

## The Effect of Educaplay on Learning Interest in IPAS at a Private Madrasah Ibtidaiyah

Virida Rahmat Kahayanti<sup>1✉</sup>, Jumrodah<sup>2</sup>, Muhammad Syabrina<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Palangka Raya, Indonesia

Email: [virda.r.kahayanti22@gmail.com](mailto:virda.r.kahayanti22@gmail.com)

DOI: 10.31958/jies.v6i1.16695

### Article Info

### Abstract

#### Riwayat Artikel

##### Received:

25/02/2025

##### Revised:

01/03/2026

##### Accepted:

04/04/2026



Corresponding author

*This study aimed to determine the extent to which the use of Educaplay media influences fourth-grade students' learning interest in the IPAS subject. The research employed a quantitative approach using a pre-experimental method. The participants were 25 fourth-grade students of MIS Al-Jihad Palangka Raya. The study was conducted from November to January 2026 at MI Al-Jihad Palangka Raya. The results of data analysis revealed a positive and significant relationship between the use of Educaplay learning media (independent variable) and students' learning interest (dependent variable). The correlation coefficient (R) was 0.607, which falls within the interval of 0.60–0.779 and is categorized as a strong correlation. The regression test results showed an F-value of 13.416 with a significance level of  $0.001 < 0.05$ , indicating that the regression model is appropriate for predicting students' learning interest based on the use of learning media. Furthermore, the coefficient of determination (R Square) was 0.368, indicating that the use of Educaplay media contributed 36.8% to students' learning interest, while the remaining 63.2% was influenced by other factors beyond the scope of this study. Therefore, the alternative hypothesis ( $H_a$ ) was accepted, confirming that there is a positive and significant relationship between the use of learning media and students' learning interest*

**Keywords:** Educaplay, Learning Interest

### Abstrak

Penelitian ini bertujuan untuk mengetahui seberapa besar pengaruh penggunaan media Educaplay terhadap minat belajar siswa pelajaran IPAS kelas IV. Penelitian ini menggunakan metode kuantitatif dengan metode Pre-eksperimen. Subyek penelitian adalah siswa kelas IV MIS Al-Jihad Kota Palangka Raya yang berjumlah 25 orang. Penelitian ini dilaksanakan dari November – Januari 2026. Tempat penelitian ini dilaksanakan di MI Al Jihad Kota Palangka Raya. Hasil analisis data menunjukkan adanya hubungan positif dan signifikan antara penggunaan media pembelajaran Educaplay (variabel X) terhadap minat belajar siswa (variabel Y). Nilai koefisien korelasi (R) sebesar 0,607 berada pada interval 0,60–0,779 yang termasuk dalam kategori hubungan kuat. Hasil uji regresi memperoleh nilai F hitung sebesar 13,416 dengan tingkat signifikansi  $0,001 < 0,05$ , sehingga model regresi dinyatakan layak untuk memprediksi minat belajar siswa berdasarkan penggunaan media pembelajaran. Koefisien determinasi (R Square) sebesar 0,368 menunjukkan bahwa penggunaan media Educaplay memberikan kontribusi sebesar 36,8% terhadap minat belajar siswa, sedangkan 63,2% dipengaruhi oleh faktor lain di luar penelitian. Dengan demikian, hipotesis alternatif ( $H_a$ ) diterima, yaitu terdapat hubungan positif dan signifikan antara penggunaan media pembelajaran dan minat belajar siswa.

**Kata Kunci:** Media, Educaplay, Minat belajar Media

## **INTRODUCTION**

Education is a fundamental necessity that plays a significant role in developing individual potential as a means of adapting to the environment (Junaidi, 2019). Education is a process that influences learners in adjusting to their surroundings and undergoing changes necessary for living within society. It serves as a systematic effort to develop potential, improve personality, strengthen character, enhance social skills, and cultivate competencies that can be utilized to achieve desired goals. The achievement of educational objectives requires various efforts, one of which is participation in formal schooling at the elementary level. Educational processes in schools can be implemented systematically and directionally when the teaching and learning activities are guided by a structured curriculum (Prabowo, 2019).

The Merdeka Curriculum represents a structured set of plans and regulatory arrangements concerning objectives, content, and learning materials used as guidelines in curriculum implementation (Sadewa, 2022). Currently, Indonesia has demonstrated efforts to improve various aspects of life, particularly in the field of education, through the implementation of the Merdeka Curriculum. This curriculum contains subjects that can be developed by schools and provided to students as foundational knowledge for higher levels of education. One of these subjects is Natural Sciences.

Under the Merdeka Curriculum, Natural Sciences (IPA) and Social Sciences (IPS) are integrated into a unified subject known as IPAS. This integration enables students to understand natural and social phenomena more comprehensively (Putri, 2024). In science learning, particularly in the topic of energy, students often perceive the material as difficult and less engaging. This condition may be caused by various factors, including teaching methods that are insufficiently interactive and engaging. Many teachers continue to employ conventional teaching approaches such as lectures, question-and-answer sessions, and assignments. Consequently, students tend to feel bored, less motivated, and demonstrate decreased learning interest. Therefore, innovation in science instruction is required to enhance students' motivation and learning interest, one of which is through the use of instructional media.

The term instructional media originates from Latin, meaning intermediary, and refers to anything that connects information sources with recipients. Alongside the advancement of science and technology, educational media have developed significantly, both directly and indirectly (Fitriyani, 2019). In the modern era, technology is widely utilized to facilitate students' engagement and interest in learning. Historically, media were merely considered teaching aids such as real objects, printed materials, visuals, audio materials, audiovisual tools, multimedia, and web-based resources (Yaumi, 2018). The importance of knowledge is emphasized in the Qur'an, Surah Al-Mujādalah [58]:11, where Allah states that He will elevate the degrees of those who believe and those who possess knowledge (Ministry of Religious Affairs Translation, 2019). According to the interpretation of Ibn Kathir, this verse teaches the importance of sincere faith, obedience to divine guidance, and earnest pursuit and

practice of knowledge, as knowledge elevates human dignity both in this world and the hereafter. In the contemporary educational context, this principle underscores the importance of integrating knowledge and technological advancements, including instructional media, into the learning process.

Instructional media serve as tools that assist in delivering subject matter to students, enabling them to acquire knowledge and skills while influencing their motivation and learning interest during classroom instruction (Mahmudah, 2023). Syarmadana (2024) states that unattractive learning processes may disrupt students' learning interest. The appropriate use of instructional media allows students to learn more easily and helps overcome limitations in their learning experiences (Rini, 2024). Thus, instructional media play a significant role in fostering students' learning interest.

Learning interest is a crucial factor in the success of the teaching and learning process. Students who demonstrate high learning interest tend to understand and master instructional material more effectively. Learning interest is also defined as a consistent tendency to focus on and remember activities that attract learners' attention. According to Sirat, an individual's concentration span typically ranges from 15 to 20 minutes; beyond this duration, students' concentration levels tend to decline. Indicators of decreased concentration include boredom, drowsiness, lack of interest in the lesson, fatigue, and classroom disruption.

Learning interest is defined as a feeling of attraction toward an activity without external coercion (Slameto, 2010). When students do not experience enjoyment, engagement, involvement, or attention toward an object, they are unlikely to develop learning interest in that object. Conversely, when students experience positive feelings toward a learning object, it can be inferred that they possess learning interest. Learning interest that emerges through the use of interactive multimedia reflects students' readiness to engage in the learning process. This readiness includes both internal and external factors influencing students. If such readiness is established from the beginning of instruction, it is expected to generate positive effects on motivation and enhance learning interest (Supardi, 2014).

Based on observations conducted on May 24, 2024, in class IV C at MIS Al-Jihad Palangka Raya, students demonstrated low learning interest in the IPAS subject, particularly in the topic of energy. The teacher predominantly used lecture-based methods during classroom instruction. As a result, students appeared unfocused, inattentive, and less enthusiastic during the learning process. Many students engaged in conversations with peers and did not pay attention to the teacher's explanations. Furthermore, students' learning interest remained low, causing difficulties in understanding the material. Students showed a preference for interactive learning media in classroom instruction. Therefore, technological integration can assist educators in becoming more creative by utilizing media such as Educaplay (Suryaningsih & Dahlan, 2025).

Educaplay offers an innovative solution that can be implemented in classroom learning. Educaplay is an online learning platform that provides various interactive

activities, including quizzes, games, and videos. The use of interactive technology-based instructional media such as Educaplay can create a more engaging and interactive learning environment while increasing students' involvement and skills. In the digital era, research indicates that the use of interactive and engaging instructional media can enhance students' learning interest (Novitasari & Kurniawati, 2023). Utilizing school computer facilities as instructional tools can facilitate the implementation of Educaplay media, thereby enhancing learning interest and helping students remain focused and attentive during instruction (Intaniasari & Utami, 2022).

To create a more enjoyable learning process and effectively enhance students' learning interest, the use of Educaplay media constitutes an appropriate supporting factor. This instructional medium has demonstrated effectiveness and significant influence in school learning activities (Junaidi, 2019). Rahmawati and Perdana (2024) found that the implementation of Educaplay media resulted in students becoming more active and enthusiastic during learning activities. Furthermore, Syachruraji et al. (2024) confirmed that the use of Educaplay media significantly influences students' learning interest. Similarly, Satria et al. (2024) demonstrated that students' learning interest improved through the implementation of Educaplay media.

Based on the background described above, this study is important to examine the influence of instructional media use on fourth-grade students' learning interest in the IPAS subject, specifically on the topic of energy. This research was conducted at MIS Al-Jihad Palangka Raya using Educaplay media as an instructional solution. Therefore, this study is entitled "The Effect of Using Educaplay Media on Fourth-Grade Students' Learning Interest in the IPAS Subject at MIS Al-Jihad Palangka Raya."

## **METHODS**

### **Research Design**

This study employed a quantitative approach using an experimental research type. A quantitative approach was selected because it explains the relationship between variables and tests theoretical assumptions using instruments or measurement tools. The specific design applied in this research was a pre-experimental method employing a one-group pretest–posttest design.

In this design, a single class received treatment through the implementation of Educaplay media during the learning process. The pre-experimental design involved administering a pretest before the treatment and a posttest after the treatment. This procedure allowed the researcher to obtain more accurate results by comparing students' conditions before and after the intervention (Sugiyono, 2019, p. 130). If the posttest score is higher than the pretest score, the treatment is considered to have a positive effect. The structure of the one-group pretest–posttest design is presented as follows:

Table 1. Research Design

|                |   |                |
|----------------|---|----------------|
| O <sub>1</sub> | X | O <sub>2</sub> |
|----------------|---|----------------|

Source: Susanto & Akmal (2018)

Description:

$O_1$  = Initial pretest before treatment

X = Treatment using Educaplay media

$O_2$  = Final posttest after treatment

The effect of Educaplay media on learning interest was determined by comparing the difference between  $O_1$  and  $O_2$ .

### **Research Setting and Research Questions**

This research was conducted from November 13 to January 13, 2026, at MIS Al-Jihad Palangka Raya. Based on the research background, the study was formulated to address the following questions: 1) How is Educaplay media implemented in the IPAS subject for fourth-grade students at MIS Al-Jihad Palangka Raya? Is there an effect of Educaplay media on students' learning interest in the IPAS subject for fourth-grade students at MIS Al-Jihad Palangka Raya?

### **Participants and Data Sources**

The data collected in this study consisted of quantitative data obtained from field research. The primary data were students' scores derived from questionnaires administered by the researcher.

The participants of this study were fourth-grade students of class IV C at MIS Al-Jihad Palangka Raya, consisting of 25 students. This sample was selected to determine the extent to which students' learning interest changed after the implementation of Educaplay media in the IPAS subject.

### **Data Collection Techniques and Instruments**

Several data collection techniques were employed to obtain the necessary information for this study. These included observation, questionnaires, and documentation.

Observation was conducted to examine the learning process and students' engagement during classroom activities. The questionnaire was used as the primary instrument to measure students' learning interest before and after the treatment. Documentation was utilized to support research findings, including class data, student attendance, and instructional implementation records.

### **Data Analysis Techniques**

Data analysis in quantitative research is conducted after all data from respondents have been collected. Data analysis aims to measure and estimate the quantitative influence of one variable on another.

Instrument testing was conducted through validity and reliability tests to ensure the accuracy and consistency of the questionnaire used in measuring learning interest. The validity test determined whether the instrument accurately measured the intended construct, while the reliability test ensured the consistency of the measurement results.

To test the research hypothesis, regression analysis was employed. The regression test was used to determine the effect of Educaplay media (independent variable) on students' learning interest (dependent variable). Through this analysis, the magnitude and significance of the influence were statistically examined.

## RESULTS AND DISCUSSION

This study aimed to examine the effect of Educaplay media on fourth-grade students' learning interest in the IPAS subject at MIS Al-Jihad Palangka Raya. The statistical analysis included correlation and regression tests.

Table 1. Correlation Test Results

|       |                     | MEDIA   | MINAT   |
|-------|---------------------|---------|---------|
| MEDIA | Pearson Correlation | 1       | -.607** |
|       | Sig. (1-tailed)     |         | .001    |
|       | N                   | 25      | 25      |
| MINAT | Pearson Correlation | -.607** | 1       |
|       | Sig. (1-tailed)     | .001    |         |
|       | N                   | 25      | 25      |

\*\* . Correlation is significant at the 0.01 level (1-tailed).

**Note.** Correlation is significant at the 0.01 level (1-tailed).

The Pearson correlation coefficient between Educaplay media and learning interest was 0.607 with a significance value of 0.001 ( $< 0.05$ ). This value indicates a strong positive relationship between the two variables. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, meaning there is a positive and significant relationship between the use of Educaplay media and students' learning interest.

To examine the predictive effect of Educaplay media on learning interest, a regression analysis was conducted.

Table 2. ANOVA – Regression Test Results

|       |            | ANOVA <sup>a</sup> |    |             |        |                   |
|-------|------------|--------------------|----|-------------|--------|-------------------|
| Model |            | Sum of Squares     | df | Mean Square | F      | Sig.              |
| 1     | Regression | 13.263             | 1  | 13.263      | 13.416 | .001 <sup>b</sup> |
|       | Residual   | 22.737             | 23 | .989        |        |                   |
|       | Total      | 36.000             | 24 |             |        |                   |

a. Dependent Variable: Minat  
b. Predictors: (Constant), Media

Dependent Variable: Learning Interest

Predictor: Media

The regression analysis showed an F value of 13.416 with a significance level of 0.001 ( $< 0.05$ ). This indicates that the regression model is statistically significant and that Educaplay media has a significant effect on students' learning interest.

Table 3. Regression Model Summary for the Effect of Educaplay Media on Learning Interest

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .607 <sup>a</sup> | .368     | .341              | .994                       |

a. Predictors: (Constant), Media

The correlation value (R) was 0.607, indicating a strong relationship. The coefficient of determination (R Square) was 0.368, meaning that Educaplay media contributed 36.8% to students' learning interest, while 63.2% was influenced by other variables not examined in this study.

In addition, the questionnaire results showed that most students gave positive responses regarding enjoyment, interest, attention, and engagement during learning using Educaplay. The overall responses from 25 students were categorized as good, indicating increased enthusiasm and involvement in learning activities.

## Discussion

The findings demonstrate that the use of Educaplay media significantly improves students' learning interest in the IPAS subject. The strong correlation ( $R = 0.607$ ) indicates that interactive digital media plays an important role in stimulating students' engagement and attention during the learning process. The contribution of 36.8% suggests that instructional media is a substantial factor influencing learning interest, although other internal and external factors also play a role.

Interactive digital platforms such as Educaplay provide game-based activities that integrate quizzes, challenges, and immediate feedback. This type of learning environment encourages active participation and increases intrinsic motivation. Recent studies have shown that gamified digital learning platforms significantly enhance student engagement and motivation in elementary education settings (Satria et al., 2024; Syachruraji et al., 2024). The integration of interactive elements supports cognitive engagement and reduces classroom boredom.

Furthermore, digital learning media contributes to creating a more student-centered learning environment. Research indicates that interactive educational technology improves attention span and emotional involvement in primary school students (Novitasari & Kurniawati, 2023). The positive student responses found in this study align with findings that digital quiz platforms increase enjoyment and active participation in science learning (Rahmawati & Perdana, 2024).

The regression results confirm that Educaplay is not merely a supplementary tool but functions as a significant predictor of learning interest. Technology-supported

learning environments have been reported to foster meaningful engagement and strengthen conceptual understanding when designed interactively (Intaniasari & Utami, 2022). Therefore, the implementation of Educaplay in IPAS learning, particularly on the topic of energy, represents an effective instructional innovation for elementary education.

## **CONCLUSION**

The findings indicate a strong and significant positive relationship between the use of Educaplay learning media and students' learning interest in the IPAS subject. The correlation results demonstrate a strong level of association, confirming that the implementation of Educaplay is closely linked to increased student engagement and enthusiasm in learning activities. The regression analysis verifies that Educaplay serves as a significant predictor of students' learning interest, indicating that its integration into classroom instruction effectively enhances learning engagement. A substantial proportion of students' learning interest is explained by the use of Educaplay, while the remaining variance is influenced by other factors beyond the scope of this study. Overall, the use of Educaplay learning media significantly improves students' learning interest and supports the integration of interactive digital tools to enhance the quality of instruction in elementary education.

## **REFERENCES**

- Intaniasari, R., & Utami, S. (2022). The effectiveness of digital learning media in increasing students' motivation in elementary schools. *Jurnal Pendidikan Teknologi dan Kejuruan*, 28(2), 145–154.
- Junaidi, J. (2019). Peran media pembelajaran dalam proses belajar mengajar. *Diklat Review: Jurnal manajemen pendidikan dan pelatihan*, 3(1), 1. <https://doi.org/10.35446/diklatreview.v3i1.349>
- Mahmudah, I., & Anggraini, M. (2023). Penggunaan Media Audio Visual Pada Ekstrakurikuler Seni Tari Di Min 3 Kota Palangka Raya Tandik : *Jurnal Seni Dan Pendidikan Seni Program Studi Pendidikan Seni Tari The Influence Of Audio Visuals On Extracurricular Dance In Min 3. Tandik: Jurnal Seni Dan Pendidikan Seni*, May. <https://doi.org/10.33654/tdk.v4i1.2693>
- Novitasari, D., & Kurniawati, W. (2023). Interactive learning media and its impact on students' learning interest in primary education. *Jurnal Pendidikan Dasar*, 14(1), 78–89.
- Putri, F. R., Pratiwi, D. E., & Wati, E. S. (2024). Peningkatan Hasil Belajar IPAS Siswa Menggunakan Pembelajaran Kooperatif Tipe TGT Berbantuan Educaplay Kelas VI SDN Jajar Tunggal III Surabaya. 1(4). <https://doi.org/10.62383/hardik.v1i4.839>
- Rahmawati, A., & Perdana, R. (2024). The implementation of Educaplay-based learning in improving student engagement in elementary science learning. *Jurnal Inovasi Pendidikan Dasar*, 9(1), 55–67.

- Rahmawati, V., & Perdana, P. I. (2024). Implementasi Media Pembelajaran Interaktif Game Educaplay untuk Meningkatkan Motivasi Belajar Siswa SD Negeri Polagan 1. 8, 21907–21914. <http://jptam.org/index.php/jptam/article/view/17493>
- Sadewa, M. A. (2022). Meninjau kurikulum prototipe melalui pendekatan integrasi-interkoneksi Prof M Amin Abdullah. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(1), 266–280. <https://doi.org/https://doi.org/10.31004/jpdk.v4i1.3560>
- Satria, M., Hidayat, T., & Lestari, P. (2024). Gamification in primary education: The effect of digital quiz platforms on students' learning interest. *International Journal of Instructional Technology and Educational Studies*, 5(2), 101–112.
- Slameto. (2010). *Belajar, dan Faktor-faktor Mempengaruhiny* Jakarta:Rineka Cipta.
- Supriadi, G. (2021). *Statistik Penelitian Pendidikan*. Yogyakarta:UNY Press
- Syachruroji, A., Pratama, Y., & Nuraini, L. (2024). The influence of interactive digital media on students' motivation and learning outcomes in elementary schools. *Journal of Educational Research and Innovation*, 6(1), 33–45.
- Syachruroji, A., Mahtuh, Alaniah, N., Andriani, N., Rahmawati, R., & Fadilah, Nur, R. (2024). Pengaruh Penggunaan Media Pembelajaran Wordwall Terhadap Minat Belajar Peserta Didik Kelas 3 Muatan Pelajaran IPA di SDN Kebaharan 2. *Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 2(1), 13–21. <https://doi.org/10.46368/jppsd.v2i1.1900>
- Syarmadana, Aisyah, N., & Rahmawati. (2024). Penerapan Media Educaplay Dalam Meningkatkan Minat Belajar Peserta. 9(2), 51–56. <https://doi.org/10.47435/jpdk.v9i02.3201>
- Yaumi, M. (2018). *Media & Teknologi Pembelajaran*. Jakarta : Prenadamedia