



Implementation of ICT (Information Communication Technology) Based Educaplay Game to Improve Learning Comprehension of IPAS 5th Grade Students of SD Muhammadiyah Plus Malangjiwan

Risma Pramestiya, Sukartono

Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Surakarta
Jl. Garuda Mas No.8, Gatak, Pebelan, Kec. Kartasura, Sukoharjo Regency,
Central Java -57169

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Correspondence :

(Risma Pramestiya)

(088224251672)

(a510210090@student.ums.ac.id)

Abstract: In the digital era, ICT media plays a crucial role in supporting education, especially in enhancing student motivation and participation. One such innovative learning tool is Educaplay, which is designed to make learning more engaging. This study aims to: 1) describe the planning process for the implementation of ICT-based Educaplay Games, 2) outline the implementation process of ICT-based Educaplay Games, 3) identify the supporting and inhibiting factors in the implementation of ICT-based Educaplay Games, and 4) propose solutions to overcome the inhibiting factors in the implementation of ICT-based Educaplay Games in grade 5 IPAS learning at SD Muhammadiyah Plus Malangjiwan. This research adopts a case study design involving the class teachers and fifth-grade students of SD Muhammadiyah Plus Malangjiwan as research subjects. Data were collected through observation, interviews, and documentation, with triangulation of sources and techniques used to ensure data validity. The data were analyzed using data reduction, data presentation, and conclusion drawing. This research contributes to the development of more engaging teaching techniques, fostering a more interactive learning experience for students. Furthermore, the findings offer guidance for schools in integrating technology into the learning process. The use of Educaplay games in IPAS learning at SD Muhammadiyah Plus Malangjiwan has proven that Educaplay is an enjoyable, highly interactive, and stimulating tool, which enhances students' enthusiasm, activity, and motivation in understanding the material.



INTRODUCTION

Education is a complex activity, and includes various parts that are closely related to one another. The parts that exist in a system in education are the most important things that must be developed, with this education will develop towards the goals set in existing institutions. This can be seen from the purpose of education which is contained in Law No. 20 of 2003 concerning the National Education System which states that education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have the strength of religious spirituality self-control, character, moral intelligence, noble and abilities needed by individuals, communities, countries and nations (Budiarti et al., 2017).

That way, education must be carried out according to the plan that will be realized, this will be able to develop the process of student potential that will be carried out. In this case, the world of education is always trying to innovate in terms of strengthening concepts and strengthening competencies, which makes the

development of the 2013 curriculum (kurtilas) into the Merdeka Curriculum. In the independent curriculum, there is a slight difference in the Natural Science and Social Science subjects at the Elementary School level for grades IV, V, and VI, which have been applied separately, in the independent curriculum it is now made into one unit that is taught together with the Social Science subject (IPAS). Natural and Social Sciences (IPAS) is a science that studies non-living (abiotic) and living (biotic) things in the universe and their interactions, in addition to analyzing human existence as individuals and as social beings involved with the environment (Susilowati, 2023).

IPAS learning itself is designed to be relevant to students' daily activities. By combining learning materials with real-life experiences, students feel more engaged and motivated to learn. In terms of being able to improve their understanding of the concepts taught (Anggita et al., 2023). With learning materials linked to real experiences, students tend to be more interested and able to link new knowledge with existing knowledge (Suhelayanti et al., 2023).

The research was conducted at SD Muhammadiyah Plus Malangjiwan, which has implemented the Merdeka curriculum in the IPAS subject, especially grade 5. This occurs in IPAS learning in grade 5 where the teacher teaches IPAS learning still this causes students to still not be conducive to learning when the teacher explains the learning in front of the class. This is often found out there when the IPAS learning process takes place, often the teacher shows a dominant attitude by teaching IPAS separately between science and social studies. The material presented is often informative and emphasizes memorization. The approach used by teachers in learning IPAS is more directed at mastering concepts, terms, and theories alone, so that the integration that should exist in comprehensive learning, including processes, attitudes, and applications, becomes unnoticed (Susilowati, 2023).

National education will not be well implemented if the teaching-learning process is not implemented in every educational institution. The objectives of education also cannot be realized if the implementation does not pay attention to the aspects that need to be

prepared for the learning process, be it planning, classroom arrangements, teaching methods, or even teaching aids that facilitate the learning process (Abdullah & Maryati, 2019). Before learning is carried out the teacher must prepare planning, lesson planning is a step taken by the teacher to prepare the educational process so that it can take place properly, efficiently, and effectively. In accordance with the opinion (Arikunto, 2009) says that in the process of planning learning, a teacher also plays a role in the main functions that are displayed by a manager, namely planning, organizing the learning process, implementing learning, leading learning activities, and evaluating learning outcomes.

In this case, the application of media in supporting education is a form of contribution that cannot be separated. Learning media is an integral part of the success of the learning process because it acts as a support in delivering the main material. In accordance with the opinion (Harsiwi & Arini, 2020) the use of media in learning has a positive impact and significant benefits for the student learning process. One of them is ICT media with the development of ICT

holistically in the education process which integrates various capabilities and the role of ICT in teaching and learning activities.

One of the ICT-based learning media that is highly favored by elementary school students is educational games. Educational games can help train students' concentration and memory (Dwi Rochmada, 2022). While the opinion of (Widyastuti & Puspita, 2020) educational games are games designed to stimulate thinking, increase concentration, and solve problems. One type of ICT media in the form of e-learning is Educaplay. Educaplay is a platform that presents interactive and interesting teaching media through various available features, the platform initiated by Juan Diego Polo has several types of games on one web page, including: 1) Yes or No; 2) Froggy Jumps; 3) Riddle; 4) Map Quiz; 5) Matching Game; 6) Quiz; 7) Alphabet Game; 8) Memory Game; 9) Matching Pairs; 10) Word Search Puzzle; 11) Crossword Puzzle; 12) Fill in the Blanks Game; 13) Unscramble Letters Game; 14) Unscramble Words Game; 15) Video Quiz; 16) Slideshow;

17) Dictation Game; 18) Dialogue Game; 19) Video Quiz.

Educaplay is a website platform that can be used to create activities (Páez-Quinde et al., 2022). Educaplay media can be effectively utilized in learning to provide a deeper understanding of the material being taught (Batitusta & Hardinata, 2024). The utilization of Educaplay application has a beneficial effect on student participation, understanding of lesson content, efficient cooperation between school and family, increased critical thinking skills, and enjoyable learning experiences (S. P. T. Utami et al., 2023). The use of technology-supported interactive teaching methods such as Educaplay can build a more exciting and participatory learning atmosphere, as well as improve student engagement and skills appropriate for the digital age (Novitasari & Kurniawati, 2023). By implementing an educational game media in learning, it is expected to increase understanding, in this case students are able to understand an understanding of the learning concept. In this case, understanding also includes the act of translating, interpreting, drawing conclusions, or estimating

(considering) ideas using words of their own choosing as said by Purwanto in (Amaliyanti, 2014).

Research related to the utilization of game-based media, especially educaplay, has been conducted by (Rahmawati & Perdana, 2024) with the title "Implementation of Educaplay Game Interactive Learning Media to Increase Student Learning Motivation at SD Negeri Polagan 1". Through the use of this media, students make more active, excited, and interested in learning learning material. This Educaplay interactive learning media has exciting educational-based game features that make fifth grade students at SD Negeri Polagan 1 more enthusiastic in participating in learning. Similarly, research has been conducted by (Asyari, 2024) with the title "Application of Educaplay Game Interactive Media in Learning Indonesian Suggestion Sentences". It can be concluded that the use of interactive media such as Educaplay can increase students' motivation to learn. When students enjoy the learning process, they tend to be more engaged and strive to achieve the best results.

Based on the above introduction, the researcher is interested in conducting research with the title "Implementation of ICT (Information Communication Technology) Based Educaplay Game to Improve Understanding of Grade 5 IPAS Learning of Muhammadiyah Plus Malangjiwan Elementary School" this study aims to describe the implementation planning of ICT-based Educaplay Game, describe the implementation process of ICT-based Educaplay Game, identify supporting and inhibiting factors in the implementation of ICT-based Educaplay Game, and formulate solutions to overcome inhibiting factors in the implementation of ICT-based Educaplay Game in Grade 5 IPAS learning of Muhammadiyah Plus Malangjiwan Elementary School.

METHOD

This type of research used a descriptive qualitative approach. Descriptive research is research in which it can predict each variable involved with regard to correlative level relationships. Descriptive research method is an approach that is directed to provide a detailed explanation of an

event that takes place in society (Nugrahani, 2014). With that, the design of this research uses a case study in which data collection is taken in depth and collected from several sources such as an activity, program, event or an individual. In accordance with the opinion of John W. Creswell in (Assyakurrohim et al., 2022), a case study is a form of research in which researchers investigate specific data (cases) in the context of specific times and activities, including programs, events, processes, institutions, or social communities. In this study, researchers collected detailed and comprehensive information using several data collection methods over a certain period. This research was conducted at SD Muhammadiyah Plus Malangjiwan, which is located in Ngerangan Village, Gawan, Colomadu District, Karanganyar Regency, Central Java Province. Central Java.

Data were collected in various ways, namely a.) direct interviews, in this interview, the researcher interviewed informants from various parties in the school which included teachers and students regarding Educaplay game planning,

implementation process, supporting and inhibiting factors, as well as solutions to overcome inhibiting factors in the implementation of ICT-based Educaplay games in Grade 5 IPAS learning at SD Muhammadiyah Plus Malangjiwan. b) observation, learning ICT media based on Educaplay games in Grade 5 IPAS learning at SD Muhammadiyah Plus Malangjiwan as learning support. c) documentation, writings, pictures and photos that have been recorded clearly in the research process.

The data sources used in this study come from two types: primary sources, which are the main data. Primary data is information obtained from direct observation on the spot, which is able to provide precise information (Sawo et al., 2021), while secondary sources are information obtained through third parties or indirectly. Usually, this data is obtained through official releases or publications, including literature sources such as books and reports (Rahman, 2021). In an effort to validate the data, researchers use triangulation. There are 2 triangulations used, namely source triangulation and technique

triangulation. Source triangulation itself is checking data from various informants who will be used as a source of data collection (Alfansyur & Mariyani, 2020) while technical triangulation is data collection from various different sources to produce more complete information (Sutama et al., 2017). The data analysis technique used by researchers through 3 processes, namely a) data reduction is a process of selecting, focusing, abstracting, transforming rough data in the field directly, b) data presentation is to create an organizational structure of information so that research can be carried out, c) drawing conclusions by describing the data collected.

RESULT & DICUSSION

Results

The results of the analysis obtained through interviews and direct observations by researchers with teachers and also four fifth grade students at SD Muhammadiyah Plus Malangjiwan related to IPAS learning using Educaplay game media resulted in several topics. The results of this study include Educaplay media planning, application of Educaplay media in IPAS learning, supporting and

inhibiting factors in the use of Educaplay media, and solutions to overcome inhibiting factors in the use of Educaplay media in IPAS learning in grade V.

Educaplay media planning in IPAS learning

Based on interviews with fifth grade teachers, lesson planning using Educaplay media is carried out to create a more interactive and enjoyable learning experience for students. In this case the class teacher stated that this media provides various learning features that can be tailored to the needs of the material, such as quizzes, video quiz, matching games, crossword puzzles, etc. The planning carried out by classroom teachers before preparing lessons using Educaplay media itself is by preparing learning materials such as learning materials that will be used. In this case, taking material for Educaplay media, the class teacher refers more to the package book material that has become a guide for making Educaplay media. Classroom teachers recognize that Educaplay has great potential to increase interactivity and student learning motivation, but classroom teachers feel they need more time to

learn its features. Classroom teachers mentioned that the use of Educaplay not only effectively enhances interactivity and fun for students but also supports more motivating learning and can increase students comprehension through Educaplay media. Overall, the interviews and observations proved that the use of Educaplay media is an effective strategy to improve the understanding of teaching quality.

Application of Educaplay media in IPAS learning

Based on the observation process and data that researchers collected during IPAS learning in grade 5, the class teacher chose to implement Educaplay media in the middle of teaching and learning activities with students. According to the class teacher, by implementing Educaplay media in the middle of learning can be carried out efficiently and effectively by the teacher. This shows that the learning brought by the class teacher in using Educaplay media is fun and very interactive with students during the implementation of learning. In the interview conducted with the class teacher also showed that with the application of Educaplay media as a learning tool in IPAS

learning, students were more enthusiastic and motivated to understand the material by seeing the Educaplay quiz video that was recorded before the quiz. In his interview, the class teacher also argued that learning media when presented visually will make it easier for students to directly see and understand a lesson without having to imagine first. From interviews with grade V students, they stated that the application of Educaplay media in learning is very fun and interesting with the features used. It is also expressed by grade V students that learning using Educaplay media makes them understand the material presented through the video along with the quiz. The class teacher also highlighted that students prefer and are active in the learning process when using Educaplay media. This is also relevant to the observations made by the researcher where the class teacher applies Educaplay learning media in a fun way and makes students become active in following IPAS learning. This is also evidenced that students are able to solve and identify a problem in the Educaplay game correctly, this is also proof that Educaplay can help students to

understand a lesson and improve student understanding through Educaplay learning media.

Supporting and inhibiting factors for the use of Educaplay media

In interviews conducted by researchers with class teachers, it was found that the supporting factors for the use of educaplay media include the existing infrastructure at school, namely a decent LCD and a good internet network in the process of supporting IPAS learning in the classroom. In addition, the enthusiasm of students who are active and enthusiastic in the learning process is also one of the supporting factors for the game-based learning. In the interview, the class teacher also stated that Educaplay media features provide many features such as puzzles and quizzes that can serve as effective tools to increase interactivity and student engagement in the elementary school learning process. By utilizing this platform, teachers can create a more dynamic and interesting learning experience, so that students are more motivated to learn. On the other hand, the inhibiting factor of Educaplay media in the learning process obtained by classroom teachers is language

constraints, because most Educaplay games and tutorials use English. This can be an obstacle for teachers who are less fascist in English, making it difficult to understand the instructions for using Educaplay platform media.

Solutions to overcome the inhibiting factors of Educaplay media

Classroom teachers stated that the solution to overcome these inhibiting factors is to provide guidance in the form of using a complete platform with Indonesian language or local language. Providing local-based video tutorials is a very useful alternative. Video tutorials in Indonesian equipped with visual steps can help teachers understand the use of the platform more easily.

Discussion

The discussion of education in this digital era continues to develop, one of which is the use of learning media during the learning process. As with this research which focuses on the use of Educaplay media in helping the teaching and learning process of IPAS learning at SD Muhammadiyah Plus Malangjiwan. This research uses a qualitative approach which identifies several existing topics. In this case, the topics focused on in this study are the

planning phase, the process of applying Educaplay media, the supporting and inhibiting factors in using Educaplay media, and solutions to overcome the inhibiting factors of using Educaplay media.

Educaplay media planning in IPAS learning

The use of Educaplay media in lesson planning is an innovative strategy that can improve teaching quality, interactivity and student motivation. Based on interviews with classroom teachers, it is stated that Educaplay media provides various features that can be tailored to learning needs, such as quizzes, video quiz, matching games, crossword puzzles, etc. Research by (Rahmawati & Perdana, 2024) shows that the use of interactive learning media such as Educaplay can increase students' learning motivation, so they are more active in the learning process.

The class teacher mentioned that lesson planning using Educaplay starts with preparing learning materials such as materials from the textbook. This shows that although Educaplay offers flexible features, the initial planning still focuses on the curriculum and materials

that have been set. This aligns with opinion (Surachmi & Sison, 2021) that Educaplay can assist teachers in preparing teaching materials and learning media. In line with (R. D. Utami et al., 2023) it is important for teachers to integrate learning materials with technology so that the learning process becomes more effective and enjoyable. Thus, taking material from the textbook as a reference for making Educaplay media is the right step.

In accordance with the opinion (fatimah, 2019) learning planning is a crucial step to achieve an effective learning process. A good plan must be designed in an innovative, effective, creative, and fun way, so that all desired goals can be achieved optimally. Teachers need to ensure that the media used supports the basic competencies that must be achieved by students. In this case, the class teacher has utilized the package book as the basis for making material in Educaplay, which is the right step to maintain continuity between learning media and the material being taught.

The use of Educaplay not only increases interactivity and fun for students but also supports students'

understanding of the subject matter. In line with the research results (Puspitasari & Sesanti, 2024) showed that students were more active and excited when using this media. This indicates that interactive learning media can support the creation of a good educational atmosphere, where students feel involved and encouraged and motivated to learn. In addition, (H. Lestari et al., 2024) emphasized that students' interest in learning can increase with the application of digital-based interactive teaching media such as Educaplay.

Application of Educaplay media in IPAS learning

In the process of observation and data collected during IPAS grade 5 learning, the use of Educaplay media applied by the class teacher proved to have a positive impact on student interaction and learning motivation. The learning delivered through Educaplay is not only interesting and fun, but also interactive, so that students can be more actively involved in the learning process. This is in line with (Páez-Quinde et al., 2022) which states that Educaplay is a website platform that can be used to create effective and

fun learning activities. Technology-based learning media can create an interactive and collaborative learning atmosphere, which has an impact on increasing student motivation.

The observation process and data collected during IPAS learning in grade 5 showed that the use of Educaplay media by the class teacher created a fun and highly interactive learning atmosphere. In the interview, the class teacher explained that the application of Educaplay as a learning tool made students more enthusiastic and motivated to understand the material. This is in line with the findings of (Rahmawati & Perdana, 2024), who emphasized that interactive learning media such as Educaplay can increase student learning motivation, especially in the context of basic education.

With interesting features such as the quiz video displayed before the quiz, students can more easily understand the material being taught without having to imagine these concepts abstractly. This is in line with the results of research (Zain & Pratiwi, 2021) with the existence of learning media, it will make it easier for teachers to visualize material so that students

understand it more easily. From interviews with fifth grade students, they stated that the application of Educaplay media in learning is very fun and interesting. They felt that the features in Educaplay helped them understand the material better. In accordance with the opinion (Haryadi et al., 2021) supports this statement by showing that the use of technology in learning not only increases student engagement but also facilitates better understanding of teaching materials. With that, visually presented learning media allows students to directly see and understand learning without difficulty.

The class teacher also stated that students became more active during the learning process when using Educaplay. This can be seen from observations during IPAS learning, where students' ability to solve and identify problems in the game provided by the platform. This finding is in line with research by (E. T. Lestari, 2020) which shows that the use of interactive media can increase student interest and participation in learning activities. Therefore, Educaplay acts not only as a supporting device, but also as a medium

that is able to deepen students' understanding of learning materials. This shows that the integration of interactive learning media in the curriculum can have a positive impact on the quality of teaching and student understanding in elementary schools.

In interviews conducted with classroom teachers, classroom teachers were of the opinion that Educaplay features, such as puzzles, video quiz and quiz games, serve as effective tools to increase student interactivity and engagement. This Educaplay platform provides various features, including froggy jumps, video quiz, words game, unscramble letters game, quiz matching column game, puzzle, memory game, riddle, abc game, and dialogue game, etc (Batitusta & Hardinata, 2024). This is in line with the results of research (Putri et al., 2024) which found that the use of interactive media such as Educaplay can overcome the problem of boredom and increase student learning motivation. By utilizing this platform, teachers can create a more dynamic and interesting learning experience, so that students are more motivated to learn. Research by (Haryadi et al., 2021) also shows that game-based learning media can and are

able to improve student learning outcomes by creating a healthy competitive atmosphere in the classroom.

Supporting and inhibiting factors for the use of Educaplay media

The use of Educaplay media in IPAS learning in grade 5 is supported by several important factors. One of the supporting factors for learning that the class teacher conveyed was the availability of adequate infrastructure facilities, such as a decent LCD and a good internet network. The availability of these facilities is crucial, because research by (Puspitasari & Sesanti, 2024) shows that good technological infrastructure can increase the effectiveness of using digital learning media. In addition, the enthusiasm of students who are active and enthusiastic in the learning process also plays a big role in the success of Educaplay implementation. Student involvement in interactive learning can trigger higher interest in learning, thus creating a positive learning atmosphere, which is also a supporting factor for the use of Educaplay media. This is in line with research (H. Lestari et al., 2024) where the use of interactive learning media

such as Educaplay is able to create a more pleasant learning atmosphere, encourage active participation of students, and increase their motivation and enthusiasm in the learning process.

Besides the supporting factors in the application of Educaplay media itself, there are also inhibiting factors in the process of using Educaplay media in learning, as expressed by the class teacher there is a slight language barrier. In line with research conducted by (Budi & Agama, 2025) where most of the features and tutorials on this platform use English, making it difficult for teachers who are not fluent in English to optimally utilize the full potential of the platform. This obstacle is common in Indonesia, where the level of English literacy among educators still varies. Teachers need more time to understand the functions of the platform, which in turn can reduce the effectiveness of technology implementation in the learning process.

Solutions to overcome the inhibiting factors of Educaplay media

The solution to overcome this barrier, by providing guides and tutorials in Bahasa Indonesia, is a very relevant step. Providing local language

tutorials can be an effective solution to overcome language barriers. According to Suhendar and Rustandi (2021), locally-based video tutorials with visual steps will make it easier for teachers to understand technology platform features independently. These tutorials not only help teachers understand how the technology works, but also increase their confidence in using it. It is important to emphasize support from educational technology developers to provide features and guides in Indonesian.

Collaboration between developers, government and educational institutions can lead to solutions that are inclusive for teachers in Indonesia. Developing interfaces in local languages can also help teachers focus more on implementing learning rather than understanding usage instructions. Overall, the language barrier experienced by teachers in using Educaplay can be overcome through various approaches, such as providing Indonesian tutorials and guides, locally-based training, and inclusive interface development.

CONCLUSION

Conclusion Based on the results of the study that has been carried out, it can be concluded that the implementation of the ICT-based Educaplay game in planning grade 5 of IPAS learning at SD Muhammadiyah Plus Malangjiwan begins with preparing learning materials such as material from textbooks. This shows that even though Educaplay offers flexible features, initial planning still focuses on the curriculum and materials that have been determined. Using the Educaplay game in IPAS learning shows that the Educaplay media is fun, very interactive, and interesting with the features it contains. Applying Educapay media to IPAS learning makes students more enthusiastic, active and motivated to understand the material by watching the Educaplay quiz video which is included before the quiz takes place. Educaplay helps them understand the material better. shows an increase in understanding so that students are able to complete challenges in the games provided by the Educaplay game. In using the Educaplay game there are supporting factors for the use of the Educaplay game including

adequate facilities such as LCDs and good internet networks at SD Muhammadiyah Plus Malangjawan, as well as student enthusiasm when learning IPAS and technology using the Educaplay game media takes place. However, there are obstacles in planning to make an Educaplay game, where the video tutorial for the Educaplay game is limited in English which can hinder understanding for teachers who are not fluent in making the Educaplay game. As a solution to overcome this obstacle, it is recommended that a usage guide in Indonesian be provided, along with a video tutorial to facilitate teacher understanding in planning the Educaplay game. Overall, the application of Educaplay media in IPAS learning in grade 5 not only improves the quality of teaching but also offers a more interactive and interesting learning experience for students.

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