

Analysis of Student Satisfaction with Digital-Based Learning Media Assisted by Baamboozle

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Received: 25 June 2025
Accepted: 25 July 2025
Published: 31 July 2025

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Abstract

This study evaluates student satisfaction with Baamboozle educational game-based learning media among fifth-grade students. The research employed quantitative descriptive methods using a 5-point Likert scale questionnaire administered to 18 students at SDN 1 Cihaurbeuti. Data analysis through Jamovi software revealed varying satisfaction levels across three measured aspects. Students rated user experience and application performance as "Satisfied" (3.73 and 4.12 respectively), while interface appearance received "Moderately Satisfied" ratings (3.21). The overall satisfaction score reached 3.66, falling within the "Satisfied" category. Students particularly appreciated the application's responsiveness (4.39) and stability (4.17), but expressed challenges with navigation and menu visibility (2.94). The findings suggest that while Baamboozle effectively engages elementary students, its interface design could benefit from simplification to better accommodate young users. These results offer practical guidance for educators selecting digital learning tools and developers creating age-appropriate educational media for elementary school settings.

Keywords: Baamboozle; Digital Learning Media; Student Satisfaction.

Abstrak

Penelitian ini mengevaluasi tingkat kepuasan siswa terhadap media pembelajaran Baamboozle berbasis permainan edukatif pada siswa kelas lima. Penelitian menggunakan metode deskriptif kuantitatif dengan kuesioner skala Likert 5 poin yang diberikan kepada 18 siswa di SDN 1 Cihaurbeuti. Analisis data melalui perangkat lunak Jamovi menunjukkan tingkat kepuasan yang bervariasi pada tiga aspek yang diukur. Siswa memberikan penilaian "Puas" untuk pengalaman pengguna dan kinerja aplikasi (masing-masing 3,73 dan 4,12), sementara tampilan antarmuka mendapat penilaian "Cukup Puas" (3,21). Skor kepuasan keseluruhan mencapai 3,66, termasuk dalam kategori "Puas". Siswa terutama mengapresiasi daya tanggap aplikasi (4,39) dan stabilitasnya (4,17), tetapi mengalami kesulitan dengan navigasi dan visibilitas menu (2,94). Temuan menunjukkan bahwa meskipun Baamboozle efektif melibatkan siswa sekolah dasar, desain antarmukanya dapat memperoleh manfaat dari penyederhanaan untuk lebih mengakomodasi pengguna muda. Hasil penelitian memberikan panduan praktis bagi pendidik dalam memilih alat pembelajaran digital dan pengembang yang menciptakan media pendidikan sesuai usia untuk lingkungan sekolah dasar.

Kata Kunci: Baamboozle; Media Pembelajaran; Kepuasan Siswa.



1. Introduction

The digital shift in education has accelerated alongside rapid advancements in information and communication technology. Digital learning tools now serve as key alternatives for enhancing teaching effectiveness, particularly for reaching students with diverse learning preferences who have grown up surrounded by technology (Munir, 2017). These tools enrich lesson delivery through visual and interactive displays while creating more engaging and meaningful learning experiences for students.

Many schools still lack proper infrastructure or established practices for integrating technology into their teaching processes. As a result, traditional one-way teaching methods with minimal student interaction remain prevalent (Gede Cris Smaramanik Dwiqi, 2020). SDN 1 Cihaurbeuti represents an elementary school in the early stages of systematically implementing digital learning media. In their efforts to improve learning quality, the school recently began using Baamboozle as supplementary material, especially for group activities and quiz sessions. Yet successful media implementation depends not just on having technology available but also on how satisfied students feel when using it. Student satisfaction acts as a crucial indicator when evaluating learning media effectiveness. When media captures student interest and meets their needs, they typically show improved focus, participate more actively, and achieve better overall learning outcomes (Arsyad, 2014). For this reason, a systematic evaluation of how students perceive and feel about Baamboozle becomes necessary. The digital transformation happening in education reflects broader societal changes where technology increasingly shapes daily life. For today's elementary students—often called "digital natives"—technology isn't just a tool but an expected part of their learning environment. When schools introduce digital media like Baamboozle, they're responding to these changing expectations while attempting to make learning more dynamic and accessible.

At SDN 1 Cihaurbeuti, teachers noticed that traditional teaching methods sometimes failed to maintain student engagement. Students would lose interest during lessons, particularly when complex topics required sustained attention. The introduction of Baamboozle aimed to address this challenge by turning learning activities into game-like experiences that naturally appeal to young learners. The school's journey with digital integration hasn't been without obstacles. Limited technical resources, varying levels of teacher comfort with technology, and concerns about screen time all factored into their cautious approach. They began with small-scale implementation, using Baamboozle primarily for review sessions and knowledge reinforcement rather than core instruction. This gradual approach allowed teachers to observe student reactions and adjust their methods accordingly.

When examining student satisfaction with learning media, researchers must consider multiple factors that shape the user experience. For elementary students, these factors include not just the educational content but also visual appeal, ease of navigation, and how well the platform maintains their attention. Young learners may struggle to articulate technical issues but can clearly express whether they enjoy using a particular learning tool. The current research seeks to determine how satisfied fifth-grade students at SDN 1 Cihaurbeuti feel about using Baamboozle in their learning activities. The study examines three main aspects: ease of use, interface appearance, and application performance. The findings aim to provide evidence that can guide the development of child-friendly digital learning media tailored to elementary school students' specific needs and characteristics.

2. Methodology

The research used a descriptive quantitative approach to create an accurate picture of student satisfaction with Baamboozle learning media based on numerical data gathered through questionnaires. All 18 fifth-grade students at SDN 1 Cihaurbeuti participated in the study. Given the small number of students, we included everyone rather than selecting a sample. Students completed a questionnaire containing 14 statements, rating each on a 5-point Likert scale (1 = very dissatisfied, 5 = very satisfied). We analyzed their responses using Jamovi 2.6.26 software to calculate means, medians, modes, standard deviations, and total scores. Before designing the questionnaire, we observed classes at SDN 1 Cihaurbeuti to understand how teachers integrated technology into their lessons. After seeing Baamboozle in action, we created questions focused on three main areas: ease of use, visual design, and how well the application performed. Education technology specialists reviewed our questionnaire to ensure it asked appropriate questions that young students could understand. We simplified the language and held a brief orientation to help students feel comfortable with the format.

Students completed the questionnaires during regular school hours in their familiar classroom. We assured them their answers would remain private and wouldn't affect their grades. Research assistants stayed nearby to

answer questions without steering students toward particular responses. We interpreted the average scores using the following table:

Table 1. Satisfaction Level Classification

Score Range	Satisfaction Level
4.21–5.00	Very Satisfied
3.41–4.20	Satisfied
2.61–3.40	Moderately Satisfied
1.81–2.60	Dissatisfied
1.00–1.80	Very Dissatisfied

These categories follow the classification system developed by DR. Riduwan (2013) and served as our framework for understanding how satisfied students felt about using Baamboozle.

3. Results and Discussion

3.1 Results

We analyzed data using descriptive statistics to measure student satisfaction with Baamboozle learning media. Eighteen fifth-grade students completed questionnaires containing 14 statements divided into three categories: Ease of Use, Interface Design, and Application Performance.

Table 2. Descriptive Statistics Summary per Statement

No	Statement	Mean	Median	Mode	Sum	Standard Deviation	Interpretation
S1	I easily understand how to use this app	3.89	4	4	70	0.758	Satisfied
S2	I enjoy using this app	3.94	4	4	71	0.639	Satisfied
S3	I want to use this app again in the future	3.28	3	3	59	1.23	Moderately Satisfied
S4	This app helps me learn	3.94	4	4	71	0.873	Satisfied
S5	I feel comfortable when using this app	3.61	3	3	65	1.09	Satisfied
S6	The app looks good and attractive	3.44	3	3	62	0.616	Satisfied
S7	Text and images are easy to see and read	3	3	2	54	1.19	Moderately Satisfied
S8	I don't get confused when looking for buttons/menus	2.94	3	3	53	0.639	Moderately Satisfied
S9	The colors and layout are neat and fun	3.11	3	3	56	0.758	Moderately Satisfied
S10	The app looks like it was made for kids like me	3.56	4	4	64	0.984	Satisfied
S11	The app opens and runs quickly	3.94	4	5	71	1.11	Satisfied
S12	The app rarely crashes or freezes	4.17	5	5	75	1.34	Satisfied
S13	The app responds immediately when I press buttons	4.39	5	5	79	0.85	Very Satisfied
S14	All features in the app work properly	4	4.5	5	72	1.28	Satisfied

Table 3. Average Score per Aspect

Aspect	Statements	Average	Interpretation
Ease of Use	S1-S5	3.73	Satisfied
Interface Design	S6-S10	3.21	Moderately Satisfied
Application Performance	S11-S14	4.12	Satisfied

Each student answered 14 statements, so the total processed responses were:

$$18 \text{ students} \times 14 \text{ statements} = 252 \text{ values}$$

$$\text{Total overall score: } Total \text{ Score} = 70 + 71 + 59 + 71 + 65 + 62 + 54 + 53 + 56 + 64 + 71 + 75 + 79 + 72 = 922$$

$$\text{Overall average} = Total \text{ overall score} / (\text{Number of respondents} \times \text{number of statements}) = 922 / (18 \times 14) = 922 / 252 = 3.66$$

Our analysis of student responses revealed several noteworthy patterns. Most students found Baamboozle easy to understand, with statement S1 scoring 3.89. They particularly enjoyed using the application (S2: 3.94) and felt it supported their learning process (S4: 3.94). However, when asked about using the app again in the future, scores dropped somewhat (S3: 3.28), suggesting moderate rather than strong loyalty to the platform. Interface design aspects received the lowest ratings overall. Students expressed some difficulty with navigation (S8: 2.94) and moderate satisfaction with text and image clarity (S7: 3.00). The visual appeal of colors and layouts also received modest scores (S9: 3.11). These lower ratings indicate potential areas for improvement in the application's visual design and user experience. The application's technical performance emerged as its strongest aspect. Students were particularly satisfied with the responsiveness of the app (S13: 4.39) and its stability (S12: 4.17). The quick loading times (S11: 3.94) and proper functioning of features (S14: 4.00) also received positive ratings, indicating that Baamboozle performs reliably from a technical standpoint. Each student answered 14 statements, resulting in 252 total responses. The cumulative score across all statements reached 922, yielding an overall average of 3.66, which places student satisfaction in the "Satisfied" category according to our interpretation scale.

3.2 Discussion

Our research with fifth-grade students at SDN 1 Cihaurbeuti reveals generally positive attitudes toward Baamboozle as a learning tool. The overall satisfaction score of 3.66 suggests that students appreciate the application, though their enthusiasm varies across different aspects of the user experience. Students found Baamboozle straightforward to use and engaging, with the Ease of Use category scoring 3.73. They reported feeling comfortable with the application and believed it enhanced their learning. This aligns with what Sopa Siti Marwah (2022) found in her research, where elementary students responded positively to game-based learning platforms that combine educational content with interactive elements. The high scores for enjoyment and learning support suggest that Baamboozle successfully balances educational value with entertainment, a crucial factor for maintaining young learners' attention and motivation. The Interface Design category received the lowest average score (3.21), revealing potential usability challenges for young users. Students expressed some confusion when navigating the application, particularly when searching for specific functions or buttons. The relatively lower scores for visual clarity and layout suggest that while the application functions well, its visual presentation could better accommodate the perceptual and cognitive abilities of elementary school students. As Lisa Meloncon (2015) points out in her research on child-centered design, educational applications for young users require simplified navigation structures and visual cues that match children's developing abilities. The moderate satisfaction with interface design suggests that Baamboozle might benefit from adjustments to its visual hierarchy, button placement, and overall layout to better serve young users. Application Performance emerged as Baamboozle's strongest feature, with an average score of 4.12. Students particularly appreciated the immediate responsiveness when interacting with the application, giving this aspect the highest individual score across all statements (4.39). The reliable performance, minimal crashes, and proper functioning of features contributed to a positive technical experience. These findings support Elis Tuti Winaningsih (2022) research highlighting the importance of technical stability in educational applications. When educational technology performs reliably, students can focus on learning content rather than troubleshooting technical issues, creating a more seamless educational experience. The variation in scores across different aspects of the Baamboozle experience provides valuable insights for educators and developers. While the application successfully engages students and performs reliably from a technical standpoint, improvements to its visual design and navigation could enhance the overall user experience for young learners. The moderate score for future use intention (3.28) suggests that addressing these interface challenges might increase student loyalty and long-term engagement with the platform. Our findings also reveal that elementary students can provide nuanced feedback about their educational technology experiences when given appropriate assessment tools. Their ability to distinguish between different aspects of the user experience—rating technical performance

highly while identifying challenges with visual design—demonstrates that even young users develop sophisticated expectations for educational technology. This underscores the value of including student perspectives when evaluating learning applications, as they offer unique insights that adult evaluators might overlook.

4. Conclusion

Based on research conducted with 18 fifth-grade students at SDN 1 Cihaurbeuti, we can conclude that students generally feel satisfied with the Baamboozle digital learning media. This is demonstrated by an overall average score of 3.66, which falls into the "Satisfied" category according to the Likert scale interpretation classification. The three main indicators analyzed in this study—ease of use, interface design, and application performance—showed positive results. The user satisfaction and application performance indicators received high averages of 3.73 and 4.12 respectively, reflecting good user experience and reliable, stable application performance. Meanwhile, the interface design indicator received an average score of 3.21, which, although lower, still falls within the "moderately satisfied" category. Therefore, student satisfaction with Baamboozle media used in learning can be categorized as "satisfied." This indicates that the media is quite effective in creating an enjoyable learning atmosphere and encouraging active participation from students. Nevertheless, the visual display and interface navigation indicators still need improvement to better align with the cognitive characteristics and visual perception abilities of elementary school students.

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How Cites

Nurhasanah, S., Muhammad, T., & Taufiq, M. (2025). Analysis of Student Satisfaction with Digital-Based Learning Media Assisted by Baamboozle. *Design Journal*, 3(2), 73-77. <https://doi.org/10.58477/dj.v3i2.315>.

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