

Students' Perceptions of Educaplay Platform Use in Learning English Procedure Text Materials

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ABSTRACT

This study was motivated by limited student engagement and low comprehension in learning Procedure Text in English classes, highlighting the need for more interactive and technology-based instructional media. The research aimed to investigate students' perceptions of using the Educaplay platform in learning Procedure Text at MAN 2 Jombang. A quantitative descriptive design was employed to provide a comprehensive overview of students' responses. The participants were eleventh-grade students selected through purposive sampling, and the data were collected using a structured Likert-scale questionnaire. The results were analyzed descriptively to determine the general tendency of students' perceptions. The findings revealed that most students had positive perceptions of Educaplay as a learning medium. They considered it engaging, interactive, and motivating, which increased their interest and participation in learning activities. The platform was also viewed as helpful in improving their understanding of the generic structure and language features of Procedure Text. Through interactive quizzes, varied task formats, and immediate feedback, students were able to identify their mistakes and enhance their independent learning. Although minor technical issues, such as unstable internet connectivity, were reported by some students, these challenges did not significantly disrupt the overall learning process. In conclusion, Educaplay serves as an effective and relevant digital learning medium that enhances students' motivation and comprehension, and its integration supports more student-centered and technology-enhanced English language instruction.

Keywords: Digital Platform; Educaplay; English Language Learning; Procedure Text.

INTRODUCTION

The integration of technology in English language learning is a requirement of 21st-century education, which emphasizes interactive, collaborative, and student-centered learning. Ideally, the use of digital technology can increase motivation, participation, and the quality of learning outcomes. However, in practice, there is still a gap between these expectations and the actual conditions in the classroom. Procedure Text learning often takes place in a conventional manner, centered on the teacher, and does not make optimal use of digital media, resulting in less than maximum student engagement. This situation indicates a need for learning innovations that are more adaptive to technological developments and the characteristics of the digital generation.

The use of Educaplay as a learning medium not only has an impact on increasing motivation and learning outcomes, but also on the activity and creativity of students, because it can make learning more varied and reduce boredom. (Hasil et al., 2025).

Educaplay provides a variety of interactive activities, including quizzes, crosswords, and memory games, which not only capture students' attention but also help them understand important concepts in the subject more deeply (Cahyono & Setiadi, 2018), as cited in Fernanda et al. (2024). Innovation in education cannot be separated from the role of technology. Both support each other and form a unity that plays an important role in creating learning that is more effective, modern, and in accordance with the demands of the times (Lailan, 2024).

METHOD

This study employed a quantitative approach with a descriptive design to systematically describe students' perceptions of the use of the Educaplay platform in learning *Procedure Text*. The research was conducted at MAN 2 Jombang in the second semester of the 2025/2026 academic year, involving eleventh-grade students as the respondents.

The main research instrument was a closed-ended questionnaire developed based on indicators of students' perceptions, including ease of use, perceived usefulness, learning motivation, and student engagement. The questionnaire applied a five-point Likert scale ranging from strongly disagree to strongly agree. Prior to distribution, the instrument was validated by an expert to ensure content validity and clarity of the items.

Data were collected after the implementation of learning activities using Educaplay. The obtained data were analyzed using descriptive statistics by calculating the mean scores and percentages to determine the overall tendency of students' perceptions. The results were then interpreted to provide a comprehensive description of students' responses toward the use of Educaplay in English language learning.

RESULT AND DISCUSSION

The data were obtained from a questionnaire distributed to 34 students after the implementation of learning activities using the Educaplay platform. The total score collected from all responses was 2556. By applying the formula $P = F/N \times 100\%$, the percentage result was 75.19%. This percentage indicates that students' perceptions of the use of Educaplay in learning Procedure Text fall into the positive category.

The result suggests that most students responded favorably to the integration of Educaplay in the classroom. During the learning process, students appeared more enthusiastic in participating in quiz activities, more responsive in answering questions, and more focused compared to conventional instruction. The immediate feedback feature provided by the platform enabled students to recognize their performance directly, which encouraged greater confidence and participation. Although minor technical issues such as unstable internet connections were reported by a few students, these challenges did not significantly interfere with the overall learning process.

From a theoretical perspective, this finding supports the view that technology integration in language learning enhances engagement and creates more meaningful learning experiences (Chapelle, 2017). The positive perception identified in this study can also be explained through the Technology Acceptance Model, which states that users' attitudes toward technology are influenced by perceived usefulness and perceived ease of use (Davis & Davis, 1989). When students perceive a digital platform as beneficial to their learning process, they tend to develop a positive attitude toward its use.

Furthermore, the result aligns with the concept of digital game-based learning, which emphasizes that game elements in educational contexts can increase learners' intrinsic motivation and participation (Prensky, 2003). Compared to previous studies that mainly examined learning outcomes, this study contributes by focusing on students' perceptions within the context of a madrasah aliyah. The novelty of this research lies in providing empirical evidence of students' acceptance of Educaplay in a religious-based secondary school setting. Therefore, the integration of interactive digital platforms such as Educaplay can be considered a relevant instructional strategy in responding to the demands of 21st-century education (Belford, 2013).

CONCLUSIONS

This study aimed to investigate students' perceptions of the use of the Educaplay platform in learning Procedure Text at MAN 2 Jombang. Based on the analysis of questionnaire data obtained from 34 students, the overall percentage score reached 75.19%, indicating that students' perceptions fall into the positive category. The findings demonstrate that the integration of Educaplay contributed to a more engaging and interactive learning environment. Students showed greater enthusiasm, active participation, and improved focus during learning activities supported by the platform.

The positive responses suggest that Educaplay is not only technically accessible but also pedagogically beneficial in supporting English language learning. The use of interactive quizzes and immediate feedback features helped students become more involved and confident in the learning process. Although minor technical constraints were identified, these did not significantly affect the overall effectiveness of the implementation.

In conclusion, Educaplay can be considered an effective digital learning medium that enhances students' learning experiences in Procedure Text. This study provides empirical evidence of students' acceptance of interactive digital platforms within a madrasah context and highlights the importance of integrating technology to support student-centered learning. Future research is recommended to explore its impact on learning achievement and to involve a larger sample for broader generalization.

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