducting a preliminary study on English language learning at MTs. Muhammadiyah 13 Solokuro.
2. Determine objectivity or design online game application media using Educandy as learning media development, adapting to English learning needs.
3. Develop online game application media using Educandy according to English learning needs so that it is easy for teachers and students to use, and adjusted for ease of use of the media.
4. Implementing an online game application using Educandy in English learning.
5. Conduct evaluations related to planning, development, implementation and media feasibility.
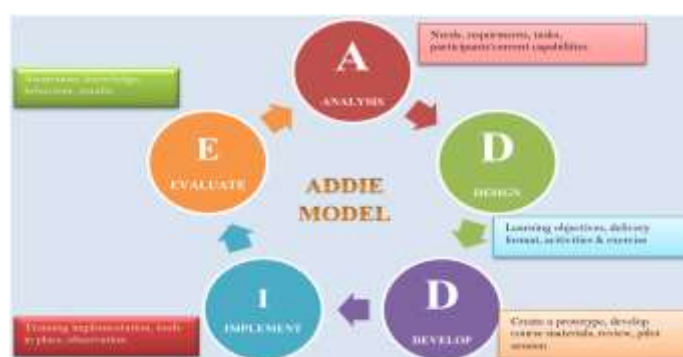
Picture 1. ADDIE Model

Data analysis involves descriptive and inferential statistical techniques. Observational and interview data are analyzed descriptively to provide an overview of the initial learning conditions and teacher perceptions of Educandy implementation. Questionnaire data on students' motivation are analyzed using descriptive statistics, while expert validation ensures the quality of the developed learning media. (Mafruudloh et al., n.d.) The success criteria for this study include high levels of student satisfaction and motivation as indicated by questionnaire responses, and positive feedback regarding the use of Educandy in the classroom.

Table 1. Media Feasibilty Score Table

Score	Category
4	Excellent
3	Acceptable
2	Below average
1	Unacceptable

$$xi - \frac{\sum s}{Smax} \times 100\%$$

Information

$\sum$s : total score

Smax : maximum score

xi : assess the feasibilty of the questionnaitre for each aspect

The percentage score results obtained from the research are interpreted in the following criteria:

Table 2. Criteria For The Result

Precentage	Criteria
x > 81 %	Excellent, it can be used without revision
61 % < x ≤ 80%	Acceptable, it can be used but needs revision
41% < x ≤ 60%	Below average, i tis recommended not to be used becuase it needs major revisions
21% < x ≤ 40%	Unacceptable, it may not be used
x ≤ 20%	Not valid

From the percentages and criteria obtained after conducting research with media experts, material experts and also all respondents at MTs. Muhammadiayah 13. Then the researchers can conclude from the criteria table above and also analyze whether this educational media can provide a new color for students, after conducting a needs analysis at the beginning as part of the research step. Finally, the hope is that Educandy's interactive media can increase students' passion for learning, considering the importance of mastering foreign languages to welcome a golden Indonesia which is in line with the current independence curriculum.

Result and Discussion

Educandy is a platform with the tagline make learning sweeter. With an attractive interface and colorful design, Educandy is an educational game platform that is easy to operate and can be adapted to the learning materials being taught. Educandy can be customized to meet specific learning needs. This research focuses on English language learning. With the challenges of modern times and technological advancements, interactive learning is essential, one of which is through the use of educational game platforms like Educandy. This approach is applied in the context of junior high school education, specifically at MTs. Muhammadiyah 13 in Solokuro Village, Solokuro District, Lamongan Regency, started on Januray up to February 2025, to enhance students' motivation and participation in English learning. This research is kind of Research and Development using the ADDIE model, so it goes through several processes to determine the impact of implementing Educandy in English language learning.

1. Analysis

In the initial needs analysis, teachers required innovative technology-based media for teaching English. Based on previous interviews, teachers primarily used conventional media such as whiteboards, LCDs, and paper. During the COVID-19 pandemic, students

relied on technology-based media like video conferencing via smartphones. However, after the pandemic, teachers reverted to conventional teaching aids, leading to student boredom, lack of motivation, and low participation in English learning. Students also scored poorly in English because they found the language difficult to understand. They needed innovative media integrated with technology. The analysis examined student characteristics, needs, and available learning facilities/resources. The subjects of this study were 40 students from 7th and 8th grade, who were already following the independent curriculum. These students came from diverse family backgrounds, with varying levels of technological familiarity. Many were kinesthetic learners who preferred movement-based learning. Interviews revealed that students needed engaging media, as they were accustomed to traditional teaching methods such as textbook exercises, drills, and vocabulary memorization. The workbooks they used were monotonous, lacking color and images, even though the school had adequate facilities, including a computer lab, LCD projectors, laptops, and Wi-Fi, to integrate technology into EYL instruction.

2. Design

This stage involved developing instructional materials aligned with students' current lessons. During the research, the academic year was in its second semester. The researcher aligned the content with the 2022 textbook English for Nusantara, published by the Ministry of Education, Culture, Research, and Technology. The topics covered were Love Our World (Chapter 3) for 7th grade and My School Activity (Chapter 3) for 8th grade, with subtopics Look Around You and My Online Class, respectively. After selecting the appropriate topics, the researcher created an Educandy account to develop educational games. Educandy offers three types of games: Words (Multiple Choice, Noughts & Crosses, Crosswords, Match-Up, and Memory), Matching Pairs (Word Search, Spell It, and Anagrams), and Quiz Questions. Students could play these games individually or in groups.

3. Development

This stage involved several steps in developing educational games using Educandy. First, vocabulary relevant to each theme was prepared, as preliminary research indicated that students struggled with vocabulary retention. Next, an Educandy account was created, where teachers could choose between educator and student roles. Teachers could either import existing games from other creators or develop their own.

a. Creating an Educandy Account

Educandy accounts can be created easily via PC or mobile devices by downloading the app and setting up a username and password. The research team used the username faisarifatin. Understanding the platform and its features did not take long.
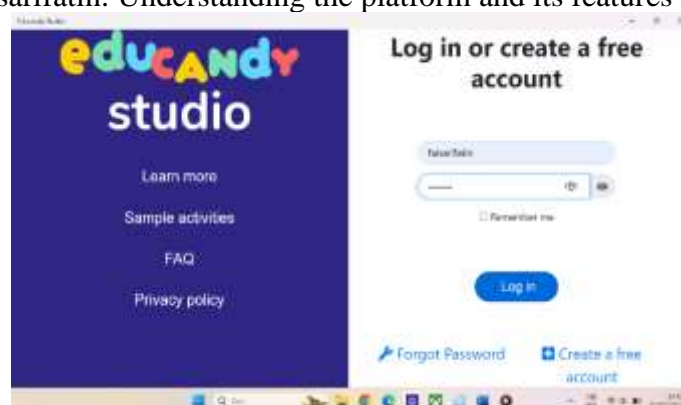
Picture2. Educandy Account

b. Game Features

After setting up the account, teachers could customize the game content. The Words feature included games like Multiple Choice, Noughts and Crosses, and Crosswords. The Matching Pairs feature focused on spelling and vocabulary memorization. The Quiz Questions feature supported multiple-choice assessments with time tracking and scoring. The game themes include My Online Class and Love Our Environment. The game links can be accessed at *https://bit.ly/educandy8a* and *https://bit.ly/educandy7b*. The next feature is Matching Pairs, which includes games like word search, spell it, and anagrams. These games focus on spelling and memorizing vocabulary relevant to the learning theme.

Particularly in the Spell It category, students learn English spelling in a more engaging and competitive way. The links for these games are *https://bit.ly/educandy8b* and *https://bit.ly/educandy7a*. The third feature is Quiz Questions, which consists solely of multiple-choice questions. These questions can be designed for assessments, displaying time and scores, making them a fun assessment method for teachers. One of the quiz links created by the research team is *https://www.educandy.com/site/resource.php?activity-code=132f23*. Although multiple-choice questions also exist in the Words feature, this quiz feature allows for more varied and customized assessment questions.

Picture 3. The Feature In Educandy

4. Implementation

The study was conducted from January to February 2025 at MTs. Muhammadiyah 13 in Solokuro, Lamongan. The school implemented the *Kurikulum Merdeka* for 7th and 8th grades, while 9th grade followed the 2013 Curriculum. The research targeted 7th and 8th-grade students, totaling 40 students. In the first two sessions, the researcher conducted learning simulations to assess students' prior knowledge of the topics My Online Class (7th grade) and Love Our Environment (8th grade). Vocabulary related to these themes was reinforced over two sessions. The following week, Educandy was introduced to all students, and the educational games were implemented in class. In the second week's second session, the computer lab was utilized for collaborative gameplay using Educandy.

Picture 4. Implementation Of Educandy At MTs. Muhammadiyah 13

5. Evaluation

The evaluation phase consists of various types of assessments, including validation by material experts, media experts, and student responses. Data was collected using questionnaires and analyzed statistically. The questionnaire contained aspects and items that needed validation by experts.

a. Media

Media validation tests are carried out by media experts in the IT/Computer field, media validity tests use a questionnaire. The questionnaire distributed to media experts contained 10 statements, which included aspects of general appearance and content, technical aspects and pedagogical aspects. By having 4 assessment scores. The 10 statements in the questionnaire represent appearance, relevance of material and instructions. It was previously stated that media validation has 3 main aspects, namely:

Table 3. Result Of Media Validation

Aspect	Score	Percentage	Classification
General view/ content	15 / 16	93,75%	Very valid, can be used without revision
Technical aspects	12 / 12	100%	Very valid, can be used without revision
Pedagogical aspect	11 / 12	91,66%	Very valid, can be used without revision

Based on the table above, it can be concluded that the three aspects have a score above 81%, which means that various aspects of educational game-based learning media, namely Educandy, are declared feasible or very valid and can be used as an interactive learning media with the concept of a game. Moreover, from the technical side there are no usage problems. The feasibility of using this media as a learning medium can be proven by obtaining an assessment by a team of media experts and also material experts. So that teachers can use and/or develop this development media as an alternative in selecting learning media.

b. Material

In the material validation category, this includes the quality of learning material related to its relevance, accuracy and also pedagogical aspects. There are 10 statements to represent these aspects. The material covers several things, first, namely the explanation of basic competencies such as relevance to the independent curriculum currently being implemented, as well as the level of abilities and needs of students. Second, accuracy regarding language use, examples and exercises, as well as the level of language understanding. The three pedagogical aspects relate to how the game increases student motivation, interaction and involvement, independent and group learning.

Table 4. Result Of Material Validation

Aspect	Score	Percentage	Classification
Quality of Learning Materials: Relevance Aspects	8 / 8	100%	Very valid, can be used without revision
Accuracy	11 / 12	91,66%	Very valid, can be used without revision
Pedagogical aspect	18 / 20	90%	Very valid, can be used without revision

Based on the table above, it can be concluded that the three aspects have a score above 81%, which means that various aspects of the educational game-based English language learning material, namely Educandy, are declared feasible or very valid and can be used as an interactive learning medium. It can be seen from the quality of the learning material in the relevance aspect that it has a percentage value of 100%, meaning there are no defects in this aspect. The feasibility of using material in this media as a learning medium can be proven by obtaining an assessment by a team of media experts and also material experts. So teachers can use and/or develop this development media as an alternative in selecting learning media.

c. Respondents

In the next stage of implementation, it is impossible to complete without knowing the responses of respondents from users of the Educandy media application which has been designed and developed by researchers. Users here are all students in grades 7 and 8 MTs. Muhammadiyah 13 Solokuro which has used educational games as a medium for learning English. To find out user responses, researchers distributed a questionnaire containing 9 statements with 2 categories of aspects, namely the experience of using Educandy and the impact on learning. In looking at user responses, researchers first ensure the validity and reliability of the questionnaire tested with SPSS 25. The results of data processing are as follows:

Table 5. Validity And Reliability Of The Questionnaire

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
question 1	32,250	24,808	,544	,868
question 2	32,450	25,485	,520	,870
question 3	32,775	24,846	,494	,871
question 4	32,475	22,922	,734	,851
question 5	32,675	21,917	,719	,851
question 6	33,125	21,804	,675	,856
question 7	32,750	23,423	,565	,866
question 8	32,300	23,908	,531	,869
question 9	32,800	21,703	,766	,847

The number of questions in the questionnaire is 9 questions with 40 respondents, so the R table is 0.3120. If the total correlation for all questions 1 to 10 is greater than the R table, it can be said to be valid. With Cronbach's Alpha 0.875 greater than 0.3120.

Reliability Statistics

Cronbach's Alpha	N of Items
,875	9

This descriptive statistical analysis uses SPSS with labels 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. The following is the frequency of distribution of questionnaires by 40 respondents from the students of MTs. Muhammadiyah 13:

Table 6. Results Of Respondents

		quest 1	quest 2	quest 3	quest 4	quest 5	quest 6	quest 7	quest 8	quest 9
					Statistics					
N	Valid	40	40	40	40	40	40	40	40	40
	Missing	0	0	0	0	0	0	0	0	0
Mean		4,45	4,25	3,93	4,23	4,03	3,58	3,95	4,40	3,900
Median		5,00	4,00	4,00	4,00	4,00	3,50	4,00	5,00	4,000
Mode		5	4	4	5	4	3	4	5	4,0

The findings of this study confirm the effectiveness of gamification in enhancing both student motivation and learning outcomes, particularly in the context of English language learning. Based on research results that have been validated by media and materials experts, the educandy developed by researchers in accordance with student learning outcomes is very suitable for use as a media for gamification of learning. Likewise, students' responses when using Educandy as a learning medium, where initially teachers only used traditional methods, can now be developed with new methods that integrate technology into learning.

The findings of this study align with prior research by Alchorni (2024), which demonstrated the positive effects of gamification on vocabulary acquisition. However, unlike Alchorni's study that focused solely on reading comprehension, this research extends the scope by integrating interactive gameplay that also fosters speaking and listening skills. One of the key strengths of Educandy is its ability to provide instant feedback and foster active student participation. The interactive nature of the platform addresses one of the common issues in traditional teaching methods student passivity. As highlighted by Riska Magdalena Simanungkalit, Rachel Juliana Manullang, Siti Nur Fadillah, Aldia Rachman Pangestu, Susilawati (2023), gamification creates a deeper level of engagement by transforming traditional tasks into engaging challenges.

In this study, features like matching games and quizzes encouraged students to actively participate and self-assess their progress, which contributed to their improved performance in vocabulary. Moreover, the motivational questionnaire results align with the Self-Determination Theory, which posits that autonomy, competence, and relatedness are key drivers of motivation (Ryan and Deci, 2000). The gamified activities in Educandy allowed students to work independently while also fostering a sense of accomplishment and collaboration through competitive group activities. This multifaceted approach to learning contributed to the observed increase in student motivation.

It was stated that Educandy significantly improved vocabulary retention in young learners with moderate effectiveness. Students showed greater motivation, interest, and passion for learning vocabulary after implementing Educandy. Table 6 reveals 9 questions that have been distributed to 40 respondents in grades 7 and 8. It can be seen how the first to last questions received responses from them. There are 2 categories in the statements for respondents, the first category is about the use of educandy, the second is about how it impacts learning. The first and fourth questions got an average score of 4.45 and 4.23, indicating that on average students agree that learning using Educandy media is fun and they can remember vocabulary better (Purnawan et al., 2022).

These questions also got a score that often appears or the mode is 5 which means strongly agree. For the second, third and fifth questions, each question has a mode value of 4. which means they think that the appearance of Educandy is interesting, they are more motivated to learn because Educandy stimulates competition, and the use of this media is also very easy to understand and use so they do not feel bored in learning process (Islamiah et al., 2024). The second category is how educandy can impact learning

pedagogically. From the 4 categories in these questions, only 1 question that got an average score of 4.40 with a mode score of 5 that the use of the gamification method with education is more fun than other methods, especially the traditional method that has been used by teachers.

While the seventh and ninth questions with an average of 3.9 and a mode value of 4 indicate that students agree that gamification of learning encourages students' curiosity in learning. However, confidence in learning and using English well is not obtained when using this gamification, students feel unsure about this. So it can be concluded that learning using gamification media is fun, but teachers need to add other methods so that students gain confidence in their abilities. While the results are promising, several challenges were encountered during the implementation phase. For instance, integrating technology into learning in a small school in a rural area certainly has several challenges that cannot be avoided, such as the lack of internet access that can reach all corners of the village.

Also related to the use of devices at school, because at MTs. Muhammadiayah 13 is not allowed to bring smartphones to school, the only way is to use the computer in the laboratory or operate by using the teacher's laptop. However, the quantity of computers in the lab with the number of students is also inadequate. Plus the limited teaching hours for 1 credit are only 30 minutes, so that 2 credits of face-to-face learning are only given 1 hour of learning time. Teachers also required training to integrate Educandy effectively into their lesson plans. Addressing these challenges is essential to ensure the scalability and sustainability of gamification-based learning in other similar educational contexts (Fitria, 2022).

From several student perceptions, it was found that learning English with gamification can increase student learning motivation, engagement and performance. It is hoped that English teachers can integrate technology into learning for the deep learning process. Novelty in this research compared to previous ones, if previous research only focused on the application of gamification with education, this research starts with development according to learning outcomes at each level. Only then, the researchers implemented to students after validation by material and media experts. Especially this is something new for the students at MTs. Muhammadiyah 13 Solokuro. The method used is also relatively different because it starts with development, so this is research and development with the ADDIE method.

Finally, the study contributes to the growing body of literature on 21st-century learning practices, particularly in integrating technology and gamification into religious-based educational institutions. In line with this, Educandy can also be used as a tool for assessment so that we can immediately know the score of each student, rather than using paper based which may require more time (Mahbub, 2020). The success of Educandy in this context demonstrates its adaptability to diverse learning environments, making it a viable option for broader implementation. Future research could explore long-term impacts of gamification on student learning retention and examine its effectiveness across other language skills, such as speaking and listening.

Conclusion

This study demonstrates that the use of gamification through the Educandy application significantly enhances students' motivation and learning outcomes in English language learning at MTs. Muhammadiyah 13. The developed learning media received excellent validation from experts in terms of content quality, technical feasibility, and user engagement. Additionally, the questionnaire results indicated that Educandy successfully boosted students' learning motivation, supported by its interactive features,

immediate feedback, and collaborative-competitive learning activities. These findings align with motivational learning theories and previous research that highlight the benefits of gamification in fostering student engagement. However, several challenges, such as limited access to technology and the need for teacher training, must be addressed to ensure wider and more effective implementation. This study provides practical contributions to integrating technology and gamification into religious-based educational institutions and offers valuable insights for developing innovative and adaptive learning media. For future research, it is recommended to evaluate the long-term impact of gamification on learning retention and expand the application of this approach to other English skills, rather than only acquire the vocabularies to support more comprehensive language learning.

Acknowledgments

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