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Effectiveness Of Educaplay Platform On Learning Results Of Civics Learning In Elementary School

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ABSTRACT: This study aims to investigate the effectiveness of the Educaplay platform in improving student learning outcomes in Civics subjects at the elementary school level. The research used a quantitative method with a Quasi-Experimental design, involving an experimental group and a control group. The participants were students from grades 4B and 4D at MIM PK Kartasura, selected through simple random sampling. A total of 30 students participated, with 15 students in each group. Class 4B was assigned as the experimental group, which received learning through the Educaplay platform, while class 4D acted as the control group, using traditional lecture methods. Data were collected through pre-tests and post-tests to measure learning outcomes in Civics. Data analysis included prerequisite and hypothesis testing. The results revealed significant differences between the two groups, supported by the independent samples test with a sig. (2-tailed) value of 0.001 < 0.05. The average score of the experimental group was 86.33, while the control group scored 75.33. The n-gain test showed a 62% effectiveness level in the experimental group, categorized as quite effective, compared to 26% in the control group. Therefore, Educaplay is proven effective in enhancing Civics learning outcomes.

Abstrak: Penelitian ini bertujuan untuk mengkaji efektivitas platform Educaplay dalam meningkatkan hasil belajar siswa pada mata pelajaran PPKn di tingkat sekolah dasar. Penelitian ini menggunakan metode kuantitatif dengan desain Quasi-Experimental, melibatkan kelompok eksperimen dan kelompok kontrol. Partisipan penelitian adalah siswa kelas 4B dan 4D MIM PK Kartasura yang dipilih melalui teknik simple random sampling. Jumlah sampel sebanyak 30 siswa, terdiri dari 15 siswa di setiap kelompok. Kelas 4B ditetapkan sebagai kelompok eksperimen yang mendapatkan pembelajaran melalui platform Educaplay, sedangkan kelas 4D sebagai kelompok kontrol dengan metode ceramah tradisional. Data penelitian dikumpulkan melalui pre-test dan post-test untuk mengukur hasil belajar PPKn siswa. Analisis data dilakukan melalui uji prasyarat dan uji hipotesis. Hasil penelitian menunjukkan adanya perbedaan signifikan antara kedua kelompok, dibuktikan dengan nilai sig. (2-tailed) sebesar 0.001 < 0.05. Nilai rata-rata kelompok eksperimen adalah 86,33, sedangkan kelompok kontrol memperoleh 75,33. Hasil uji n-gain menunjukkan tingkat efektivitas sebesar 62% pada kelompok eksperimen (cukup efektif), sedangkan kelompok kontrol hanya 26% (tidak efektif). Dengan demikian, penggunaan Educaplay terbukti efektif dalam meningkatkan hasil belajar PPKn siswa.

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INTRODUCTION

The quality of education in Indonesia is increasingly expected to adapt to the rapidly advancing times. Learning media is one of the important elements in the teaching and learning process, functioning as a means to convey material. The use of learning media has a positive influence on the delivery of material and facilitates the learning process. The era of globalization has a huge impact on the world of education because of the need for teachers to upgrade their teaching from traditional to technology-based (Kurniawan et al., 2021). According to (Belva Saskia Permana et al., 2024) rapid developments in digital technology have a significant influence on the education sector. Of course, a professional teacher must be innovative and creative in choosing learning media in order to attract students' attention and make them focus more on the material being taught (Cahyadi 2019). The use of learning media can help teachers and students communicate more easily (Ruswan et al., 2024).

In the digital era, there are various interactive media that can be utilized to support the learning process in primary schools. Technology-based interactive media can improve concept understanding. Learning achievement, as well as critical thinking skills. This is in accordance with the opinion (Ruswan et al., 2024) that technology-based learning media plays a very important role in the learning process. Interactive media is very good to be applied in elementary schools in order to become a differentiated learning process involving students in the learning process. However, there are still many teachers who have not utilized learning media in an innovative way. Not only some have not implemented it, but there are also those who do not use learning media at all in schools (Talizaro, 2023). In some schools it is still often found that there are teachers who still use conventional methods. The conventional method has several weaknesses such as passive students, learning becomes boring, and the learning process becomes verbalism, without inviting students to be active in learning (Wulandari, 2022). In the midst of rapid technological advances and the high competitiveness of information in the digital era, conventional learning methods are often not enough to attract student interest (Riyadi & Wibawa, 2024). This can affect students' interest in learning and less than optimal learning outcomes, and result in low student participation in the learning process. Concrete media is often used by teachers who apply conventional methods. However, teachers often only explain the concrete media without involving students in the explanation process, which can reduce the effectiveness of learning.

One of the subjects taught in elementary schools is Pancasila and Civics Education (PPKn). This subject has a very important role in shaping the character of children as the next generation of the nation who love the country, respect differences, and have an awareness of their rights and obligations as citizens. However, the implementation of Civics learning at the primary school level still faces various challenges that need to be overcome. Therefore, innovation is needed in Civics learning methods so that student interest and learning outcomes can increase. This statement is in accordance with the opinion of (Shefira et al., 2024) which states that the use of technology in Civics learning, such as interactive multimedia and online learning, can increase students' interest, motivation, and understanding of Civics material. (Zain & Andriany, 2024) the results of his research found that in Civics learning, students showed higher enthusiasm when using digital applications. They are also more active in collaborating and communicating in groups. The material of social diversity, cultural diversity and cooperation is suitable material to be given interactive media. The material teaches that the importance of respecting social diversity, cultural diversity and cooperation. Therefore, students will be able to act and model in appreciating social and cultural diversity and modeling cooperation in the surrounding environment. The act of not respecting social and cultural diversity is very widespread, therefore the teacher provides the material by using interactive media so that students learn fun. Teachers can provide learning by showing videos about respecting and disrespecting social and cultural diversity and cooperation. After that students can distinguish it and imitate the good and not imitate the bad. Because the use of cellphones for elementary school students is sometimes difficult to control, therefore the importance of Civics material for elementary school students.

The development of technology in education has offered a lot of media in creating interesting and fun learning. Of course, utilizing the means of developing technology can improve the quality of learning (Aspi STAI Rakha Amuntai et al., 2022). This, the use of interactive media is considered an innovative strategy to improve learning effectiveness. The use of technology-based or digital learning

media can create a more dynamic classroom atmosphere. It encourages communication and discussion between teachers and students to be more active. In addition, the use of such media also makes it easier for teachers to deliver material that is more easily understood by students, while providing a more interesting learning experience. All of this contributes to the effectiveness and efficiency of the teaching and learning process (Anam et al., 2021). Game-based interactive media is very beneficial especially in the context of education, it can improve students' learning experience. Obviously, Games in education is something that is very important because it will have a positive impact on the learning process. This is because games can help teachers create new ways to teach, create a more interesting atmosphere, and improve learner learning outcomes (Dianita et al., 2024). The benefits of using game-based interactive media in education can increase student participation, collaboration between students, independence, communication, and their critical thinking skills.

Educaplay is a technology-enabled interactive learning platform designed to help teachers create engaging and fun learning activities. The platform is equipped with various game features that can be applied in various subjects. Some of Educaplay's excellent features include quiz media, 5th Block Puzzle, American Media and Politics, and Vocabulary Mix and Match Media, among many others. These features provide opportunities for students to learn in a more interactive way, thus increasing their motivation and understanding of the subject matter. In addition, *Educaplay* also provides various tools that can be used and created by teachers and students, according to their needs and abilities. Thus, the use of *Educaplay* media can increase students' engagement, independence, and critical thinking skills. Interactivity, student engagement, and feedback are some of the elements that should be considered when building effective interactive learning media (Kinanti & Subagio, 2020).

Educaplay offers advantages that make learning more fun while actively engaging students in the learning process. By utilizing interactive technology, *Educaplay* can enhance student engagement as well as their skills in the digital age. As a result, it creates a more interesting and interactive learning environment. (Novitasari & Kurniawati, 2023). *Educaplay* also supports collaborative learning, where students can work together to complete activities, which in turn encourages the development of their social skills. This is in accordance with the opinion of (Surachmi & Sison, 2021). which states that the use of the *Educaplay* platform has the potential to strengthen various aspects of student learning, such as understanding, skills, reflection, argumentation, and interaction between teachers and students. Therefore, the application of interactive media is very important to create a pleasant learning atmosphere while increasing the effectiveness of learning outcomes. This study aims to determine the effectiveness of the *Educaplay* platform in improving student learning outcomes in Civics subjects in elementary schools. Thus, it is expected that this research can provide a deeper insight into the advantages and disadvantages of each method, as well as provide useful recommendations for educators in choosing the most effective learning strategy.

RESEARCH METHOD

This research is a quantitative study using experimental research methods. The research design used in this research is Quasi Experiment. In this study using random or simple random sampling techniques. So that the sample of this study can be 4B and 4D classes at MIM PK Kartasura with a population of 39 students and only using a sample of 30 students. For class 4D is a control group, namely a group that is not given treatment and class 4B is an experimental group, namely a group that is given treatment using the *Educaplay* platform. The study used multiple choice data collection techniques in the form of pretests and postests. Thus the results can be known more accurately because it can determine the effectiveness of the *Educaplay* platform in improving student learning outcomes in Civics subjects. The research implementation plan can be seen in Table 1. Before the research is carried out, it is necessary to carry out a valid test and reliability test on the instrument. The reliability results can be seen in Table 2.

Table 1: Research Implementation Plan

Class/Meeting 1	Data collection	*Educaplay* platfrom	Conventional
Class 4D	Data collection using pre-test questions	-	Saving pre-test question results
	Observing the learning process through observasion	-	Conduct learning using the kecture method
	Observing the learning process at the evaluation stage	-	Evaluation is done with questions and answers to find out students' understanding of the material that has been learned
Class 4B	Data collection using pre-test questions	Saving pre-test question results	-
	Observing the learning process through observasion	Conduct learning using digital media, namely *Educaplay* platfrom	-
	Observing the learning process at the evaluation stage	Conduct questions and answers using the quiz game on the *Educaplay* platfrom	-
Class/Meeting 2	Data Collection	*Educaplay* platfrom	Conventional
Class 4D	Observing the learning process through observasion		Conduct learning using the lecture method
	Observing the learning process at the evaluation stage		Evaluation is done with questions and answers to find out students' understanding of the material that has been learned
Class 4B	Observing the learning process through observasion	Conduct learning using digital media, namely *Educaplay* platfrom	
	Observing the learning process at the evaluation stage	Conduct questions and answers using the quiz game on the *Educaplay* platfrom	
Class/Meeting 3	Data Collection	*Educaplay* platfrom	Conventional
Class 4D	Observing the learning process through observasion		Conduct learning using the lecture method
	Observing the learning process at the evaluation stage		Conduct questions and answers to find out students' understanding of the material that has been learned
Class 4B	Data collestion through post-test questions		Saving post-test results
	Observing the learning process through observasion	Conduct learning using digital media, namely *Educaplay* platfrom	
	Observing the learning process at the evaluation stage	Conduct questions and answers using the quiz game on the *Educaplay* platfrom	
	Data collestion through post-test questions		Saving post-test results

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Table 2: Reliability Test

Realibility Statistics	
Cronbach's Alpha	N of Items
0.439	20

Based on the table above in the Cronbach's Alpha column, a value of 0,439 is obtained. So it can be concluded that the instrument is declared reliable because> 0,6.

FINDINGS AND DISCUSSION

Findings

Normality test is a method used to determine whether the learning outcomes of Pancasila and Citizenship Education (PPKn) obtained through the *Educaplay* platform learning media follow a normal distribution or not. To analyze the results of the normality test, we need to compare the significance value (sig) with the specified significance level (α = 0.05). If the value (sig) > (α = 0.05), it can be concluded that the data is normally distributed. The results of the normality test can be seen in Table 3.

Furthermore, the homogeneity test was carried out in the same way, namely calculating the significance value (α = 0.05). If the value (sig) > (α = 0.05), then the data can be considered homogeneous. The results of the homogeneity test can be found in Table 4.

Table 3: Pre-Test dan Post-Test Normality Test Results

Class		Test of Normality					
		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-test control class	.160	15	.200	.944	15	.442
	Post-test control class	.138	15	.200	.927	15	.249
	Pre-test experiment class	.168	15	.200	.913	15	.152
	Post-test experiment class	.175	15	.200	.914	15	.155

Based on the table above, in the Sig column for the Shapiro-Wilk test, the significance value for the control class pretest data is recorded at 0.442, while the value for the control class posttest is 0.249. With both significance values > 0.05, it can be concluded that the data is normally distributed. Likewise, the experimental class pretest data has a significance value of 0.152 and the experimental class posttest which reaches 0.155. Both of these values also show results > 0.05, which indicates that the data is normally distributed.

Table 4: Homogeneity Test Results

Test of Homogenity of Variance					
Levene Statistic			df1	df2	Sig.
Civics learning result	Based on Mean	.802	1	28	.378

Based on the table above, it is known that the significance value (sig) Based on Mean is 0,378. The significance value > 0.05, so it can be concluded that the control class postest data and the experimental class postest data are homogeneous. The independent t test was conducted to see whether there was a difference in the posttest results of the control group and the experimental posttest. The results of the independent test obtained a sig value. (2 tailed) of 0.001 <0.05, it can be concluded that there is an average difference in students' Civics learning outcomes between using *Ecucaplay* platform media and non-digital media (lectures). So it can be said that Ho is rejected and Ha is accepted. To find out the average postest of the control class and experimental class can be seen in Table 5 below:

Table 5: Averange Learning Result

Group Statistic					
Class	N	Mean	Std.Deviation	Std.Error	Mean
Learning Result	Post-test control	15	75.33	9.722	2.510
	Post-test experiment	15	86.33	6.673	1.732

Based on the results of the effectiveness test with the calculation of n-gain, the mean (average value) of the experimental class is 62,70 or 62% and it is stated that the use of *Educaplay* platform media is quite effective on students' Civics learning outcomes. While the control class amounted to 26,84 or 26% and was declared ineffective in using lectures on Civics learning outcomes.

Discussion

Based on the results above, *Educaplay* web media is effective enough to be used to improve students' Civics learning outcomes and can overcome problems that arise in students. It is proven that digital media has a lot of good impact on the effective and efficient learning process. According to (Okra & Novera, 2019) digital learning media refers to various forms of communication presented in software, which are designed, implemented, and managed to support the teaching and learning process. The goal is to achieve efficiency and effectiveness in educational activities. Because learning that only uses lectures can cause boredom in students and can result in decreased student learning motivation and if student learning motivation decreases, it will have an impact on student learning outcomes. According to (Pendidikan, 2024), monotonous learning generally involves long lectures with little active involvement from students, which causes them to feel bored, less interested, and less motivated to follow the learning process. This can have a negative impact on the quality of student learning and the achievement of learning objectives. It is still common to find that Civics learning in elementary schools is mostly in the form of lectures and discussions, which are sometimes boring for students. By integrating interactive games, students are more involved in the learning process. Digital learning has an important role in encouraging active learning, knowledge building, exploration, and investigation by students (Nadila, 2024). The more actively students participate, the greater the results they will achieve (Khaulani et al., 2020). Currently, there are a variety of effective learning media that can encourage and increase student activeness during the teaching and learning process in the classroom. This of course helps students to achieve optimal learning achievement (Angreany & Saud, 2017).

The *Educaplay* platform is one of the digital tools designed to support the learning process through various interactive features, such as quizzes, puzzles, videos and educational games. *Educaplay* platform is a game-based digital media. Without us realizing it, games have a positive impact on many things, one of which is in the field of education. If games are designed as learning tools, they can be a fun method for learning and can create a different atmosphere in the educational process (Hasanah et al., 2021). game-based learning media is more fun in the learning process compared to the lecture method which is very boring. According to (Hasanah et al., 2021) with the presence of game-based learning media, students can develop their innovative abilities and creativity, which in turn can improve learning outcomes. In the world of elementary school education, the use of digital-based technology is increasingly widespread as a solution to improve the quality of learning. The subject of Pancasila and Civics Education (PPKn) at the primary school level, which aims to shape students' character and improve their understanding of Pancasila values, citizenship, and social responsibility, can benefit significantly from the use of this platform. Interesting media can increase student motivation in learning such as the *Educaplay* platform which is equipped with interesting image features that can provoke student learning activeness and increase student understanding of learning materials. According to Farida in the article (Belva Saskia Permana et al., 2024) digital media provides various features, such as a combination of images, videos, and sounds, which make it easier for children to understand learning materials.

Educaplay platform allows students to test their understanding through quizzes and testers of their knowledge of the material. It can assist students in increasing their appreciation of quizzes, learning effort, and engagement in various activities. Thus, students will be able to experience positive cognitive development (Basuki & Hidayati, 2019). It also has a good impact on student

activeness and enthusiasm in the learning process. Students' learning motivation has a significant impact on their learning outcomes. As the foundation of the learning process, motivation plays an important role in spurring students' enthusiasm for learning and is one of the determining factors in achieving academic achievement (Kependidikan et al., 2021). The use of technology-based *Educaplay* presents material in a more interesting way, so that it can increase students' interest and motivation to learn. When students feel that learning becomes more fun and less boring, they tend to become more active and enthusiastic in participating in the teaching and learning process. According to Aswatun & Faiq in the journal (Intaniasari et al., 2022) stated that if learning is delivered well, it will increase students' interest in learning and encourage high enthusiasm in the learning process. Educational goals will be achieved well if students show a high level of enthusiasm for the importance of education (Rodhiyah et al., 2021).

The *Educaplay* platform allows students to be more involved in the learning process, as they can access different types of materials interactively. (Batitusta & Hardinata, 2024) said the utilization of technology in education, especially through digital learning tools such as *Educaplay*, has been proven to increase students' engagement and interest in learning. This active involvement has a positive impact on their ability to remember and understand the material better. This can be seen from the better learning outcomes in the experimental class compared to the control class.

When associated with previous research, it was found that the application of more interesting learning media through the *Educaplay* platform can improve Civics learning outcomes. The results of this study also showed that the use of *Educaplay* media successfully improved Civics learning outcomes in class IVB students (Fernanda et al., 2024). The *Educaplay* platform gives teachers the ability to evaluate student learning outcomes more easily and quickly. Each game produced by the *Educaplay* platform is equipped with immediate evaluation results, so that teachers can see student progress in a short time. Thus, teachers can provide more effective feedback to students who face difficulties in understanding certain materials.

The use of the *Educaplay* platform definitely has its own challenges, such as limited access to technology because there are still many elementary schools, especially rural areas that still lack technology and even no technology facilities, this can hamper the use of the *Educaplay* platform. The use of the *Educaplay* platform requires sufficient technological skills and knowledge for teachers. Therefore, there is a need for adequate training for teachers so that they can integrate *Educaplay* effectively in Civics learning. Although the *Educaplay* platform faces some challenges, overall, it has significant potential to improve student learning outcomes in Civics subjects in primary schools. The use of *Educaplay* can create a more interactive and enjoyable learning experience, so that students' understanding of the Civics material can become deeper.

CONCLUSION

Based on the hypothesis test conducted, it shows that there is a significant difference between the learning outcomes of students who use the *Educaplay* platform and students who do not use the *Educaplay* platform at MIM PK Kartasura. So it can be said that Ho is rejected and Ha is accepted. The results show that the sig. (2 tailed) of 0,001 < 0,05, it can be concluded that there is an average difference in students' Civics learning outcomes between using the *Ecucaplay* platform media and non-digital media (lectures). The average value of the experimental class was 86,33 while the control class was 75,33. The experimental class that received the treatment had a higher average value than the average value of the control class that did not receive the treatment. Based on the results of the effectiveness test with the n-gain calculation, the mean (average value) of the experimental class was 62.70 or 62% and it was stated that the use of *Educaplay* platform media was quite effective on students' Civics learning outcomes. While the control class amounted to 26.84 or 26% and was declared ineffective in using lectures on Civics learning outcomes. Thus, the Civics learning outcomes of students in class 4B MIM PK Kartasura are influenced by the application of the *Educaplay* platform. *Educaplay* media is easier for students to understand because it has interesting and exciting features and involves students in learning. Therefore, it can improve student learning outcomes.

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