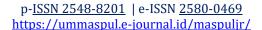# The Influence of Educaplay Media Usage on Learning Outcomes in the Arts and Culture Subject of 8th Grade Students at MTs Negeri 2 Sidrap

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Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media pembelajaran interaktif Educaplay terhadap hasil belajar mata pelajaran Seni Budaya siswa kelas VIII MTs Negeri 2 Sidrap. Latar belakang penelitian ini dilandasi oleh rendahnya minat dan hasil belajar siswa dalam pembelajaran Seni Budaya akibat penggunaan metode konvensional yang kurang menarik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu (*quasi-experimental*) tipe *posttest-only control group design*. Sampel penelitian terdiri atas dua kelas, yaitu kelas VIII B sebagai kelompok eksperimen yang menggunakan media Educaplay dan kelas VIII A sebagai kelompok kontrol yang menggunakan metode pembelajaran konvensional. Instrumen yang digunakan adalah tes pilihan ganda sebanyak 30 soal. Data dianalisis menggunakan teknik perhitungan rata-rata (*mean*). Hasil penelitian menunjukkan bahwa rata-rata hasil belajar siswa pada kelompok eksperimen sebesar 84,37 lebih tinggi dibandingkan kelompok kontrol yang hanya mencapai 53,91. Temuan ini menunjukkan bahwa penggunaan media Educaplay memiliki pengaruh positif dan signifikan terhadap hasil belajar siswa dalam mata pelajaran Seni Budaya. Oleh karena itu, media Educaplay dapat dijadikan alternatif dalam meningkatkan efektivitas dan kualitas pembelajaran yang lebih menarik dan interaktif.

Kata Kunci: Media Educaplay, Hasil Belajar, Seni Budaya, Pembelajaran Interaktif, MTs Negeri 2 Sidrap.

Abstract

This study aims to determine the effect of using the interactive learning media Educaplay on the learning outcomes in the Cultural Arts subject of eighth-grade students at MTs Negeri 2 Sidrap. The background of the research is based on the low interest and achievement of students in Cultural Arts due to the use of conventional teaching methods that lack engagement. This research employs a quantitative approach with a quasi-experimental design using a posttest-only control group design. The sample consists of two classes: class VIII B as the experimental group using Educaplay, and class VIII A as the control group using conventional learning methods. The research instrument was a multiple-choice test consisting of 30 questions. Data were analyzed using the mean calculation technique. The results show that the average score of students in the experimental group was 84.37, which is significantly higher than the control group's score of 53.91. These findings indicate that the use of Educaplay positively and significantly affects student learning outcomes in the Cultural Arts subject. Therefore, Educaplay can be considered an effective alternative to enhance the quality and engagement of the learning process.

Keywords: Educaplay, Learning Outcomes, Cultural Arts, Interactive Learning, MTs Negeri 2 Sidrap.

Introduction

Education is one of the most important elements in shaping the quality of human resources. In the era of globalization and rapid technological advancement, education must evolve to meet the challenges and demands of the 21st century. Schools are no longer just places to transfer knowledge, but must become environments that foster creativity, critical thinking, collaboration, and communication — commonly referred to as the 4Cs of 21st-century skills. Along with this shift, teaching strategies and media must also adapt to better engage students and improve learning outcomes.

The Indonesian national education system, as mandated in Law No. 20 of 2003, aims to develop the potential of learners to become human beings who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and democratic citizens who are responsible. In response to these goals, the Ministry of Education and Culture has initiated the "Merdeka Belajar" (Freedom to Learn) program to encourage schools and teachers to innovate in their teaching approaches, including the integration of digital technology.

The transition to digital learning environments has had a profound impact on education, particularly during and after the COVID-19 pandemic. The integration of digital media and tools is no longer optional but necessary for delivering meaningful, interactive, and engaging learning experiences. One of the most promising innovations in this area is the use of **interactive learning media**, which allows students to actively participate in the learning process through quizzes, games, simulations, and multimedia content.

Learning media play a crucial role in facilitating student understanding, especially when abstract concepts must be presented in a tangible, engaging way. According to Sadiman et al. (2011), learning media are tools used to transmit messages or information from teachers to students to support the teaching and learning process. Effective media can improve students' motivation, increase their engagement, and ultimately improve their learning outcomes.

Among the various types of interactive learning platforms available today, **Educaplay** has emerged as a powerful tool. Educaplay is an online educational platform that offers various interactive learning activities such as quizzes, crossword puzzles, matching games, video quizzes, and more. These activities are designed to enhance student engagement and help them better understand the material in a fun and innovative way. Educaplay enables teachers to create customizable content tailored to the learning objectives and the characteristics of their students.

Despite the availability of such tools, many teachers still rely on traditional, teacher-centered methods such as lectures or textbook-based instruction, which often fail to capture students' interest, especially in subjects like **Cultural Arts** that require creativity and imagination. At MTs Negeri 2 Sidrap, preliminary observations indicated that students showed low enthusiasm for Cultural Arts lessons. The use of repetitive methods and lack of engaging media contributed to decreased learning outcomes. This situation calls for a more creative and interactive approach to teaching.

Cultural Arts is not only about theory but also involves developing students' aesthetic sense, creativity, and appreciation for local and global cultural heritage. Therefore, it is essential that the teaching methods and media used in Cultural Arts education are dynamic and capable of fostering student interest and participation. The use of

Educaplay in this context has the potential to bring new life to the classroom by making learning more interactive, visual, and student-centered.

This research is driven by the need to improve student performance in Cultural Arts through the integration of innovative media such as Educaplay. It seeks to provide empirical evidence on whether the use of such digital media can significantly impact students' learning outcomes. By comparing the performance of students who are taught using Educaplay with those who receive conventional instruction, this study aims to determine the effectiveness of Educaplay in enhancing student engagement and achievement.

The problem statement of this research is formulated as follows: *"Is there a significant effect of using Educaplay media on the learning outcomes of eighth-grade students in Cultural Arts at MTs Negeri 2 Sidrap?"*

The objective of this research is to find out whether the implementation of Educaplay as a learning medium has a positive and statistically significant impact on students' academic achievement in the subject of Cultural Arts.

This study is important both theoretically and practically. From a theoretical perspective, it contributes to the growing body of knowledge about the use of digital learning tools in secondary education and supports constructivist theories of learning, which emphasize active student participation. From a practical perspective, the findings may serve as a reference for teachers in selecting appropriate learning media, for schools in designing more effective instructional strategies, and for students in experiencing more enjoyable and meaningful learning.

In addition, this research is expected to:

- Provide insights for teachers about the benefits of interactive media.
- Encourage the adoption of modern pedagogical tools in Islamic junior high schools.
- Highlight the potential of media like Educaplay to bridge the gap between traditional content and digital learners.
- Offer a tested model of how to integrate game-based learning in creative subjects such as Cultural Arts.

To achieve these goals, the research uses a **quantitative approach** with an **experimental design** involving a control group and an experimental group. The experimental group uses Educaplay during learning sessions, while the control group follows the traditional teaching method. Learning outcomes are measured using a post-test consisting of multiple-choice questions aligned with the curriculum and learning objectives.

In conclusion, as the world of education continues to evolve in response to technological progress, educators must embrace new methods and tools that align with students' learning preferences and the demands of the digital age. Media like Educaplay offer promising solutions for improving student motivation and academic performance, particularly in subjects that benefit from visual and interactive content. This study seeks to validate the potential of Educaplay as an effective educational medium and to contribute to the overall improvement of learning quality at MTs Negeri 2 Sidrap.

Method

According to Sugiyono (in Afrijhon, 2021), research methodology is a scientific way to obtain data with specific purposes and functions. This study employed a quantitative research approach, which

focuses on collecting and analyzing numerical data through statistical methods to test predefined hypotheses. Quantitative methods are regarded as scientific because they are concrete, objective, measurable, rational, and systematic (Sugiyono, 2013 in Violadini & Mustika, 2021).

This research applied a true experimental design, specifically the posttest-only control group design. This design involves two groups: an experimental group that receives treatment (using Educaplay media) and a control group that receives no such treatment and is taught using conventional methods (Etayanti et al., 2024).

Group   Treatment

1. Experimental X (Educaplay Media)
2. Control   – (Conventional Method)

In this context, "X" represents the application of Educaplay media in the experimental class, while the dash (–) indicates that the control class did not receive this treatment.

The systematic steps of the research process were as follows:

1. Planning research activities.
2. Preparing the necessary tools and instruments.
3. Scheduling the implementation.
4. Determining the research sample: students were divided into two groups—students with odd attendance numbers were placed in the experimental group, and those with even numbers were placed in the control group.
5. Conducting the teaching sessions.
6. Administering a post-test consisting of 30 multiple-choice questions, with a score of 1 for each correct answer and 0 for incorrect ones. The maximum score was 30, which was converted into a percentage score out of 100.
7. Analyzing the data.
8. Drawing conclusions based on the analysis.

Research Variables

Based on the relationship between variables, this study identified two main types:

- Independent Variable (X): The use of Educaplay as an interactive learning medium.
- Dependent Variable (Y): The learning outcomes of students in the Cultural Arts subject.

The independent variable was expected to influence the dependent variable by enhancing student motivation, engagement, and understanding of the subject matter.

Operational Definition of Variables

To clarify the scope of the research, operational definitions were established:

- Educaplay Media: A web-based learning platform that provides interactive, game-based activities aimed at strengthening student understanding of instructional materials. It includes quizzes, crosswords, matching games, and multimedia elements such as images, audio, and video.
- Learning Outcomes: Improvements in students' academic achievement measured by post-test scores in the subject of Cultural Arts. These outcomes reflect students' comprehension, retention, and ability to apply what they have learned through the chosen instructional approach.

Population and Sample

1. Population

According to Sugiyono (in Nugroho & Bayunitri, 2021), the population is a generalization area consisting of subjects or objects that have certain qualities and characteristics defined by the researcher for the purpose of study and conclusion.

In this study, the population consisted of all eighth-grade students at MTs Negeri 2 Sidrap, comprising 73 male and 121 female students, totaling 194 students across six classes (VIII.A to VIII.F).

Class	Male	Female	Total
VIII.A	12	20	32
VIII.B	11	20	31
VIII.C	13	19	32
VIII.D	12	20	32
VIII.E	13	21	34
VIII.F	12	21	33

2. Sample

According to Nazir (in Nugroho & Bayunitri, 2021), a sample is a subset of the population selected to represent the characteristics of the entire group. The sampling technique used in this study was simple random sampling, where each student had an equal chance of being selected without considering specific strata.

Based on Suharsimi (2010), if the number of subjects is fewer than 100, all should be included as a sample (census sampling). For larger populations, a representative percentage (10–25%) may be taken.

In this study, the sample consisted of students from two classes:

Class	Male	Female	Total
VIII.B	11	20	31
VIII.A	12	20	32

Class VIII.B was assigned as the experimental group, and class VIII.A as the control group.

Data Collection Techniques

To ensure reliable and valid results, three data collection techniques were used:

1. Observation: Direct observation was conducted during the learning sessions to assess the level of student engagement, behavior, and interaction. A structured observation sheet was used to document relevant behaviors and events during the learning process.
2. Test: A post-test was administered after the learning sessions to both groups. It consisted of 30 multiple-choice questions with three answer choices (A, B, C). Correct answers were scored as 1, and incorrect answers as 0. The total score was then converted to a percentage.
3. Documentation: This method was used to collect supporting data such as student attendance records, class rosters, and other administrative documents to supplement observational findings.

Data Analysis Techniques

Data analysis is a crucial step in any research process, as it enables the researcher to interpret the data and draw conclusions.

- The first step was converting student scores using the formula:

$$N = \left(\frac{SP}{SM}\right) \times 100$$

Where:
N = Final Score

SP = Score Obtained
SM = Maximum Possible Score (30)
100 = Standard Conversion Value

- To determine the effect of Educaplay on learning outcomes, the mean (average) score of each group was calculated using the following formulas:

$$M_x = \frac{\sum f_x}{N_x}, \quad M_y = \frac{\sum f_y}{N_y}$$

Where:
$\sum fx$ = Total score of the experimental group
Nx = Number of students in the experimental group
Mx = Mean score of the experimental group
$\sum fy$ = Total score of the control group
Ny = Number of students in the control group
My = Mean score of the control group

The mean values of both groups were then compared to assess the effectiveness of Educaplay. If the mean score of the experimental group was significantly higher than the control group, it would indicate a positive impact of the interactive media on learning outcomes.

The analysis also included hypothesis testing. If the statistical result showed that the observed difference exceeded the critical threshold, the null hypothesis (H0: no effect) would be rejected in favor of the alternative hypothesis (H1: significant effect).

Result and Discussion

This research was conducted at MTs Negeri 2 Sidrap involving two eighth-grade classes: Class VIII B as the experimental group, and Class VIII A as the control group. The experimental group was taught using Educaplay, a game-based interactive learning platform, while the control group was taught using conventional methods such as lectures and textbook-based instruction.

The primary objective of this research was to evaluate whether the use of Educaplay had a significant effect on students' learning outcomes in the Cultural Arts subject. The measurement of learning outcomes was conducted through a post-test administered after the teaching sessions, consisting of 30 multiple-choice questions.

The experimental group showed higher average scores compared to the control group. The descriptive data are as follows:

- Highest score in the experimental group: 93.3
- Lowest score in the experimental group: 73.3
- Average score in the experimental group: 84.37
- Highest score in the control group: 63.3
- Lowest score in the control group: 43.3
- Average score in the control group: 53.91

These results indicate a significant difference in learning outcomes between the two groups, with the experimental group outperforming the control group across all indicators. The use of Educaplay appeared to enhance student engagement, motivation, and understanding of the Cultural Arts material.

The results were further analyzed using the mean formula to validate the hypothesis:

$$M_x = \frac{\sum f_x}{N_x} = \frac{2615.5}{31} = 84.37$$
$$M_y = \frac{\sum f_y}{N_y} = \frac{1725.4}{32} = 53.91$$

The difference between the average post-test scores indicates that the experimental treatment (Educaplay) had a positive effect on student performance.

Discussion

The results of the study confirm the hypothesis that there is a significant effect of using Educaplay on students' learning outcomes in the Cultural Arts subject. The findings are consistent with previous research that emphasizes the effectiveness of interactive media in enhancing student learning and motivation (Batitusta & Hardinata, 2024; Agdiyah & Mustopa, 2024).

Educaplay, as an interactive and game-based platform, provides engaging and student-centered activities. The various formats it offers—such as quizzes, crosswords, memory games, and video-based tasks—enable students to actively participate in the learning process, rather than passively receiving information. This aligns with the constructivist learning theory, which suggests that students learn better when they construct knowledge through interaction and engagement.

Educaplay's features were especially beneficial in a subject like Cultural Arts, which often requires visual interpretation, creativity, and conceptual understanding. The dynamic visuals and interactive tasks helped bridge the gap between abstract concepts and concrete understanding, making learning more accessible and enjoyable.

Students in the experimental group demonstrated increased motivation and enthusiasm during learning activities. The gamified nature of Educaplay made learning feel like play, which reduced anxiety and increased participation—especially among students who were previously less engaged.

According to Reiser and Dick (in Hasan, 2021), the use of multimedia in education can motivate students by sparking their curiosity and attention, thereby enhancing their willingness to learn.

Furthermore, as students saw immediate feedback from their answers in Educaplay, they were able to reflect on their understanding in real time. This instant feedback mechanism contributed to better retention and conceptual reinforcement.

In contrast, the control group—taught using conventional methods—showed lower levels of enthusiasm and participation. The traditional lecture-based approach is often less interactive and fails to cater to diverse learning styles. Students were more likely to become passive listeners, and the lack of multimedia stimulation may have contributed to their lower test scores.

While conventional methods have their place, particularly in foundational explanations and structured theory, the lack of interactivity tends to reduce student engagement. This study illustrates that blending traditional instruction with interactive media can yield significantly better outcomes.

The results of this study have several implications for teachers and educators:

- Teachers should consider incorporating technology-based tools like Educaplay to create more engaging and effective learning environments.
- School administrators may provide training and support for educators to familiarize themselves with interactive media platforms.
- Curriculum developers might integrate multimedia and game-based content as part of standard instructional strategies, especially in

creative subjects like arts and languages.

Furthermore, this study supports the idea that 21st-century learning should go beyond memorization and textbook knowledge. Students should be given opportunities to explore, interact, and create in their learning journey.

While the findings of this study are promising, several limitations must be acknowledged:

- The sample size was limited to only two classes from one school, which may affect the generalizability of the results.
- The study focused solely on post-test scores, without a pre-test comparison.
- The research period was relatively short, so long-term impacts on learning retention were not assessed.

Future studies could address these limitations by expanding the sample size, using pre- and post-tests, and exploring long-term impacts of interactive media. Comparative studies between different platforms (e.g., Educaplay vs. Wordwall or Quizizz) could also offer deeper insights.

Conclusion of Discussion

In conclusion, the use of Educaplay as an instructional medium has shown to significantly improve learning outcomes in the Cultural Arts subject among eighth-grade students at MTs Negeri 2 Sidrap. The integration of interactive, visual, and game-based learning elements helped enhance student motivation, engagement, and comprehension.

The research validates the effectiveness of technology-enhanced learning and suggests that when properly implemented, tools like Educaplay can make learning more meaningful, enjoyable, and successful. Therefore, educators are encouraged to adopt such innovations to improve the quality of education and better meet the needs of modern learners.

Conclusion

This study concludes that the use of Educaplay as an interactive learning medium has a significant and positive impact on students' learning outcomes in the Cultural Arts subject. Students in the experimental group who used Educaplay performed better than those in the control group who were taught using conventional methods. The platform's engaging features—such as quizzes, games, and multimedia content—effectively increased students' motivation, participation, and understanding of the material. These results demonstrate that interactive digital tools can enhance both the learning experience and academic achievement.

Given these findings, it is strongly recommended that teachers integrate interactive media like Educaplay into their instructional strategies. This approach not only makes learning more enjoyable but also supports the development of 21st-century skills such as creativity, critical thinking, and digital literacy. The success of Educaplay in this study suggests that similar tools could be applied effectively in other subjects and educational contexts to improve student engagement and outcomes

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