

**THE USE OF EDUCAPLAY LEARNING MEDIA IN INCREASING
MOTIVATION AND UNDERSTANDING OF ISLAMIC
RELIGIOUS EDUCATION: A QUALITATIVE
STUDY AT SDS 021 BEST AGRO
INTERNATIONAL**

Muhammad Hamdani¹, Jasiah²

Universitas Islam Negeri Palangka Raya

hamdan.pasca.2410160277@uin-palangkaraya.ac.id¹, jasiah@uin-palangkaraya.ac.id²

Abstract

The low motivation and understanding of Islamic Religious Education (PAI) material among elementary school students is caused by the use of less engaging and interactive learning media. This study aims to examine the effectiveness of Educaplay learning media in improving motivation and understanding of PAI learning in elementary schools. This study employed a descriptive qualitative approach conducted at SDS 021 BEST AGRO INTERNASIONAL from October 2025 to January 2026. Data were collected through observation, interviews, and documentation involving five fifth-grade students and the principal. The results showed that the use of Educaplay successfully enhanced learning motivation both intrinsically and extrinsically through interactive activities such as quizzes and educational games, with an average observation score of 10.2 out of 12 points. Students' understanding of PAI concepts, particularly worship and morals, also improved with an average assignment score of 82. Interviews with the principal revealed that Educaplay creates enjoyable, participatory, and digitally relevant learning experiences, although its implementation remains limited. Activity documentation shows that Educaplay integration encourages students to be more active and understand Islamic values contextually. These findings confirm that the use of educational game-based media can be a strategic alternative for PAI teachers in increasing students' interest and deepening their understanding of Islamic teachings, while enriching theoretical studies on the effectiveness of interactive media in religious learning at the elementary school level.

Keywords: Educaplay, Learning Motivation, Islamic Religious Education, Elementary School, Interactive Media



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Learning media serves as a tool to support teaching-student interaction through nonverbal and verbal elements, to convey information efficiently. It includes devices that help instructors convey content, attract attention, generate interest, and influence students' feelings.¹ In the modern era of education, educators must be creative with diverse techniques and media. Previous research has highlighted that media is an important component that influences the success of learning objectives, as well as being the answer to improving overall learning outcomes.²

One of the interactive media is games or games, popular as entertainment. In Indonesia, games are evolving, including for the educational category. Educational games stimulate thinking skills such as focus, cooperation, and problem-solving.³ In the 21st century, educational games are innovative and creative, allowing learning while having fun, boosting enthusiasm and motivation. Platforms like Educaplay offer quizzes, games, and videos, making learning fun, building interest, motivation, participation, and skills. Within the scope of elementary school, this kind of PAI learning is appropriate because PAI involves understanding Islamic values, morals, and religious teachings that require an engaging approach for children. PAI learning Islamic teachings, including the relationship between humans and the environment, requires active methods for better understanding.⁴

Based on an interview with the principal of SDS 021 Best Agro International, students' motivation in PAI is quite good with the previous media, but the use of games such as Educaplay is limited.⁵

Students' low motivation and understanding of Islamic materials are due to unattractive techniques, such as traditional media that fail to build interest and activeness.⁶ Students often lack enthusiasm to understand concepts such as morals, worship, and Islamic values, resulting in learning outcomes that are not optimal. The lack of interactive media such as games makes it difficult for students to be actively involved, motivation decreases, and limited understanding. This

¹ Abdul Kosim et al., 'Media Pembelajaran Sebagai Alat Bantu Dalam Keberhasilan Proses Belajar Mengajar', *Jurnal Hasil Kegiatan Pengabdian Masyarakat* 2, no. 1 (2024).

² Mariana and Suhendri Berutu, 'Upaya Meningkatkan Hasil Belajar Peserta Didik Pada Pembelajaran PAI Dan Budi Pekerti, Materi Menyambut Usia Baligh Melalui Model Pembelajaran Problem Based Learning', *Asesmen: Jurnal Pembelajaran Dan Riset Pendidikan* 1, no. 2 (2025): 11–21.

³ Aenullael Mukarromah and Meyyana Andriana, 'Peranan Guru Dalam Mengembangkan Media Pembelajaran', *Journal of Science and Education Research* 1, no. 1 (2022), <https://doi.org/10.62759/jser.v1i1.7>.

⁴ Kunti Dian Ayu Afiani, 'Penerapan Model Problem Based Learning Dalam Meningkatkan Hasil Belajar Siswa Kelas 2 Pada Pembelajaran Matematika Tema Lingkungan', *Proceeding Umsurabaya*, 2023.

⁵ Meirza Nanda Faradita and Ery Rahmawati, 'Pengaruh Hybrid Learning Terhadap Hasil Belajar Siswa Pada Pembelajaran Tatap Muka Terbatas', *Jurnal Ilmiah Mandala Education (JIME)* 8, no. 3 (2022), <https://doi.org/10.36312/jime.v8i3.3774/http://ejournal.mandalanursa.org/index.php/JIME>.

⁶ Fahrur Rozi and Ayunda Kristari, 'Pengembangan Media Pembelajaran Game Edukasi Berbasis Android Pada Mata Pelajaran Fisika Untuk Siswa Kelas XI Di SMAN 1 Tulungagung', *JUPI (Jurnal Ilmiah Penelitian Dan Pembelajaran Informatika)* 05 (2020).

phenomenon is reinforced by the findings of elementary schools that do not integrate Educaplay can reduce PAI learning motivation so that this finding confirms the statement that this educational children's game can change PAI more fun and effective in the digital era.⁷

Previous research has found that the exploration of the role of media and educational games increases engagement, but there is a significant gap in the application of specific platforms such as Educaplay in primary school PAI.⁸ Previous research has focused more generally on the relationship between motivation and understanding of other subjects, but there has not been much in-depth analysis of the interactive impact of Educaplay on the intrinsic motivation and understanding of Islamic concepts in elementary school children.⁹ This study has a gap to see how Educaplay as an innovation to the less interesting challenges of PAI, and provides insight into the effectiveness of digital-based religious education interactive media.¹⁰

The analysis of the use of Educaplay to increase the motivation and understanding of PAI in elementary schools. It is described in more detail as follows: (1) identifying the impact of Educaplay on increasing the motivation of PAI students; (2) how evaluation media contributes to understanding Islamic material; (3) examining the effectiveness of Educaplay innovative PAI solutions in the 21st century, focusing on interactivity and engagement.

RESEARCH METHODS

The approach used in this study is qualitative, which aims to produce an in-depth understanding that is difficult to obtain through statistical or quantitative methods. Qualitative research involves procedures to obtain descriptive data, such as verbal statements, writings, and actions of subjects observed directly. This method is also able to uncover social aspects such as group dynamics, history, institutional functions, social movements, and interactions between individuals.¹¹

Although the data can be quantified through large surveys, the analysis remains qualitative. The main goal of qualitative research is to answer research phenomena and questions through

⁷ Emy Yunita Rahma Pratiwi and Muhammad Bambang Edi Siswanto, 'Inovasi Media Pembelajaran Game Edukasi Berbasis Visual Basic Pada Mata Pelajaran Pendidikan Kewarganegaraan', *Jurnal Inovasi Teknologi Pendidikan* 7, no. 2 (2020).

⁸ Dita Ayu Lestari et al., 'Penerapan Media Pembelajaran Interaktif Educaplay Untuk Meningkatkan Keaktifan Belajar Peserta Didik Kelas V SDN Bumiayu 3 Kota Malang', *Seminar Nasional PPG UNIKAMA* 1, no. 2 (2024).

⁹ Azil Hanifa Azzahra and Gusmaneli, 'Implementasi Strategi Pembelajaran Ekspositori Dalam Pendidikan Agama Islam', *Jurnal Manajemen Dan Pendidikan Agama Islam* 3, no. 3 (2025).

¹⁰ Reni Widyastuti and Listia Sari Puspita, 'Pengembangan Media Pembelajaran Berbasis Game Edukasi Pada MatPel IPA Tematik Kebersihan Lingkungan', *Paradigma – Jurnal Informatika Dan Kompute* 22, no. 1 (2020).

¹¹ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (California: SAGE Publications, 2007).

systematic scientific procedures with a qualitative approach. This research aims to understand the phenomena experienced by subjects, such as their motivations, understanding, behaviors, and actions in the context of Islamic Religious Education (PAI) learning, which are expressed holistically and deeply in a natural setting without external intervention, using standard scientific methods. This research was carried out from October 2025 to January 2026. According to Sugiyono, the data sources in qualitative research are divided into primary and secondary.¹² The primary data source was obtained directly by the researcher, while the secondary was obtained indirectly, such as through other parties or documents. In this study, the primary data source was several 5th grade students of SDS 021 Best Agro International. Secondary data sources include PAI school principals at SDS 021 BEST Best Agro International.

According to Sidiq et al., data collection techniques are ways of obtaining information in the field to generate useful findings, new theories, and innovative discoveries.¹³ The main techniques in qualitative research include interviews, observations, and documentation. Interviews involve a structured dialogue between the interviewer and the respondent to obtain answers to specific questions. Observations are made directly at the research site, by observing and recording the conditions and behavior of the object. Documentation uses material indirect from the subject, such as official documents (e.g. decisions or instructions) or informal documents (such as memos or personal letters) that provide additional context about an event.

The data collection techniques in this study were adjusted to the indicators of PAI learning motivation and understanding, based on the concepts of Nahriyah and Rachmadiarti which were adapted to the context of religious education.¹⁴ These indicators include:

1. Intrinsic motivation: Students' enthusiasm in participating in PAI learning activities using Educaplay, such as the desire to actively participate without external coercion.
2. Extrinsic motivation: Students' interest in the reward or entertainment element in Educaplay, which encourages them to continue learning PAI material.
3. Understanding of concepts: Students' ability to explain and apply basic concepts of PAI, such as worship, morals, and Islamic values, after using Educaplay media.
4. Applicative understanding: Students' skills in connecting PAI material with daily life, such as applying Islamic values in social interaction through interactive activities on Educaplay.

The selection of subjects was carried out through *purposive sampling*, which is a sampling technique based on certain criteria relevant to the research objectives. Five 5th grade students of

¹² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2023).

¹³ sidiq Umar and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: Nata Karya, 2019).

¹⁴ Aulia Safri Nahriyah and Fida Rachmadiarti, *Pengembangan E-Book Berbasis Problem Based Learning Pada Materi Perubahan Lingkungan Untuk Melatihkan Kemampuan Berpikir Kritis Siswa Kelas X SMA*, 12, no. 2 (2023).

SDS 021 Best Agro International were selected because they represented a variation in the level of motivation and understanding based on initial observations from PAI teachers, as well as their ability to actively participate in activities using Educaplay. The inclusion criteria included students who had participated in PAI learning for at least one semester, while the exclusion criteria were students with significant physical or cognitive barriers that could affect participation.

To measure these indicators, the assessment rubric scale 1-3 is used as follows:

1. Score 1 (Low): Students show little or no signs of indicators, such as lack of enthusiasm or difficulty explaining basic concepts.
2. Score 2 (Moderate): Students show moderate indicators, such as limited enthusiasm or conceptual understanding that still needs help.
3. Score 3 (High): Students show indicators strongly and consistently, such as high enthusiasm without help or the ability to apply concepts independently.

Observations were made on 5 5th grade students of SDS 021 Best Agro International to directly observe the indicators of motivation and understanding of PAI learning during the learning process using Educaplay. Interviews were conducted with the principal to find out the application of media in PAI learning as well as the level of motivation and understanding of students based on these indicators. Documentation included the collection of learning diaries, Educaplay quiz results, and student reports to support observation and interview data.

To strengthen the validity of the data, this study used source triangulation involving students and principals, as well as triangulation techniques through a combination of observation, interviews, and documentation. This ensures that the findings are more reliable and comprehensive.

Data analysis uses the Miles and Huberman technique, which consists of the following stages:¹⁵

1. Data collection: The activity of searching for information in the field to obtain data relevant to the research problem.
2. Data reduction: A complex thought process that requires intelligence, intelligence, and deep insight, in which researchers discuss data reduction with experts for perspective expansion and focus on data that is significant for development theory.
3. Data presentation: Data is presented in the form of brief descriptions, diagrams, relationships between categories, or text narratives. In qualitative research, the presentation of general narrative texts is used.
4. Conclusion drawn/verification: Initial conclusions are temporary and subject to change if new evidence is found. Conclusions in qualitative research can answer the formulation of the problem

¹⁵ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (USA: SAGE Publications, 2013).

or develop based on field findings, as the formulation of the initial problem is flexible and can be adjusted during the research process.

RESULTS AND DISCUSSION

Motivation and Understanding of PAI Learning

Motivation and understanding of learning are crucial components in the world of education, especially for Islamic Religious Education (PAI) subjects which include understanding Islamic elements such as worship practices, ethics, and moral principles. Learning motivation includes internal and external stimuli that encourage students to actively participate, while learning understanding shows students' capacity to absorb and implement PAI material in depth.¹⁶ Intrinsic motivation comes from students' personal interest in the topic, while extrinsic motivation is influenced by incentives such as rewards or interactive elements. Comprehension includes a basic theoretical understanding of PAI as well as practical application of Islamic values in daily life. This study identifies that Educaplay media can encourage students' active participation, which ultimately increases motivation and understanding through a fun learning approach.¹⁷ However, the interaction between motivation and understanding is not fully optimal, because although intrinsic and extrinsic motivations are strong, applicative understandings are still diverse, which demands a deeper exploration of contextual aspects such as the stage of student development and the frequency of media application.¹⁸

Observational Findings

The observation findings were carried out throughout the PAI learning session using the Educaplay game-based media, where students completed interactive activities such as quick tests and challenges related to the topic of worship and ethics. The observation referred to the criteria of PAI learning motivation and comprehension, which included four main dimensions: (1) Intrinsic motivation, (2) Extrinsic motivation, (3) Contextual understanding, and (4) Application understanding. Each criterion had a maximum score of 3, so the total score per student was a maximum of 12. Below is a summary summary for 5 grade 5 students at SDS 021 Best Agro International:

1. Student 1: Total 10 points (Intrinsic motivation: 2 points, Extrinsic motivation: 3 points, Concept

¹⁶ Nur Wahida, 'Implementasi Metode Drill Terhadap Minat Belajar Peserta Didik Pada Pembelajaran Pendidikan Agama Islam Di SMA Negeri 2 Lolu Selatan Kota Palu' (Skripsi, Universitas Islam Negeri Datokarama Palu, 2024), <https://repository.uindatokarama.ac.id/id/eprint/3740/>.

¹⁷ Y Rahmawati et al., 'Pengembangan Media Pembelajaran Fisika Berbasis Game Edukasi : Analisis Bibliometrik Menggunakan Software', *Jurnal Penelitian Pembelajaran Fisika* 13, no. 2 (2022), <https://doi.org/10.26877/jp2f.v13i2.13170>.

¹⁸ Widyastuti and Puspita, 'Pengembangan Media Pembelajaran Berbasis Game Edukasi Pada MatPel IPA Tematik Kebersihan Lingkungan'.

- comprehension: 3 points, Application comprehension: 2 points).
2. Student 2: 9 points total (Intrinsic motivation: 2 points, Extrinsic motivation: 2 points, Context comprehension: 3 points, Application comprehension: 2 points).
 3. Student 3: Total 11 points (Intrinsic motivation: 3 points, Extrinsic motivation: 3 points, Concept comprehension: 3 points, Application comprehension: 2 points).
 4. Student 4: Total 10 points (Intrinsic motivation: 2 points, Extrinsic motivation: 2 points, Concept comprehension: 3 points, Application comprehension: 3 points).
 5. Students 5: Total 11 points (Intrinsic motivation: 3 points, Extrinsic motivation: 3 points, Concept comprehension: 2 points, Application comprehension: 3 points).

Based on this data, the overall average score reached 10.2, which signifies that most students displayed solid Motivation and understanding during PAI learning with Educaplay. In the Intrinsic Motivation dimension, students 1, 2, and 4 achieved 2 points, while students 3 and 5 earned a full score of 3. For Extrinsic motivation, students 1, 3, and 5 earned 3 points, while students 2 and 4 earned only 2 points. The conceptual comprehension dimension showed superior results, with students 1, 2, 3, and 4 achieving 3 points, and students 5 achieving 2 points. The application understanding varied, with students 4 and 5 achieving 3 points, while students 1, 2, and 3 earning only 2 points.

In a more in-depth analysis, this variation shows that although Educaplay manages to trigger Motivation through game features, the app's understanding remains weak due to the developmental stages of 5th graders (ages about 10-11 years) who often have difficulty connecting abstract PAI ideas to real-life scenarios without extra support. For example, student 3, who exhibits high intrinsic motivation, actively asks questions such as "how prayer can help us stay calm when emotions are high," but in observation, he was only able to partially implement ethics, for example by sharing toys with friends, without deep reflection on the long-term effects. Contextual factors such as the short duration of the session (only 45 minutes per meeting) and the sub-optimal frequency of Educaplay (only 2-3 times a week) exacerbate this problem, as students need repetition and advanced dialogue to transfer knowledge to daily practice.¹⁹

Discussion Findings

The findings of the discussion with the principal of SDS 021 Best Agro International show that the application of learning tools in the institution has been diverse, but game-based tools such as Educaplay are still rarely used. The principal said that the motivation and understanding of PAI learning by students had met several criteria, including:

¹⁹ Irma Dhitasarifa, Anna Dyah Yuliatun, and Erna Noor Savitri, 'Penerapan Model Problem Based Learning Untuk Meningkatkan Keterampilan Kolaborasi Peserta Didik Pada Materi Ekologi Di SMP Negeri 8 Semarang', *Proceeding Seminar Nasional IPA*, 2023.

1. Intrinsic motivation: Students display a spontaneous enthusiasm for PAI topics, although some are calmer due to personality variations, but in general they are able to explain the elements of worship and ethics with enthusiasm.
2. Extrinsic motivation: In learning sessions, students are driven by features such as scores or recreational elements in Educaplay, which enable them to complete tasks efficiently.
3. Understanding context: Students successfully understand the foundations of PAI, such as Islamic pillars and moral principles, through discussion interactions on the Educaplay platform.
4. Application understanding: Students are able to carry out PAI topics with daily routines, such as applying ethics in social relationships, although additional reinforcement is required.

To reinforce the validity of the qualitative study, here is a live excerpt from the discussion with the principal:

"I noticed that students became more excited when using Educaplay, they said 'Sir, this is very interesting, like playing games but learning PAI!' It made them want to join the discussion about worship without pressure."

In addition, the principal added:

"However, for its implementation, there are still difficulties. For example, students understand prayer as an obligation, but when asked how to apply patience at home, they are often confused. Maybe because they are young, they need more practice."

Research instrument Refers to the four criteria of PAI motivation and understanding according to Nahriyah and Rachmadiarti, which are applied in observation, discussion, and learning activities.²⁰ The PAI task score of 5 students showed the highest score of 95 and an average of 82, which indicates the progress of understanding after the implementation of Educaplay.²¹

Evaluation of Observational Findings

Evaluasi Temuan pengamatan menunjukkan bahwa penggunaan Educaplay berhasil memperbaiki Motivasi intrinsik dan ekstrinsik siswa, khususnya melalui kegiatan interaktif seperti tes cepat dan tantangan. Siswa dengan skor tinggi pada Motivasi intrinsik (seperti siswa 3 dan 5) lebih terlibat aktif, yang selaras dengan pandangan bahwa permainan edukasi memicu minat alami siswa untuk belajar sambil bersenang-senang.²² The weakness of this study lies in the variation of application comprehension, where students still face challenges in applying PAI grades to real situations, in contrast to the previous literature emphasis which focused more on spiral comprehension. The main cause is the cognitive stage of 5th graders who are still in the concrete

²⁰ Nahriyah and Rachmadiarti, *Pengembangan E-Book Berbasis Problem Based Learning Pada Materi Perubahan Lingkungan Untuk Melatihkan Kemampuan Berpikir Kritis Siswa Kelas X SMA*.

²¹ Sulfi Purnamasari et al., 'Bermain Bersama Pengetahuan Peserta Didik Melalui Media Pembelajaran Berbasis Game Online Word Wall', *Abdi Laksana Jurnal Pengabdian Kepada Masyarakat* 3, no. 1 (2022).

²² Abdullah Najib, Badruli Martati, and Meirza Nanda Faradita, 'Analisis Keterampilan Kolaborasi Siswa Sekolah Dasar Dengan Menggunakan Media Pembelajaran Berbasis Games Educaplay pada Pembelajaran IPAS', *Pendas : Jurnal Ilmiah Pendidikan Dasar* 09, no. 03 (2024).

phase, so they have an easier time understanding abstract concepts through games but have difficulty transferring them to practice without duplicating.²³ The limited session duration factor and Educaplay's frequency standards are not yet ideal in eco-friendly situations, as students need more meetings to build a connection between PAI theory and daily application.²⁴ As a result, educators need to include post-activity reflection to encourage application understanding, so that High motivation can be transformed into sustainable ethical action.²⁵

Evaluation of the Findings of the Discussion

An evaluation of the discussion findings stated that although a wide variety of learning tools were used, Educaplay was rarely adopted in primary schools, so this study closed the gap by describing its potential for PAI. Lestari et al. stated that Educaplay increased Motivation through fun activities, which was reflected in the findings of discussions where students were more motivated to understand the elements of PAI. However, weaknesses were detected in the app's understanding, which required more intensive reinforcement. Direct quotes from the principal, such as *"Sir, this is very interesting, like playing games but learning PAI!"* describe how Educaplay triggers extrinsic Motivation through recreation, but the statement *"there are still difficulties... when asked how to implement compliance at home, they are often confused"* reveals limitations in the app's understanding. This is due to contextual aspects such as providing life experience for elementary school-age students and the frequency of use of tools that are not routine, which makes the value of PAI applications feel far from reality. Implicitly, educational institutions need to increase the frequency of Educaplay while combining it with practical activities, such as ethical simulations, to bridge the talk.²⁶

Evaluation of Documentation Findings

Evaluation of student score documentation (average 82) shows progress in concept comprehension, which supports Dhitasarifa et al. that interactive tools help students achieve deep understanding. Visual documentation also reinforces that Educaplay supports engaging PAI

²³ Hikmah Lestari, Yessi Fitriani, and R Fuji Lestari, 'Meningkatkan Minat Belajar Bahasa Indonesia Menggunakan Media Berbasis Teknologi Educaplay Pada Siswa Kelas XI IPS SMA IT Izzuddin Palembang', *Jurnal Ilmiah Multidisiplin* 2, no. 3 (2024).

²⁴ Meirza Nanda Faradita and Anita Rachman Ainur Rofiqoh, 'Media Kotak Cahaya Untuk Meningkatkan Pemahaman Dan Hasil Belajar Ipa Pada Pembelajaran Tatap Muka Terbatas', *PROCEEDING UMSURABAYA* 1, no. 1 (2022).

²⁵ Qurrota A'yun, 'Analisis Tingkat Literasi Digital Dan Keterampilan Kolaborasi Siswa Dalam Pembelajaran IPA Kelas VII Secara Daring', *Jurnal Didaktika Pendidikan Dasar* 5, no. 1 (2021): 271–90.

²⁶ Chrismonika Ayu Wulandari, Rita Rahmaniati, and Nurul Hikmah Kartini, 'Peningkatan Keterampilan Kolaborasi Dan Hasil Belajar Dengan Menggunakan Model Pembelajaran Teams Games Tournament', *Pedagogik Jurnal Pendidikan* 16, no. 2 (2021).

learning.²⁷ However, to master the application, the task score shows variation for example, students with high scores often give examples of specific actions such as "help a fallen friend" as an ethical implementation, but students with low scores simply repeat resolutions without application. The causes include short learning durations and emotionally immature students, so its enactment is the need for a more integrated curriculum to ensure understanding is not only theoretical.

CONCLUSION

Based on the analysis of qualitative data in SDS 021 Best Agro International, the use of Educaplay learning media was proven to have a positive impact on increasing students' intrinsic and extrinsic motivation, as well as understanding the concepts and applicability of Islamic Religious Education (PAI) materials at the elementary school level, with an average observation score of 10.2 out of a maximum of 12 and an average assignment score of 82, which shows students' enthusiasm in interactive activities such as quizzes and games, as well as the ability to connect Islamic teachings with daily life; These findings provide practical guidance for PAI educators to integrate educational game platforms on a regular basis to overcome low motivation and limited understanding through play-by-play models, encourage digital training for teachers, and ensure inclusivity for diverse students; However, this study has limitations related to the small number of subjects (5 students), short duration of implementation, focus on one school, and the potential for subjectivity in triangulation, which may limit the results of generalization; Therefore, follow-up research is recommended to extend the sample to multiple schools with a blended approach, longitudinal studies for long-term evaluation, and comparative exploration with other platforms, as well as consider digital infrastructure factors for implementation desirability.

BIBLIOGRAPHY

- Afiani, Kunti Dian Ayu. 'Penerapan Model Problem Based Learning Dalam Meningkatkan Hasil Belajar Siswa Kelas 2 Pada Pembelajaran Matematika Tema Lingkungan'. *Proceeding Umsurabaya*, 2023.
- Ahwan, M Tami Rosadi, Sunarno Basuki, and Mashud. 'Meningkatkan Keterampilan Kolaborasi Siswa Melalui Aktivitas Kebugaran Jasmani Menggunakan Model Project Based Learning (PjBL) SMA Negeri 3 Banjarbaru'. *Jurnal Pendidikan Kesehatan Rekreasi* 9, no. 1 (2023). <https://doi.org/10.5281/zenodo.7592832>.
- A'yun, Qurrota. 'Analisis Tingkat Literasi Digital Dan Keterampilan Kolaborasi Siswa Dalam Pembelajaran IPA Kelas VII Secara Daring'. *Jurnal Didaktika Pendidikan Dasar* 5, no. 1 (2021).

²⁷ M Tami Rosadi Ahwan, Sunarno Basuki, and Mashud, 'Meningkatkan Keterampilan Kolaborasi Siswa Melalui Aktivitas Kebugaran Jasmani Menggunakan Model Project Based Learning (PjBL) SMA Negeri 3 Banjarbaru', *Jurnal Pendidikan Kesehatan Rekreasi* 9, no. 1 (2023), <https://doi.org/10.5281/zenodo.7592832>.

Muhammad Hamdani, Jasiah: The Use of Educaplay Learning Media in Increasing Motivation and Understanding of Islamic Religious Education: A Qualitative Study at SDS 021 Best Agro International

Azzahra, Azil Hanifa, and Gusmaneli. 'Implementasi Strategi Pembelajaran Ekspositori Dalam Pendidikan Agama Islam'. *Jurnal Manajemen Dan Pendidikan Agama Islam* 3, no. 3 (2025).

Creswell, John W. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. California: SAGE Publications, 2007.

Dhitasarifa, Irma, Anna Dyah Yuliatun, and Erna Noor Savitri. 'Penerapan Model Problem Based Learning Untuk Meningkatkan Keterampilan Kolaborasi Peserta Didik Pada Materi Ekologi Di SMP Negeri 8 Semarang'. *Proceeding Seminar Nasional IPA*, 2023.

Faradita, Meirza Nanda, and Ery Rahmawati. 'Pengaruh Hybrid Learning Terhadap Hasil Belajar Siswa Pada Pembelajaran Tatap Muka Terbatas'. *Jurnal Ilmiah Mandala Education (JIME)* 8, no. 3 (2022).
<https://doi.org/10.36312/jime.v8i3.3774/http://ejournal.mandalanursa.org/index.php/JIM>.

Faradita, Meirza Nanda, and Anita Rachman Ainur Rofiqoh. 'Media Kotak Cahaya Untuk Meningkatkan Pemahaman Dan Hasil Belajar Ipa Pada Pembelajaran Tatap Muka Terbatas'. *PROCEEDING UMSURABAYA* 1, no. 1 (2022).

Kosim, Abdul, Rizal Nurwidhia, Arbitra Achmad Fahrezi Saputra, Choirul Anwari, Firdatul Aini, Rada Fitriana, and Dila Abdatillah Ad-Afah. 'Media Pembelajaran Sebagai Alat Bantu Dalam Keberhasilan Proses Belajar Mengajar'. *Jurnal Hasil Kegiatan Pengabdian Masyarakat* 2, no. 1 (2024).

Lestari, Dita Ayu, Lilik Sri Hariani, Wiwik Lailis Naini, Kota Malang, Jawa Timur, Kota Malang, and Jawa Timur. 'Penerapan Media Pembelajaran Interaktif Educaplay Untuk Meningkatkan Keaktifan Belajar Peserta Didik Kelas V SDN Bumiayu 3 Kota Malang'. *Seminar Nasional PPG UNIKAMA* 1, no. 2 (2024).

Lestari, Hikmah, Yessi Fitriani, and R Fuji Lestari. 'Meningkatkan Minat Belajar Bahasa Indonesia Menggunakan Media Berbasis Teknologi Educaplay Pada Siswa Kelas XI IPS SMA IT Izzuddin Palembang'. *Jurnal Ilmiah Multidisiplin* 2, no. 3 (2024).

Mariana, and Suhendri Berutu. 'Upaya Meningkatkan Hasil Belajar Peserta Didik Pada Pembelajaran PAI Dan Budi Pekerti, Materi Menyambut Usia Baligh Melalui Model Pembelajaran Problem Based Learning'. *Asesmen: Jurnal Pembelajaran Dan Riset Pendidikan* 1, no. 2 (2025).

Miles, Matthew B., A. Michael Huberman, and Johnny Saldana. *Qualitative Data Analysis: A Methods Sourcebook*. USA: SAGE Publications, 2013.

Mukarromah, Aenullael, and Meyyana Andriana. 'Peranan Guru Dalam Mengembangkan Media Pembelajaran'. *Journal of Science and Education Research* 1, no. 1 (2022).
<https://doi.org/10.62759/jser.v1i1.7>.

Nahriyah, Aulia Safri, and Fida Rachmadiarti. *Pengembangan E-Book Berbasis Problem Based Learning Pada Materi Perubahan Lingkungan Untuk Melatihkan Kemampuan Berpikir Kritis Siswa Kelas X SMA*. 12, no. 2 (2023).

Najib, Abdullah, Badruli Martati, and Meirza Nanda Faradita. 'Analisis Keterampilan Kolaborasi Siswa Sekolah Dasar Dengan Menggunakan Media Pembelajaran Berbasis Games Educaplay pada Pembelajaran IPAS'. *Pendas : Jurnal Ilmiah Pendidikan Dasar* 09, no. 03 (2024).

Pratiwi, Emy Yunita Rahma, and Muhammad Bambang Edi Siswanto. 'Inovasi Media Pembelajaran Game Edukasi Berbasis Visual Basic Pada Mata Pelajaran Pendidikan Kewarganegaraan'. *Jurnal Inovasi Teknologi Pendidikan* 7, no. 2 (2020).

Muhammad Hamdani, Jasiah: The Use of Educaplay Learning Media in Increasing Motivation and Understanding of Islamic Religious Education: A Qualitative Study at SDS 021 Best Agro International

Purnamasari, Sulfi, Fika Rahmanita, Soffi Soffiatun, Wiwit Kurniawan, Fiqoh Afriliani, and Game Online. 'Bermain Bersama Pengetahuan Peserta Didik Melalui Media Pembelajaran Berbasis Game Online Word Wall'. *Abdi Laksana Jurnal Pengabdian Kepada Masyarakat* 3, no. 1 (2022).

Rahmawati, Y, M M Febriyana, Y B Bhakti, I A D Astuti, and M Suendarti. 'Pengembangan Media Pembelajaran Fisika Berbasis Game Edukasi : Analisis Bibliometrik Menggunakan Software'. *Jurnal Penelitian Pembelajaran Fisika* 13, no. 2 (2022). <https://doi.org/10.26877/jp2f.v13i2.13170>.

Rozi, Fahrur, and Ayunda Kristari. 'Pengembangan Media Pembelajaran Game Edukasi Berbasis Android Pada Mata Pelajaran Fisika Untuk Siswa Kelas XI Di SMAN 1 Tulungagung'. *JUPI (Jurnal Ilmiah Penelitian Dan Pembelajaran Informatika)* 05 (2020).

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta, 2023.

Umar, sidiq, and Moh. Miftachul Choiri. *Metode Penelitian Kualitatif Di Bidang Pendidikan*. Ponorogo: Nata Karya, 2019.

Wahida, Nur. 'Implementasi Metode Drill Terhadap Minat Belajar Peserta Didik Pada Pembelajaran Pendidikan Agama Islam Di SMA Negeri 2 Lolu Selatan Kota Palu'. Diploma, Universitas Islam Negeri Datokarama Palu, 2024. <https://repository.uindatokarama.ac.id/id/eprint/3740/>.

Widyastuti, Reni, and Listia Sari Puspita. 'Pengembangan Media Pembelajaran Berbasis Game Edukasi Pada MatPel IPA Tematik Kebersihan Lingkungan'. *Paradigma – Jurnal Informatika Dan Kompute* 22, no. 1 (2020).

Wulandari, Chrismonika Ayu, Rita Rahmaniati, and Nurul Hikmah Kartini. 'Peningkatan Keterampilan Kolaborasi Dan Hasil Belajar Dengan Menggunakan Model Pembelajaran Teams Games Tournament'. *Pedagogik Jurnal Pendidikan* 16, no. 2 (2021).