



# The Use of Interactive Learning Media of *Educaplay Games* in Increasing Students' Learning Motivation in Islamic Cultural History Subjects

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**Abstract:** *This study aims to determine the implementation of the use of the educaplay game in increasing student learning motivation at MTs Jam'iyatul Khair Ciputat. The method used in this study is qualitative with a field research approach. Data were collected through several techniques, namely observation, interviews, documentation, and questionnaire distribution. The subjects in this study included the principal, homeroom teacher, Islamic Cultural History teacher, and four students of class VIII A. The data analysis process was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study show that the implementation of interactive learning media in the form of the educaplay game in the Islamic Cultural History (SKI) subject at MTs Jam'iyatul Khair took place effectively. The implementation showed that the learning process with the help of the educaplay game ran smoothly, marked by the teacher's ability to convey the material clearly and excellent skills in operating the technology platform. Students also showed increased motivation in learning Islamic Cultural History, seen from high curiosity, enthusiasm in completing assignments, discipline in submitting assignments on time, and the results of the students' grades in the Islamic Cultural History subject met the KKM standard.*

**Keywords:** *Interactive Learning Media, Educaplay Game, Student Learning Motivation*

**Abstrak:** Penelitian ini bertujuan untuk mengetahui implementasi penggunaan *game educaplay* dalam meningkatkan motivasi belajar siswa di MTs Jam'iyatul Khair Ciputat. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan penelitian lapangan (*field research*). Data dikumpulkan melalui beberapa teknik, yaitu observasi, wawancara, dokumentasi, dan penyebaran angket. Subjek dalam penelitian ini mencakup kepala sekolah, wali kelas, guru mata pelajaran Sejarah Kebudayaan Islam, serta empat siswa kelas VIII A. Proses analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian memperlihatkan bahwa implementasi media pembelajaran interaktif berupa *game educaplay* dalam mata pelajaran Sejarah Kebudayaan Islam (SKI) di MTs Jam'iyatul Khair berlangsung secara efektif. Pelaksanaannya menunjukkan bahwa proses pembelajaran dengan bantuan *game educaplay* berjalan lancar, ditandai dengan kemampuan guru dalam menyampaikan materi yang cukup jelas serta keterampilan dalam mengoperasikan platform teknologi tersebut yang sangat baik. Siswa pun menunjukkan peningkatan motivasi dalam belajar sejarah Kebudayaan Islam, terlihat dari rasa ingin tahu yang tinggi, antusiasme dalam menyelesaikan tugas, kedisiplinan dalam mengumpulkan tugas tepat waktu, dan hasil nilai yang dicapai siswa pada mata pelajaran Sejarah Kebudayaan Islam memenuhi standar KKM.

**Kata Kunci:** *Media Pembelajaran Interaktif, Game Educaplay, Motivasi Belajar Siswa*

## 1. INTRODUCTION

The development of digital technology has had a significant impact on the world of education. In this modern era, learning no longer relies solely on lecture methods and textbooks, but also demands the involvement of technology to create an engaging, interactive, and fun learning process. Unfortunately, the education system in some schools is still not fully adapted to these changes. Monotonous learning, especially when done in the last hour, often makes students tired and lose focus. This is a real challenge, especially non-exact lessons such as Islamic Cultural History (SKI).

At MTs Jam'iyatul Khair Ciputat Timur, SKI lessons are scheduled at the last hour. This causes students to tend to be less enthusiastic, physically and mentally tired, and even look passive during the learning process. Many teachers at the school complained about the lack of attention from students during the lessons. Low motivation causes the learning process to be ineffective. In fact, in religious education such as SKI, a deep understanding is needed to form Islamic character and values in students.

One of the approaches that has been proven to be able to increase students' motivation and enthusiasm for learning is the use of game-based interactive learning media. Educaplay, as an interactive learning platform, provides a variety of educational game features that can be integrated with subject matter, including SKI. *The Educaplay game* allows teachers to create quizzes, crossword puzzles, sequence of events games, and term matching games digitally. With this approach, students are more actively involved and challenged in the learning process. This is especially relevant for lessons such as SKI which require strengthening the memory of history and important Islamic figures.

Sakdiyah and Susanti in their research proved that the use of Educaplay in learning science can improve learning outcomes while fostering students' intrinsic motivation. They concluded that the use of interactive media in learning increases students' enthusiasm for learning, especially in elementary school (Sakdiyah & Susanti, 2025). Another study by Septiana and Jauhari, using *the Froggy Jumps* media in *the Educaplay Platform* for Arabic language learning. The results show that students are not only able to master vocabulary better, but also show increased enthusiasm for learning (Septiana & Jauhari, 2025).

SKI learning basically requires understanding of history, which is often memorized. This can be an obstacle if it is conveyed conventionally. Educaplay can present historical material in an interesting and interactive format so as to reduce boredom and increase student participation, especially if it is done in the last hour. Although many studies have discussed the effectiveness of Educaplay in general learning, there are still few studies that specifically examine the implementation of this medium in the context of religious learning, especially SKI. However, research found that the use of *Smart TVs* significantly increases students' motivation to learn. Students are more interested and engaged in the learning process, especially with the use of educational apps such as *Wordwall* and interactive videos from YouTube. Most students became more motivated and enthusiastic in taking SKI lessons (Muflihah, 2024).

Taking into account the problems that occurred at Jam'iyatul Khair Junior High School and evidence from previous studies, this study will specifically examine how the use of *Educaplay* in SKI lessons can increase students' motivation to learn. Research by (Belopa & Firmansyah, 2024) also noted that interactive media is able to retain students' attention even when their physical condition is poor. This is in line with the purpose of this research, which is to find effective learning solutions in sub-ideal classroom conditions.

This research is expected to provide recommendations that are applicable to schools, especially for SKI teachers at MTs Jam'iyatul Khair, in developing digital-based learning strategies that are effective and relevant to the needs of the times. In the midst of rapid technological developments and changes in student learning patterns, the digital approach is one of the strategic solutions to improve the quality of learning. Through the results of this research, SKI teachers are expected to be able to design learning methods that not only utilize technology optimally, but also be able to generate and maintain students' learning motivation which has been the main challenge.

The use of Educaplay is in line with the principles of the Independent Curriculum which emphasizes the importance of differentiated and student-centered learning. This interactive media

provides a space for students to learn according to their respective styles, tempos, and needs, thus allowing for a more personalized and meaningful learning experience. Educaplay also supports the digital literacy dimension which is one of the main focuses in the Independent Curriculum, by encouraging students to get used to using technology productively and critically in the learning process.

Based on this presentation, the implementation of Educaplay interactive learning media is a strategic solution in increasing student learning motivation, especially in the context of SKI learning in the last hour such as what happened at MTs Jam'iyatul Khair. Therefore, it is important to conduct further research to examine its effectiveness and implementation strategy empirically.

## 2. METHODOLOGY

The method used in this study is a qualitative field research method with a descriptive analysis approach, which aims to gain an in-depth understanding of the implementation of Educaplay's game-based interactive learning media in increasing student learning motivation. This approach was chosen because it is able to comprehensively reveal how the digital media is applied in the learning process, as well as how students respond to its use. The data collection techniques included direct observation of learning activities using *Educaplay*, in-depth interviews with the principal, homeroom teacher, SKI subject teachers, and four students of grade VIII A, as well as documentation in the form of learning tools, student assignments, and their responses to the media used. Data analysis is carried out through three main stages, namely data reduction to filter important information, presentation of data in narrative form, and drawing conclusions based on patterns that emerge from observation and interview results. Through this method, the research is expected to be able to reveal the extent to which *Educaplay interactive media* can be an innovative alternative in SKI learning, as well as its contribution to increasing student learning motivation in the digital era.

## 3. RESULTS AND DISCUSSION

### 3.1 The Use of *Educaplay* Game Media in SKI Learning

MTs Jam'iyatul Khair is one of the first secondary schools based on Islamic values and has a private status located in East Ciputat in the city of South Tangerang. Standing tall on Jl. WR. Supratman No. 35, RT 002/06, Cempaka Putih, East Ciputat District, South Tangerang City. The school, which has a land area of 1,160 m<sup>2</sup>, was officially established on September 20, 1989 and is now accredited A.

According to Mrs. Istianah, as a SKI teacher at MTs Jam'iyatul Khair stated that: "I as a SKI teacher often hear complaints from children when in class, especially when there is a class with a lesson schedule at the end of the learning hour, it happens that this SKI subject is in the last hour for grade 8, I often look for various ways so that they don't feel bored when in my lessons, I tried using learning media in the form of *games*, it turned out that by using learning media children could refocus and all students could participate when using learning media".

What Mrs. Istianah said is in line with what was said (Hendra et al., 2023) in her book, that: "The occurrence of an effective and innovative classroom atmosphere does require learning media, because in this day and age there are many various kinds of learning media or *digital platforms* that provide a lot of access to learning activities, so that students can access the subject matter anytime and anywhere".

Likewise, what was conveyed by Mrs. Saenih, as the principal when asked about the importance of using media in learning: "I think it is important, because when students are carrying out learning in class, they must often feel bored, so teachers must find ways so that students in the classroom do not feel bored when receiving subject matter, namely by using learning media, students can focus on what is conveyed by the teacher, As I have seen when teachers are carrying out their supervision using various kinds of learning media, when learning begins using the media, the students are enthusiastic in participating in learning in class".

The same is true of the explanation from Mrs. Amel, as the homeroom teacher of class VIII A, said: "I as a homeroom teacher feel that learning in class is effective when the learning material is

accompanied by learning media, because when in class it is only done using the lecture method it is very boring and the children cannot fully focus on the material that has been delivered. As a teacher, I also always try to find ways to make the classroom atmosphere run effectively, I tried using learning media in the form of *platform games* and it turned out to be successful in making the classroom atmosphere active again".

In line with the results of research conducted by Nadhrah, that using learning media, especially when using educational *games* from various *platforms*, can arouse students' interest in learning when they are bored. Because there are currently many websites that offer educational *games* for free and can be accessed easily without the need to download, educators can also use them as educational learning media, one of which is *the educaplay game*, which *is an educational game* that provides a variety of *games* that can be used in the learning process (Nadhrah, 2024).

However, in the use of learning media, there must be support from schools in the form of adequate facilities and infrastructure. This was said by Mulyani in his research. "When learning in the classroom uses interactive learning media in the form of educational *games* in its implementation, it is not difficult if the school facilities are adequate, everything can be carried out effectively. *Educational games* can also be presented textually, videos and images. In the use of learning media, it can also be juxtaposed with other learning methods (Mulyani, 2023). When school facilities have been met, teachers also need to be facilitated in a series of training activities in conducting learning media. Because of the importance of the role of technology in learning, teachers also need to be aware of this. In the current era, educators are required to have expertise in this field (Cendra et al., 2022).

The use of Educaplay games in SKI learning needs to be done to increase student motivation in participating in classroom learning. Before learning, teachers make preparations first. As said by Mrs. Istianah: "Before learning starts, I get them used to checking the neatness of the class, uniforms and so on, then I prepare infocus and other cables to connect to the laptop, before starting *the games* I convey the material in the book and the delivery of the material which is sometimes delivered through *power point* and explained using the lecture method, because still SKI lessons need to be done with a fairly clear lecture and explanation method, after that I gave questions through this *educaplay game*, the children's focus was immediately diverted to the whiteboard that had been provided with *the display of the educaplay game*, they were enthusiastic about answering questions in turn, after *the games* After completion, they usually ask for more questions because this *EducaPlay game* is very interesting".

Based on the results of observations, the author sees that the implementation of SKI learning using the Educaplay game has gone well. First, the teacher prepares the equipment that will be used for learning, namely, infocus, connection cables and laptops. Because before starting learning, teachers must prepare everything so that learning hours are not disrupted. After everything is ready to be used, then the teacher conditions the classroom, such as checking the cleanliness of the uniform, the classroom environment and others.

Second, the teacher conveys the material in the book and explains using the lecture method, because in History lessons it still needs an explanation from the teacher. Students also pay full attention to the explanations delivered by the teacher. Third, after the teacher delivered the material, then the teacher began to display several questions that had been created using *the educaplay game*, students showed enthusiasm in answering the questions displayed on the board. They took turns giving answers and focused their attention on the board, so that the classroom atmosphere became active and conducive again. Each student raises his hand first before going forward to point to the answers available on the board, then the teacher presses the answer button on the laptop according to the choice designated by the student. The following is an example of the use of *the educaplay game* in SKI learning.

Picture. 1

Examples of *Educaplay Games* in SKI Materials

(Source: Image obtained from *the Educaplay platform*)

In *the educaplay game*, students are asked to answer questions related to the material that has been taught. Students will get points if they answer correctly, but if the answer is wrong, the frog character in the *game* will fall into the water. This makes *games* interesting for students, so they become more enthusiastic about participating in SKI learning. According to what was conveyed by Mrs. Istianah: "After trying this interactive learning media in the form of *the educaplay game*, participants were able to be active and interactive in class, before starting *the games* the children were enthusiastic about scrambling to show their hands to answer questions in *the games*, and in using *the educaplay game* This is also why children do not feel that they are being required to learn, so when in the implementation of Islamic Cultural History lessons, children are also not saturated".

The success of the use of learning media in the form of *educaplay games* can be seen through learning evaluation. Evaluation has an important role for educators to assess whether the learning process implemented is running effectively or not (Musarwan & Warsah, 2022). As conveyed by Mrs. Istianah: "In learning evaluation, I usually look at the grades, the values that we see are from the results of the children when they have done learning activities every day, every time after learning I use this *game* to find out if they understand the explanation of the material that I have conveyed, and I see their enthusiasm to answer questions and be active in class when using *the educaplay game* This is compared to using other media, previously I liked to review the material but those who were able to answer questions were usually only 4-5 people, when I used *the EducaPlay game* they almost all came forward to get additional value from the results of their answering questions, and were able to make them get equal scores".

The author concludes that using this *educaplay game* is able to make the classroom atmosphere active and not boring again, as well as students are encouraged to get points from the game. This is in accordance with the criteria of the *educaplay game* itself, which is to have a diversity of learning methods, interactive and participatory, as monitoring and evaluation, strengthening critical thinking skills and increasing the active participation of students in learning activities in the classroom.

### 3.2 Students' Learning Motivation in SKI Lessons Using Educaplay Game Media

Motivation is stated as the result of the interaction process between a person's attitudes, needs, and perceptions of the surrounding environment and functions as a driver of activities (Agustina et al., 2025). Another opinion states that motivation is a condition in a person that encourages the desire to do a certain activity to achieve a set goal. The motivation contained in a person is the driving force behind behavior to achieve self-fulfillment goals (Mayasari & Alimuddin, 2023).

Meanwhile, according to (Herwati et al., 2023), the motivation of each individual is different, depending on the needs of each individual in achieving achievements. Then according to (Laka et al., 2020) learning motivation includes all forms of performance from each individual that cause a person to actively learn, maintain the continuity of these activities, and provide direction for learning goals to be achieved. Learning motivation as a non-intellectual psychological aspect that plays an important role in fostering a person's enthusiasm for learning.

Learning motivation is one of the crucial factors that affect success in achieving learning goals. With learning motivation, students will feel the urge to participate in learning activities in the classroom. Educators can do various ways to foster students' motivation to learn. Using challenging learning media and strategies such as educational games can motivate students, especially if supported by interactive media that is appropriate to real situations and experiences (Magdalena et al., 2021).

From several opinions regarding motivation, the author concludes that learning motivation is internal or external support that can encourage students to act, engage, and persist in learning activities. These are key factors that determine student participation, engagement, perseverance, challenge acceptance, and learning outcomes.

Motivation plays an important role in the learning process because it can encourage the achievement of optimal learning outcomes. With motivation, students will be encouraged to achieve the best grades and have high enthusiasm in participating in learning activities in class. This motivation arises as a result of the desire, need, and drive to be actively involved in the learning process (Sholih & Prabowo, 2020).

Aspects of the learning process that affect students' learning motivation are important elements in the implementation and evaluation carried out by educators. For example, by creating and managing the classroom atmosphere optimally, educators can more easily recognize students who already have a good understanding and ability and who still need guidance.

According to (Munawir et al., 2024), the factors that affect students' learning motivation are: relevant goals, supportive environment, challenges and successes. In the school environment, the source of students' learning motivation is educators and friends. Teachers are the main source of student learning motivation which is so influential in learning activities in the classroom. If motivation for students decreases, it will affect students' learning outcomes. Therefore, teachers are encouraged to have innovation and be good at using learning media in order to foster students' enthusiasm for learning in the classroom.

As stated by Mrs. Saenih: "Increasing students' motivation to learn means that we as educators must have various ways so that they continue to be enthusiastic and not feel bored when in learning activities, one of which is by using learning media or using a variety of learning methods that are not monotonous. And being able to give appreciation either in the form of *rewards* or words that can make them excited".

The same thing was conveyed by Mrs. Istianah: "In learning activities when using this *educaplay game learning media*, it can certainly increase students' motivation to learn, when *the games* have started students are already scrambling to answer the questions that I have displayed on the board, they are enthusiastic to answer because those who answer will get additional points in my lessons, those who have not had time to answer also ask to be given questions additional so that they can answer during the evaluation session after learning, but I am often a group so that the children can be fair and all get additional scores".

Referring to the theory (Sadirman, 2004) regarding Learning Motivation. In this study, it was found that student motivation was seen when learning was applied using *educaplay game media*:

- a. Diligent in facing assignments: After receiving assignments from the teacher after listening to the material that has been submitted, all students immediately carry out the requested assignments. As Nazwa said, one of the students of class VIII A, "Yes, on time, because the more time we set aside the more time we can get other things to do, so we are not focused on just one task".

- b. Tenacious in the face of difficulties (having optimism): If there is material that is not understood, students confidently ask questions to the teacher, there is no shame. As the results of the interview with Mrs. Amelia, said, "If they are in a group, of course they look for solutions to their fellow group friends by discussing mutual aid, even if they are themselves, they still ask questions, either to teachers or friends. But in this day and age through the internet, yes, because nowadays it is sophisticated".
- c. Prefer to work independently: When working on the assignment given by the teacher after the delivery of the material, no student copies the results of his friend's work. As Mother Amelia says, "I think they have started to show independence in learning, although they still need to be guided by us from time to time. By seeing that they can do their assignments without needing much help from the teacher and trying to find answers on their own before asking the teacher, there are also those who still need encouragement or reminders to stay focused on the task given. But independence also depends on each individual, because not everyone has the same traits and characteristics".

The difference between the learning process that uses media and those that does not is obvious. This is because students tend to prefer an active classroom atmosphere, are able to create a comfortable learning environment, and can change their mindset to be more motivated in learning. "It is very motivating, because by using learning media in the form of *games*, I feel happy, I am happy if in class I have used learning media, especially in the Islamic Cultural History lesson which is in the last hour, usually we have started to get tired, but if there are games we become enthusiastic again".

A similar statement was also expressed by Idea, one of the students of class VIII A in an interview session. The delivery of subjects during the afternoon hours greatly affects the level of students' concentration in learning. The assumption that the more noon the learning time, the lower the enthusiasm of students, has proven to be relevant in today's learning conditions. Therefore, the application of learning using interactive learning media is very necessary to overcome something like this. The following is the expression of one of the students of grade VIII A Nazwa, as follows: "I am motivated, especially when studying the History of Islamic Culture, so I am not bored, because the Islamic Cultural History lesson hours are at the end of the hour, usually in class it has started to be quiet and tired, so if you use *class games*, you become active and the spirit of learning is again".

The seriousness, discipline, and responsibility of a student in undergoing the educational process are a reflection of student achievements that can be seen by teachers. According to the expression of Mrs. Amelia "Surely they show their academics, yes, the smart ones are getting better, those who previously got less grades are increasing, I think with these *games* can make their motivation to learn increase, yes it can help their abilities more than before, with material reviews, the use of games and assignments are able to give them the opportunity to show their proficiency in academics".

Grades can be a benchmark for student progress in achievement that helps students set higher goals and improve learning strategies. In doing the task they are able to do it without seeing the answer of their friends, this was conveyed by the researcher based on the findings obtained from the observation results that have been recorded in the observation sheet in the attachment with the description, as follows: "Actively participate in learning activities and focus on the task at hand"

The basic thing that can make the class more effective and comfortable. The following is the statement of Mrs. Mualifatul Istianah as a teacher of Islamic Cultural History in an interview as follows: "When before the start of the class I condition the class to be conducive, both in terms of cleanliness, uniforms and so on, then we arrange what preparations will be used when the learning takes place, when I am going to use infocus, I pay attention to the cables so that they do not be tripped over by the children when they go forward to answer questions, children are safe and harmless".

Based on the results of the interviews, the use of interactive learning media has a real impact on increasing students' learning motivation in the subject of Islamic Cultural History. The use of

interactive media such as *the educaplay game* is also able to strengthen students' enthusiasm for learning by changing the atmosphere that was originally boring to more exciting, so that students are encouraged to follow the learning process to completion.

In the application of interactive learning media such as *the educaplay game*, it has been proven to be able to significantly increase student learning motivation. This media has succeeded in creating a more interesting, fun, and challenging learning atmosphere, thereby encouraging students to be more active in following the learning process. In addition, the interactive features owned by *the educaplay game* can arouse students' curiosity and strengthen their understanding of the material presented. With the existence of interactive media, students not only become passive recipients of information, but also actively engage in learning activities, which makes them more excited and feel challenged. Therefore, the use of interactive learning media needs to continue to be developed and applied widely to improve the quality of education and help students achieve maximum learning outcomes.

#### 4. CONCLUSION

The implementation of interactive learning media in the form of *educaplay games* is considered effective in increasing students' learning motivation. This media provides various types of games that can be used in learning, so that it can create a more interesting and fun classroom atmosphere. This media can facilitate students in understanding the subject matter in a more interesting and interactive way. In addition to being useful for students, *the educaplay game* also helps teachers in conveying material more easily through questions that have been designed on the *platform*, so that the learning process becomes more varied and not monotonous. In the interactive learning process, the use of *educaplay games* can arouse students' motivation to learn. This increased motivation can be seen through students' enjoyment when using varied game content, a high level of engagement reflected in students' enthusiasm and positive attitude during learning, better focus ability in a supportive learning environment, and active participation in classroom interactions, such as discussions and question and answer sessions using *educaplay game media*.

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