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IMPLEMENTATION OF EDUCAPLAY MEDIA AS AN ARABIC CONVERSATION LEARNING INNOVATION

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Abstract: This study aims to analyze the implementation of the Educaplay platform as an innovative medium for learning Arabic conversation in a pesantren (Islamic boarding school) environment, focusing on its effectiveness, challenges, and impact on student motivation at the Madinatul Ulum Mumbang Islamic Boarding School. The research employs a descriptive qualitative method, collecting data through interviews with three students participating in the Arabic language program and through documentation studies. The data were analyzed following the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing/verification. The results indicate that Educaplay successfully enhanced learning interactivity through its Dialogue Game feature, which facilitates self-paced conversation practice with instant feedback on pronunciation, grammar, and fluency. The platform's implementation reduced learning boredom and strengthened vocabulary mastery, although significant variation in learning outcomes was found among students (completion time: 2–9 minutes; number of errors: 5–47). The study concludes that Educaplay is effective as a complementary innovative method in pesantren, provided that teacher training and supporting infrastructure are available. These findings recommend the integration of game-based learning technology into the Arabic curriculum, while also highlighting the need for pesantren policies to address the digital divide.

INTRODUCTION | مقدمة | PENDAHULUAN

In he context of the Industrial Revolution 4.0 and the acceleration of digital transformation, Islamic boarding schools as traditional Islamic educational institutions are required to make structural adaptations to answer the challenges of the digital era (Muzakky et al., 2023). So that Islamic boarding schools that implement Permenag No. 30 of 2020 should ideally have integrated technology in their curriculum, such as digital platforms and online learning resources, to support student learning. This allows for an increase in accessibility, quality of education, and readiness of students to face the digital era, while strengthening religious education and character formation (Junaidi et al., 2024). Digital technology has the potential to support the learning of salafiyah Islamic boarding schools through the digitization of the yellow book, online platforms, and interactive media, which can increase learning efficiency and expand access to education for students in various locations, including those who cannot be physically present. (Priyatna et al., 2024)

One of the effective gadget-based learning media to train conversation skills is the Educaplay educational platform. The platform offers a variety of interesting interactive game features, such as Froggy Jumps, Unscramble Letters Game, Words Game, Puzzle, ABC Game, Memory Game, Quiz, Matching Column Game, Riddle, Video Quiz, Dialogue Game, and many more. These features are designed to make the process of learning to write essays more

enjoyable and effective (Batitusta & Hardinata, 2024). The Educaplay Platform is the work of Juan Diego Polo, a graduate of UPC Telecommunications Engineering (Barcelona). Before developing www.hatsnew.com In 2005, he experienced as an engineer, teacher, and analyst for seven years (1998–2005). The ease of use of Educaplay allows teachers to create interactive educational content (quizzes, matching games, puzzles, etc.) with just one registration. Student learning outcomes can be monitored instantly, while features such as multiple-choice quizzes, TTS, or word search are available in one unified system (Sison, 2021).

Educaplay supports interdisciplinary learning that develops students' knowledge, skills, and attitudes. Teachers and prospective teachers use it to create an interactive learning experience, with flexible process documentation (during/after the activity) to improve understanding and mastery of the subject matter (Quadro-Flores & Ramos, 2022). Educaplay is a digital platform that allows teachers to create interactive game-based learning activities. Its digital features make it easy to integrate into a variety of teaching methods, providing a flexible and collaborative learning experience. This platform also serves as an interactive learning resource bank for various subjects (Vargas-Saritama & Celi, 2024a). However, despite its recognized potential, specific research on the implementation of Educaplay's 'Dialogue Game' feature for learning Arabic conversation within the unique context of Islamic boarding schools remains limited. This gap is notable, given the pesantren's specific need to balance technological innovation with its traditional learning ethos.

This research is motivated by the need for innovation in Arabic language learning media in the Islamic boarding school environment, especially for conversation skills. Departing from the limitations of conventional methods that only rely on vocabulary books and books, researchers developed learning media based on the Educaplay platform by utilizing interactive dialogue features. The implementation of this digital media aims to (1) overcome the saturation of students' learning with traditional methods, (2) increase interest in learning Arabic through a more dynamic approach, and (3) analyze the challenges and responses of students to the application of technology in learning.

Therefore, this study aims to: (1) Implement the 'Dialogue Game' feature of the Educaplay platform in learning Arabic conversation at the Madinatul Ulum Mumbang Islamic Boarding School. (2) Analyze its effectiveness in improving learning interactivity, motivation, and vocabulary mastery. (3) Identify the challenges in its implementation and the students' responses to this technology. The results of this research are expected to make a practical contribution to the development of Arabic learning methods that are more effective and relevant to the times, as well as a reference for the integration of educational technology in the pesantren environment.

METHOD | منهج | METODE

This study uses a qualitative descriptive approach with the aim of describing in depth the characteristics, facts, and relationships between phenomena (Sari et al., 2022) in the implementation of Educaplay as an Arabic conversational learning innovation. This approach was chosen because it is able to present a holistic understanding of how the digital media is applied in a real context, including its challenges, opportunities, and impact on the teaching and learning process. This research not only focuses on the results, but also on the process of learning dynamics that occur, resulting in a comprehensive and contextual analysis.

The research data was collected through two main sources, namely primary and secondary data (S. Nurhayati et al., 2025). Primary data was obtained from in-depth interviews with three respondents who were directly involved in the implementation of Educaplay. The primary data for this research was obtained from in-depth interviews with three respondents. The three respondents were students participating in the Arabic language program at the pesantren. They were selected using a purposive sampling technique based on a specific criterion: they were among the students who most quickly completed the conversation challenges using the Educaplay platform. Interviews are conducted in an unstructured manner to ensure flexibility in digging up information while maintaining focus on the research objectives. Meanwhile, secondary data is sourced from documentation such as recordings of learning activities, results of student assignments and direct observation of learning interactions using Educaplay. These observations help researchers understand the context of media use in real-time and capture nonverbal aspects that are not revealed through interviews.

To analyze the data, the study adopted the Miles and Huberman model, which involves three main stages: data collection, data presentation, and conclusion drawing (Ash-Shiddiqi et al., 2025). With this method, the research is expected to provide a complete picture of the effectiveness of Educaplay as an innovative medium in Arabic conversational learning, as well as contribute practical recommendations for the development of technology-based language learning in the future.

RESULTS | نتائج | TEMUAN

Based on the research conducted, the implementation of Educaplay as an innovative medium for learning Arabic conversation at the Madinatul Ulum Nahdlatul Wathan Mumbang Islamic Boarding School was carried out specifically through the "Dialogue Game" feature. This feature was used to present material from the Book of Muhawaroh, a traditional conversation book containing 40 dialogues. The platform was designed with two columns: a question column pre-filled with text from the book and an answer column deliberately left blank for students to fill in. This method allowed students to practice individual conversations by filling in answers based on their memorization or understanding of the material they had studied.

The selection of the "Dialogue Game" feature was particularly strategic as it mirrored the fundamental structure of conversational learning already established in the pesantren curriculum. By maintaining the dialogic format of the original the Book of Muhawaroh while introducing interactive digital elements, the implementation created a seamless transition from traditional to technological learning methods. This design choice ensured that students could focus on mastering the language content rather than navigating a completely new learning framework, thereby reducing cognitive load and enhancing the effectiveness of the digital integration.

Implementation Procedure: (1) Material from the Kitab Muhawaroh was integrated into the "Dialogue Game" feature on the Educaplay platform. (2) The question columns in the platform were pre-filled with text from the book. (3) Students were asked to fill in the blank answer columns based on their understanding and memorization. (3) After the learning activity, the teacher evaluated two main aspects: (a) the time students took to complete all conversations, and (b) the identification of errors in the use of Arabic vocabulary and sentence structure.

This procedural framework was implemented through a carefully structured pedagogical sequence. Prior to using the platform, students received conventional instruction on the dialogue content through classroom lectures and memorization exercises. The digital component then served as both a reinforcement tool and an assessment mechanism. During implementation, students worked independently on computers or mobile devices, allowing for personalized pacing and repeated practice opportunities. The teacher's role shifted from knowledge transmitter to facilitator, monitoring individual progress and providing targeted assistance based on the real-time data generated by the platform.

This activity was implemented with 14 students who had participated in an intensive Arabic program for one month. The implementation results showed significant variation in student performance, as detailed in Table 1.

Table 1. Student Time and Errors in Conversations Using Dialogue Games

No	Time	Number of Errors
1.	04:30	30
2.	05:35	29
3.	03:53	11
4.	02:30	15
5.	03:33	22
6.	09:05	39
7.	07:04	47
8.	07:00	26
9.	04:45	35
10.	03:33	19
11.	02:23	5
12.	05:15	41

The data in Table 1 shows a wide variation in student ability, with completion times ranging from 02:23 to 09:05 minutes and the number of errors ranging from 5 to 47. Based on interviews with 3 students involved in the Educaplay implementation, it was stated that the Educaplay application built their enthusiasm for memorizing conversations due to the time and error calculations, thus the application motivated their learning to continue studying and improving their memorization. Observation during the research showed that students were more enthusiastic about learning due to the new innovation; students were not focused on learning using the book medium, and it made students technologically literate. However, observations also noted technical constraints such as occasional unstable internet connections that disrupted the smoothness of activities.

The one-month intensive program provided an ideal context for implementation, as students had already developed foundational knowledge of the dialogue structures and vocabulary. This prior knowledge enabled them to engage meaningfully with the digital platform without being overwhelmed by new content. The extended timeframe also allowed for multiple practice sessions, enabling researchers to observe not only initial performance but also learning progression and skill development over time, providing valuable insights into the platform's potential for long-term language acquisition.

DISCUSSION | مناقشة | DISKUSI

This study demonstrates that the strategic implementation of the "Dialogue Game" feature in Educaplay effectively bridges traditional Islamic pedagogy with contemporary digital learning paradigms. The findings reveal that this integration serves as a transformative tool for

personalized language acquisition, diagnostic assessment, and the preservation of cultural-educational identity within the pesantren environment. The implementation of Educaplay in the pesantren environment is an excellent learning innovation. This platform not only helps students become technologically literate, but also introduces creative media and learning strategies, so they don't just rely on books (Rozal et al., 2024). The use of Educaplay in Arabic conversational learning can increase students' knowledge in the field of technology without losing their identity (Bustam et al., 2024). This is because the material in Educaplay is still integrated with the books studied, but it is packaged in a more interesting and innovative way.

Educaplay as a Bridge Between Tradition and Digital Innovation

The primary success of this implementation lies in its synergistic approach. By digitizing the content of the traditional Kitab Muhawaroh, the platform enhanced its accessibility and engagement without displacing the established curriculum. This finding aligns with the view that technology integration in conservative educational settings like pesantren is most successful when it thoughtfully repackages core materials into interactive formats, thereby increasing student motivation without eroding the institution's cultural identity (Bustam et al., 2024). Interview results stating increased memorization enthusiasm and observations noting student eagerness to learn support this conclusion.

This transformative process effectively created a hybrid learning model that honors the pesantren's pedagogical heritage while simultaneously propelling it into the digital age. The platform did not merely function as a digital replica of the physical book; it added a new layer of interactivity and immediate feedback that the traditional method lacked. The "Dialogue Game" feature, in particular, transformed static textual dialogues into dynamic, participatory exercises. This maintained the core objective of the original curriculum memorization and understanding of key conversational phrases but achieved it through a medium that resonates with today's students.

EducaPlay as an Innovative Learning Media

Educaplay is one of the technological breakthroughs that is now in great demand in digital learning, which is a website developed to support more interesting and participatory learning activities (N. Nurhayati et al., 2025). Educaplay provides a variety of interactive tools such as quizzes, crossword puzzles, word searches, and video quizzes that support vocabulary learning with instant feedback and engaging approaches. This feature makes it easier for teachers to assess student understanding, adjust teaching, and promote critical skills and collaboration. The activities can be tailored to different learning styles, used for evaluation, or as pre-class assignments for more interactive discussions. Educaplay also supports independent and collaborative learning, strengthening knowledge retention (Vargas-Saritama & Celi, 2024b).

More than just a collection of digital games, Educaplay is essentially an authoring platform that empowers teachers to become creative learning designers (Anwar & Jasiah, 2025). Its flexibility in allowing teachers to create and customize activities ranging from interactive quizzes to conversation simulations makes it a highly contextual tool. Its ability to providebank questionsandLearning AnalyticsThe integrated one allows educators to not only monitor the final results, but also track each student's specific thought process and areas of difficulty. Thus, Educaplay serves as a bridge that connects teachers' pedagogical planning with students' personal learning needs, transforming learning from a one-way model into a dynamic, data-driven, and student-centered learning ecosystem, which directly supports the realization of differentiated learning in the classroom (Dhohirrobbi & Pusposari, 2025); (Windi, 2025).

Data-Driven Insights and the Shift Towards Differentiated Instruction

A key finding of this research is the role of Educaplay as a powerful diagnostic tool. The significant variation in completion times (02:23 to 09:05) and error rates (5 to 47) visible in Table 1 is not an indicator of the platform's inconsistency, but rather a revelation of the diverse proficiency levels within the classroom. This empirical data allows educators to move beyond one-size-fits-all instruction. This finding provides a strong, data-backed argument for implementing differentiated instruction, where teaching strategies are tailored to address the specific weaknesses and readiness of each student, a concept supported by modern educational research (Fitriani et al., 2025). Interview results highlighting student motivation to improve memorization in response to the platform's feedback reinforce the need for this personalized approach.

The granularity of the data captured by Educaplay enables a level of diagnostic precision that is difficult to achieve through conventional classroom observation alone. For instance, the platform can reveal not just that a student is struggling, but specifically whether their primary challenges lie in vocabulary recall, grammatical accuracy, or reading fluency, based on patterns in their errors and hesitation times. This transforms the teacher's role from a general instructor to a strategic intervenor who can provide targeted support. A student consistently making grammatical errors in verb conjugation might receive focused drills, while another struggling with vocabulary could be assigned different activities. This data-driven approach ensures that instructional time is used with maximum efficiency, addressing the root causes of learning gaps rather than just the symptoms. Furthermore, this capability makes the platform an invaluable tool for formative assessment, allowing teachers to continuously monitor progress and adjust their instructional strategies in real-time to meet evolving student needs.

Independent Learning and the Theoretical Underpinnings of Instant Feedback

The positive student response to the platform's instant feedback mechanism underscores its theoretical value in second language acquisition. The ability for students to receive immediate correction creates a crucial loop of practice and correction essential for developing linguistic accuracy and automaticity. This feature empowers learners to take ownership of their learning process and provides a safe, low-anxiety practice environment, consistent with findings on the benefits of technology-enabled independent learning (N. Nurhayati et al., 2025); (Saniah & Khoirunnisa, 2024). The students' statement that they were motivated to continue studying and improve their memorization serves as empirical evidence of this benefit in the pesantren context.

The platform's design effectively operationalizes key concepts from behaviorist learning theory through its system of immediate reinforcement. When students provide correct answers, the positive feedback serves as instant reinforcement, strengthening the neural pathways associated with that particular language item. Conversely, when errors occur, the immediate correction prevents the fossilization of mistakes, a common challenge in language learning. This consistent feedback mechanism is particularly valuable for mastering the precise phonological and morphological features of Arabic, aspects that are often difficult to practice adequately in large classroom settings. Furthermore, the ability to repeat exercises multiple times without judgment accommodates different learning paces, allowing struggling students to achieve mastery through repeated practice while preventing boredom among more advanced learners through progressively challenging content.

Acknowledging Constraints and Contextual Challenges

While the results are positive, the discussion must also qualify them by acknowledging the reported constraints. Challenges related to unstable internet and the initial learning curve, as revealed in interviews and observation, are consistent with the digital divide issues reported in many educational technology studies in developing regions (Aziz, 2024). These factors are critical contextual variables that determine the scalability and sustainability of such innovations (Candel & Chaves-yuste, 2025). With the right implementation, Educaplay is able to become an effective solution to answer various contemporary educational challenges (Zambrano et al., 2025).

The infrastructure challenges create an equity issue within the classroom, where students with personal devices and better internet access at home potentially derive greater benefit from the platform, potentially widening achievement gaps. Furthermore, the initial time investment required for teachers to master the platform's authoring tools represents a significant barrier to adoption in environments already characterized by heavy teaching loads and limited preparation time. Without dedicated technical support and structured training programs, even the most well-designed educational technology risks being underutilized or abandoned after initial experimentation.

Therefore, the conclusion that Educaplay is an effective solution is conditional upon the institution's capacity to address these foundational issues through strategic investment in improved infrastructure, comprehensive and ongoing teacher professional development, and the establishment of reliable technical support systems. The long-term success of such digital integrations depends not merely on the quality of the platform itself, but on the pesantren's ability to build a robust ecosystem that supports its effective use.

CONCLUSIONS | خاتمة | SIMPULAN

This research was conducted to address the need for innovation in Arabic language learning media within Islamic boarding schools, particularly for conversational skills which often rely on conventional methods. By utilizing the Educaplay digital platform, this study aimed to bridge the gap between the rich tradition of pesantren education and the demands of digital transformation in the modern era. It focused on analyzing the implementation of Educaplay as a breakthrough to overcome learning saturation, increase student interest, and evaluate the challenges and student responses to technology integration in Arabic language learning.

The findings demonstrate that the implementation of Educaplay, specifically through its "Dialogue Game" feature, successfully created a more interactive and engaging learning environment, thereby reducing student boredom. Quantitative data, such as the variation in completion times (2-9 minutes) and error counts (5-47) among students, not only confirm the platform's effectiveness in mapping individual abilities in detail but also reinforce its value as a diagnostic tool. The primary contribution of this finding is its success in bridging traditional methods; material from the Kitab Muhawaroh was effectively integrated into a digital platform without eroding the foundational values of pesantren education, while simultaneously strengthening vocabulary mastery and fostering student learning autonomy.

However, this study has several limitations. The small sample size (14 students) from a single Islamic boarding school limits the generalizability of the findings. Furthermore, challenges related to digital infrastructure, such as unstable internet connectivity and device availability, along with the need to enhance teachers' digital competence, were acknowledged as constraints.

For future research, it is recommended to employ experimental methods to quantitatively measure the impact of Educaplay on specific speaking proficiency outcomes. Further exploration could also focus on developing more comprehensive evaluation models, creating digital content based on the local wisdom of Islamic boarding schools, and formulating specific strategies to address the digital divide. The practical implications of these findings underscore the necessity of providing adequate infrastructure, implementing sustainable teacher training programs, and developing hybrid learning models that leverage the strengths of both digital and traditional approaches to foster a sustainable transformation in pesantren education

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