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Improving Active Sentence Writing Skills Using Educandy Technology in Grade III at Nurussa'adah Islamic Elementary School

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Abstract

This study aims to improve the active sentence writing skills of third-grade students at MI Nurussa'adah, Bogor Regency, through the use of the digital learning platform Educandy. The background of the research stems from students' low writing abilities, primarily due to monotonous conventional teaching methods and the lack of technological integration in language instruction. The research method employed is Classroom Action Research (CAR) using the Kemmis and Taggart model, which consists of two cycles involving planning, action, observation, and reflection. The study involved 26 third-grade students. Data was collected through observation, written tests, and documentation. The results showed a significant improvement in students' writing skills. In Cycle I, 22 students (84.6%) achieved the minimum mastery criteria, which increased to 100% in Cycle II. Moreover, the integration of Educandy was proven to enhance students' motivation and engagement through its interactive and enjoyable learning activities. It can be concluded that Educandy is an effective medium to enhance students' active sentence writing skills and foster an innovative, engaging learning environment. This research recommends that teachers utilize interactive digital media to support the achievement of Indonesian language learning objectives more effectively.

Keywords: Writing, Active Sentences, Educandy, Interactive Media

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis kalimat aktif siswa kelas III MI Nurussa'adah Kabupaten Bogor melalui penerapan media pembelajaran digital Educandy. Latar belakang penelitian ini didasarkan pada rendahnya keterampilan menulis siswa yang disebabkan oleh pembelajaran konvensional yang monoton dan minimnya pemanfaatan teknologi. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) model Kemmis dan Taggart yang terdiri dari dua siklus, masing-masing melalui tahapan perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 26 siswa kelas III. Data dikumpulkan melalui observasi, tes tertulis, dan dokumentasi. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam keterampilan menulis kalimat aktif siswa. Pada siklus I, sebanyak 22 siswa (84,6%) mencapai ketuntasan belajar, dan meningkat menjadi 100% atau seluruh siswa pada siklus II. Selain itu, penggunaan Educandy terbukti mampu meningkatkan minat dan motivasi siswa dalam pembelajaran menulis melalui pendekatan interaktif dan menyenangkan. Dapat disimpulkan bahwa media Educandy efektif dalam meningkatkan keterampilan menulis kalimat aktif siswa dan mampu menciptakan suasana belajar yang inovatif dan bermakna. Penelitian ini merekomendasikan agar guru menggunakan media digital interaktif dalam proses pembelajaran untuk menunjang ketercapaian tujuan pembelajaran bahasa Indonesia secara optimal.

Kata Kunci: Menulis, Kalimat Aktif, Educandy, Media Interaktif,

Introduction

In recent years, the transformation of education through digital technology has become a major concern worldwide, including in Indonesia. Increased access to technology in elementary schools has brought significant changes to traditional teaching methods. In Indonesia, this is evident in various efforts to improve technological facilities in education in response to the need for more flexible and dynamic learning (Damayanti et al., 2025). The application of this technology is not only to facilitate distance learning but also to improve students' digital literacy skills from an early age, especially in disadvantaged areas that previously had minimal technology(Saputra, 2025)

Current issues in education in Indonesia show that the COVID-19 pandemic has created an urgent need for the integration of technology in learning so that online/hybrid learning remains effective. Many studies report that when technology is used only as a supplement, rather than as the core of the learning process, the effect on the mastery of productive skills such as writing is still weak. It is not uncommon for students to experience digital fatigue and boredom due to monotonous methods even though digital media is available.(CAHYONO et al., 2023; Setiawan et al., 2023)

Language plays a crucial role as a tool for communication, thinking, and cultural formation (Altun, 2023). Within this, writing skills are one of the basic competencies that form the foundation of literacy development. Through writing, students not only copy words, but also learn to organize ideas, think systematically, and develop reasoning skills. Therefore, writing skills are an important indicator of success in basic education, as they will determine students' ability to follow learning at higher levels. (Fitrianingrum & Aryani, 2024)

At the elementary school level, writing also serves as a means of self-expression. Through writing, students learn to express their ideas, imagination, and personal experiences in a coherent written form. One of the essential writing skills to master is writing active sentences. Active sentences train students to arrange subjects, predicates, and objects clearly so that the message conveyed is more communicative. The ability to write active sentences from an early age will help students master advanced writing skills such as writing paragraphs, essays, and even simple scientific papers. ((Defi Antika et al., 2023; Disti Yuni Sari et al., 2024)

Writing active sentences is a fundamental part of Indonesian language learning in elementary school. Active sentences train students to clearly arrange the elements of subject, predicate, and object, helping to develop logical thinking and personal expression skills. . At MI Nurussa'adah, based on initial observations, many third-grade students have difficulty constructing correct active sentences: they often reverse the structure, omit the object, or use an inappropriate predicate. These limitations not only affect the results of writing assignments but also students' confidence in speaking and other academic activities.

The socio-educational conditions in Bogor Regency show disparities in the use of educational technology between schools in urban areas and those in buffer zones or villages. Many madrasas in suburban areas do not have adequate access to devices, limited teacher training related to digital media, and internet connection barriers. This situation exacerbates the dominant traditional learning methods: copying, memorization, and assigning writing tasks without creative context.(Evaluasi et al., 2023; Fadil et al., 2024; Firdaus et al., 2024)

(Wen & Walters, 2022)concluded that the integration of technology instruction significantly improves the quality and quantity of elementary school students' writing. However, moderation findings show that the best impact occurs when digital media is accompanied by immediate feedback, contextual assignments, and flexible teaching. Another study in Indonesia, by (Hamdani & Pujawati, 2024), shows that the use of digital tools in the classroom improves students' reading and writing skills. However, the study speaks generally

about literacy, not specifically about active sentences or lower grade levels such as third grade. A study by (Tusino et al., 2024) found that computer-based technology (including learning applications, multimedia, and online platforms) can accelerate the writing learning process, especially in repetition exercises, revision, and the use of automatic feedback or peer review. However, many studies have not tested simple interactive quiz media other than expensive or complex devices.

Research in Jakarta and its surrounding areas on descriptive writing learning using the Project-Based Differentiated Learning model (Istiqomah & Apoko, 2025) shows that with task differentiation and innovative media support, students' descriptive writing skills improved significantly compared to the control class. However, the focus was on descriptive texts, not intensive active sentence practice.

Specifically, difficulties in writing have been widely found in studies at the elementary school level. The study (Umalihayati et al., 2024) found that only 22% of elementary school students did not experience writing difficulties, while 59% of students experienced considerable to significant difficulties. The difficulties experienced by students varied, ranging from writing letters backwards, illegible handwriting, incorrect spelling, to an inability to construct simple sentences. Another study by (K reported that around 13% of students still have low sentence writing skills. This fact shows that writing is not only a difficult skill, but also one that is often neglected in learning.

The low level of writing skills is also caused by conventional learning models. Teachers tend to emphasize memorization, copying texts, or assigning writing tasks without adequate guidance on the process. This condition makes students passive, less creative, and unmotivated to write. In fact, writing requires intensive practice, varied learning strategies, and media support that can stimulate students' imagination. When writing learning is limited to monotonous assignments, the results are often suboptimal and students increasingly feel that writing is a boring activity. (Yulianti et al., 2024)

In line with this, the challenges of the 21st century require students to have digital literacy skills. Unfortunately, writing instruction in elementary schools has not yet widely integrated technology as a learning tool. In fact, digital media such as interactive applications, simple blogs, collaborative platforms, and educational games can be creative solutions for teaching active sentence writing. By using digital media, students not only learn to write but also interact with more engaging visual, audio, and multimedia content. This is in line with the characteristics of the digital generation, who are more responsive to technology-based learning.(Chusna et al., 2024)

Technologies such as Educandy have gained attention as effective tools in changing the way students interact with learning materials. This platform utilizes various game elements to increase student engagement and motivation, which is often difficult to achieve with conventional methods (Salsabila et al., 2024). Through its gamification approach, Educandy not only facilitates understanding of the material but also improves students' critical thinking and creativity(Hilmi & Prastowo, 2023). This platform has great potential to change the way teaching and learning are conducted in the classroom, especially given the challenges faced during the COVID-19 pandemic, which has accelerated the shift to online learning. (Astuti et al., 2021)

The application of technology, including Educandy, in primary education serves more than just improving learning outcomes or literacy; it supports important social and emotional development in an educational environment. Platforms such as Educandy help students learn to collaborate, communicate more effectively, and develop important social skills (Putra & Zulherman, 2025). In addition, this platform makes it easier for teachers to tailor teaching materials to the different needs and learning styles of students, providing a more personalized and relevant learning experience for each individual(Rohayati et al., 2025)

Based on the above description, it is clear that elementary school students' active sentence writing skills still face various obstacles, both in terms of learning methods, student motivation, and media utilization. The gap between curriculum requirements and reality in the field is a strong reason for the need for in-depth research. Efforts to develop innovative learning strategies utilizing digital media are crucial to enhance students' writing skills, enabling them not only to write effectively but also to be prepared to tackle the challenges of 21st-century literacy.

In addition to academic aspects, the socio-psychological aspects of writing skills are also important. Students who feel that their writing skills are weak tend to withdraw from classroom activities, are reluctant to participate actively, or feel embarrassed by their writing. At MI Nurussa'adah, this condition is also apparent: students prefer to copy from the board or wait for specific instructions rather than try to write sentences themselves, which risks hindering the development of literacy independence.

From a review of the literature, no studies have been found that explicitly investigate the use of Educandy as a learning medium for writing active sentences at the lower grade level of MI in Indonesia. Educandy is an interactive digital platform that allows teachers to create quizzes, fill-in-the-blank exercises, and word games that can dynamically arrange subjects, predicates, and objects. Due to its light and interactive nature, Educandy has high potential to increase engagement and practice in writing active sentences when used with a systematic classroom action design.

Another gap is related to the frequency of active sentence practice. Many schools only provide active sentence writing practice occasionally (e.g., in daily assignments), rather than as a routine part of learning with immediate feedback. Such infrequent practice is insufficient to build automation of active sentence structures, especially in third grade, which is still at the stage of forming basic language structures.

At MI Nurussa'adah in particular, initial observations revealed that some teachers used conventional methods of writing: copying sentences from the board, filling in columns with passive or random sentences, without any variation in activities or digital media. As a result, students showed minimal progress from semester to semester in mastering active-passive and active sentence construction.

Classroom action research (CAR) provides an appropriate framework for intervention in the local context. Through the plan-do-observe-reflect cycle, teachers can see real changes in students' active sentence writing skills, try method modifications (including the use of Educandy), and adjust activities to be compatible with student conditions (motivation, technology access, facilities) at MI Nurussa'adah.

Therefore, this research is important to develop because it not only tests the effects of simple interactive technology but also provides insights into learning design: how often activities should be given, what types of feedback are effective, and how digital technology implementation can be scaled up in similar madrasahs in Bogor Regency. This research will enrich the literature by filling the gap in the use of Educandy and focusing on the third grade of MI, as well as providing examples of real interventions

Method

This study uses a Classroom Action Research (CAR) approach with the Kemmis and Taggart model, which consists of four stages: planning, implementation action, observation, and reflection, (Utomo et al., 2024). The research subjects were 26 third-grade students at Nurussa'adah Islamic Elementary School in Bogor Regency in the even semester of the 2024/2025 academic year.

Generally, there are four steps in conducting classroom action research: planning, implementation, observation, and reflection. The following are the four steps in classroom action research.

Planning

The first step is to conduct thorough and careful planning. In PTK planning, there are basic activities, namely problem identification, problem formulation, and problem solving.

Implementation (Acting)

The second stage of PTK is implementation. Implementation is applying what has been planned in stage one, namely acting in the classroom.

Observation

The third stage in PTK is observation. Prof. Supardi states that observation in the third stage refers to data collection. In other words, observation is a tool to capture the extent to which the effects of the actions have achieved their objectives. In this step, researchers must describe the types of data collected, how they were collected, and the data collection tools used, such as interviews, observation, and others.

Reflection

The final stage in PTK is reflection. Reflection is the activity of recalling what has been done. Reflection is also often referred to as bouncing. In this case, researchers reflect on their experiences as if looking in a mirror, so that they can clearly see their weaknesses and shortcomings. This reflection can only be done after the action has been completed (Utami et al., 2019).

This research was conducted at Madrasah Ibtidaiyah (MI) Nurusa'adah, located in Bogor Regency, West Java. MI Bustanul Ulum is located in a semi-urban environment with relatively easy access from both the city center and surrounding areas. The selection of MI Bustanul Ulum as the research location was based on several considerations. First, there was a real problem related to the low writing skills of students.

Data collection instruments included observation, written tests, documentation, and interactive game-based Educandy tests. The research was conducted in two cycles, each consisting of two meetings. Each cycle was designed to improve on the previous results, with a focus on improving writing skills and increasing student engagement during the learning process.

The formula used to calculate the average score is as follows:

$$X \ \frac{Ex}{N}$$

Explanation:

X = Class average (mean)

Ex = Total number of student

scores N = Number of students

The formula used to calculate the increase from cycle to cycle is the percentage increase formula:

$$p = \frac{f}{N} \ X \ 100\%$$

Explanation:

P = Percentage figure

F = Frequency being sought

N = Number of individuals

Results and Discussion

From the initial test results, only 10 students (38.5%) achieved the Minimum Passing Grade (KKM). In cycle I, after the implementation of Educandy, there was a significant increase. A total of 22 students (84.6%) achieved the MCC. However, there were still students who were not actively participating in the learning process. In cycle II, improvements were made to the strategy, such as strengthening instruction and dividing students into study groups. As a result, all students (100%) achieved the MCC. Students appeared more enthusiastic and were able to construct active sentences with the correct structure.

Educandy provides word games that stimulate students' thinking and creativity in constructing sentences, such as crosswords, matching, and anagrams. The use of these features facilitates students in understanding active sentence structure in a more enjoyable and meaningful way. In addition, instant feedback from the platform helps students correct their mistakes independently.

Table 1. Observation Results of Student Activities

No.	Aspects Evaluated	Observation Score	
		Yes	**No**
1.	**Understanding of Material**		
	a. Ability to understand the material	12	
	b. Student activity in learning	10	
	c. Accuracy in completing tasks	10	
2.	**Courage**		
	a. Students are brave in asking questions	10	
	b.Students are brave in answering questions	9	
	c.Students are brave in communicating in front of the class	9	
3.	**Student Attention**		
	a.Students pay attention to the teacher's explanations.	9	
	b.Students implement and pay attention to playing the Educandy game that is practiced	10	
Total Score		**79**	
Average Score		**82.29**	

The results of observations of student activities in cycle II showed a significant increase in various aspects of learning engagement after the application of Educandy media in active sentence writing learning. Overall, the total score obtained by students reached 79 with an average score of 82.29, which is in the excellent category. This confirms that the use of digital game-based interactive media has succeeded in increasing the motivation, participation, and learning outcomes of third-grade students at MI Nurussa'adah.

In terms of material comprehension, the indicator of students' ability to understand the material scored 12, showing that most students were able to master the lesson content well. Student activity in learning was also relatively high with a score of 10**,** indicating that students were more actively involved during the learning process. In addition, the students' accuracy in completing tasks scored 10, indicating that students were able to complete the

active sentence writing exercises on time and according to the teacher's instructions. Thus, the aspect of material comprehension showed positive results, demonstrating that the integration of Educandy had a direct influence on the understanding of the basic concepts of active sentences.

Furthermore, in terms of student courage, the observation results show encouraging progress. Students' courage in asking questions received a score of 10**,** which means that students are no longer hesitant to ask questions to the teacher when they encounter difficulties. Students' courage in answering questions received a score of 9**,** indicating that almost all students dared to actively participate in answering questions asked by the teacher and their peers. Similarly, students' courage in communicating in front of the class also received a score of 9**,** indicating that most students already have the confidence to speak in front of their friends. This data shows that the application of game-based learning media can create a more democratic, enjoyable, and conducive classroom atmosphere for fostering students' self- confidence.

In terms of student attention, the scores obtained were also quite good. Students who paid attention to the teacher's explanations scored 9, indicating that most students showed discipline and focus when the teacher delivered the material. Furthermore, the indicator for students who implemented and paid attention while playing the Educandy game scored 10**,** which was the highest score in this aspect. This fact shows that students are very enthusiastic and focused when participating in learning activities that use interactive media. In other words, Educandy media can be an effective stimulus to attract students' attention and reduce boredom during the writing learning process.

When compared to the observation results in cycle I, the achievements in cycle II show an increase in terms of material understanding, courage, and student attention. This proves that the application of innovative technology-based learning models such as Educandy not only has an impact on cognitive learning outcomes but also on students' affective and psychomotor development, such as the courage to communicate, class participation, and attentiveness.

Overall, it can be concluded that the results of the observations in cycle II confirm the success of using Educandy in improving active sentence writing skills. This success is evident from the students' increased understanding of the material, their increased courage to ask and answer questions, and their high enthusiasm when interacting with the learning media. With an average score of 82.29, the learning activities in cycle II can be categorized as successful, and the indicators of students' active sentence writing skills show satisfactory progress.

Table 2. Summary of Learning Outcomes for Cycle I and Cycle II

Stages	**Number of Students Who Mastered the Material**	**Completion Rate**
Pre-Cycle	10	38.5%
Cycle I	22	84.6
Cycle II	26	100

The results of the study show a significant increase in the active sentence writing skills of third-grade students at MI Nurussa'adah after implementing learning activities using Educandy media. The learning completeness data obtained from the pre-cycle, cycle

I, and cycle II s show a consistent upward trend in terms of both the number of students who achieved completeness and the overall percentage.

In the pre-cycle stage, only 10 students achieved mastery, with a percentage of 38.5%. This figure illustrates that most students still had difficulty constructing active sentences correctly, both in terms of structure and word choice. The low pre-cycle achievement was inseparable from the conventional learning methods used previously, such as copying from
the blackboard or simply doing exercises without any variation in media. This condition reduced student motivation to learn and resulted in suboptimal results.

After the intervention in cycle I, there was a significant increase. The number of students who completed the task increased to 22 students, or 84.6% of the total number of students. This increase shows that the use of Educandy media began to have a positive impact on learning. Through interactive game-based activities, students appeared to be more motivated and enthusiastic about participating in activities. They did not just write, but were also encouraged to compete healthily in completing tasks. This proves that learning designed to involve digital media can attract students' attention and improve their understanding of active sentence material.

In cycle II, the results obtained were much more optimal. All 26 students achieved mastery with a percentage of 100%. This achievement shows that almost all the weaknesses that occurred in the pre-cycle and cycle I have been overcome. Students became more accustomed to using Educandy, making it easier for them to understand the material, participate actively, and write active sentences more accurately. This full mastery also indicates that interactive technology-based learning not only improves cognitive aspects but also affects affective aspects such as students' courage, activity, and attention to learning.

Overall, there was an increase in the percentage of learning mastery of 46.1% from the pre-cycle to cycle I (from 38.5% to 84.6%), and an increase of 15.4% from cycle I to cycle II (from 84.6% to 100%). This indicates that the actions taken through the application of Educandy media proved to be effective in improving students' active sentence writing skills. In addition, these results also show that simple technology-based learning models can be applied in madrasas, even in areas with limited facilities, as long as teachers are able to manage activities well.

Thus, it can be concluded that the application of Educandy media in active sentence writing learning was very successful in improving the learning completeness of third-grade students at MI Nurussa'adah. These results provide empirical evidence that technology-based learning innovations have great potential in improving the quality of Indonesian language learning, especially writing skills, and can be used as a reference for other teachers in developing more creative and enjoyable learning strategies.

The results of the classroom action research conducted at MI Nurussa'adah showed a significant increase in students' active sentence writing skills after the application of Educandy media. Learning completeness, which was initially only 38.5% in the pre-cycle, increased to 84.6% in cycle I and finally reached 100% in cycle II. These findings confirm that the use of simple interactive game-based technology can improve students' cognitive achievements while increasing their activity, courage, and attention in the learning process. These findings are in line with the research " , which states that the use of technology in writing instruction in elementary schools consistently improves students' writing performance in terms of both quantity and quality.

When linked to Vygotsky's sociocultural theory, students' success in understanding and practicing active sentences is influenced by scaffolding from teachers through repeated PTK cycle stages. Educandy media acts as a cultural tool that mediates the process of knowledge internalization, enabling students to write better than when they learn using conventional methods. The gradual improvement from cycle to cycle indicates

the existence of a proximal development zone (PDZ) facilitated by the teacher. This concept of technological mediation is also found in research (Yamaç et al., 2020), which shows that tablet-based writing instruction can improve elementary school students' writing skills and knowledge because it provides a more focused learning experience.

In addition, the increase in student activity and courage in this study can be explained through the Self-Determination Theory (SDT) of motivation, which emphasizes the importance of fulfilling basic psychological needs such as autonomy, competence, and relatedness. The game features in Educandy provide opportunities for students to feel competent by completing challenges, experience autonomy when choosing answers, and connect with peers through competition and collaboration. This is in line with the findings of ") which found that gamification in reading and writing learning can significantly increase the engagement and motivation of elementary school students.

A comparison with previous research also reinforces these results. (Spilling et al., 2023) found that the use of digital devices for writing in early grades is not always superior to handwriting, but its effectiveness is highly dependent on instructional design. This classroom action research shows that instructional design that combines action cycles, teacher guidance, and the use of Educandy can optimize student learning outcomes, supporting the claim that the context and strategy of technology use are key factors.

In terms of implementation quality, the findings of this study are also consistent with a systematic review conducted by(Biju & Rahman, 2023), which concluded that technology-based writing learning environments have a positive impact on writing skills, but success is greatly influenced by appropriate pedagogical integration. In this context, teachers at MI Nurussa'adah successfully integrated Educandy as a medium for practicing active sentence writing in the classroom action scheme, resulting in optimal outcomes.

The initial hypothesis that the application of Educandy can improve active sentence writing skills. The increase in mastery to 100% proves that simple digital media can be a practical solution to overcome low writing skills in madrasah ibtidaiyah students. These results also expand on the findings of the meta-analysis " , which states that the effect of technology on writing is greater when instruction is linked to authentic tasks and immediate feedback. In this study, students not only used Educandy for play but also received feedback from teachers in each cycle, resulting in a significant improvement in learning outcomes.

Although the results are positive, this study has limitations. First, the study was only conducted in one class with a limited number of students, so generalization to other madrasah contexts must be done carefully. Second, the classroom action design did not use a control group, making it difficult to ascertain the extent of Educandy's exclusive influence compared to other factors such as teacher motivation or student adaptation to new methods. The implications of this study are quite broad. Practically, this study shows that teachers in madrasahs can utilize simple digital applications such as Educandy to improve students' basic writing skills. From a policy perspective, these results provide empirical evidence that the integration of digital literacy at the basic level is highly relevant to supporting national literacy improvement programs. Theoretically, this study reinforces the relationship between sociocultural theory and motivation theory in explaining the successful use of interactive technology in writing instruction. Thus, this study contributes to the development of language education science while offering innovative practices that can be replicated in other madrasahs.

For further research, it is recommended that a quasi-experimental study with a control group be conducted to test the effectiveness of Educandy compared to conventional methods, as well as a longitudinal study to examine the long-term impact on more complex writing skills such as paragraph and essay writing. The research could also be

expanded to madrasahs with different infrastructure conditions to test the scalability and adaptability of this learning model.

Conclusion

Based on the results of classroom action research conducted at MI Nurussa'adah, it can be concluded that the application of Educandy media is proven to be effective in improving the active sentence writing skills of third-grade students, as seen from the increase in learning completeness from 38.5% in the pre-cycle to 84.6% in cycle I, and reaching 100% in cycle II, accompanied by increased activity, courage, and attention of students during the learning process. These findings support the research hypothesis that the integration of interactive technology can improve students' basic writing skills, and are in line with sociocultural theory and motivation theory, which emphasize the mediating role of technology and the fulfillment of students' psychological needs in learning. Theoretically, this study enriches the literature on the effectiveness of gamification in improving writing literacy at the elementary school level, while in practice, the results provide a simple, innovative, and replicable alternative language learning strategy for other madrasas with limited facilities. However, the limitations of this study lie in the PTK design that did not involve a control group, the research context that was limited to only one class, and the relatively short duration of the intervention, so that the generalization of the results needs to be done carefully. For further research, it is recommended to conduct a quasi- experimental study with a broader sample, longitudinal observation of writing skill retention, and exploration of the use of various gamification elements in order to deepen understanding of the effectiveness of digital media in teaching active sentence writing in elementary schools.

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