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The Effect of Using Educaplay Media on English Learning Outcomes of Grade 5th Elementary School Students

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Abstract

This study aims to determine 1) the effect of using Educaplay media on the English learning outcomes (specifically vocabulary mastery) of fifth-grade students at SDN 24 Pakkanna in Wajo Regency, and 2) the perceptions of fifth-grade students at SDN 24 Pakkanna regarding the use of Educaplay media in English learning. The type of research used is a quasi-experimental design using the Nonequivalent Posttest Only Control Group Design. The population and sample in this study consisted of 40 fifth-grade students, with class V B (20 students) as the experimental class and class V A (20 students) as the control class selected through purposive sampling. The intervention in the experimental class was carried out over three treatment sessions. The data collection techniques used tests, questionnaires, and documentation with descriptive and inferential data analysis. The results of the descriptive analysis of the questionnaire showed that students' perceptions of the use of Educaplay media in English learning were in the very good (85%) and good (15%) categories. Based on the results of inferential statistical analysis, $p < 0.001$ is smaller than $\alpha = 0.05$ using an independent sample t-test, which shows that H_0 is rejected and Ha is accepted, indicating that there is a significant difference in learning outcomes between the class receiving treatment using Educaplay media and the class not receiving the same treatment. Based on the research results, it can be concluded that there is an effect of using Educaplay media on the English learning outcomes of fifth-grade students at SDN 24 Pakkanna, as well as very good perceptions from the majority of students.

Keywords: *Educaplay, learning media, learning outcomes, student perception*

Introduction

English language proficiency is one of the demands of the modern era, which has entered the era of globalization. English is the most widely used international language for communication between countries (Kamlasi, 2019). English is the language of science, with almost all literature written in English (Ummah et al., 2022). Therefore, learning and having English language skills is essential, because with it, students have a greater opportunity to compete in the era of globalization. Indonesia is one of the countries that has designated English as a subject. Based on Permendikbudristek Number 12 of 2024 Article 33, in the Merdeka Curriculum, English at the elementary school level is currently still optional according to the readiness of each educational unit. However, starting in the 2027/2028 school year, English will become a compulsory subject in elementary schools. This policy shows that the government supports English language learning as one of the important competencies that students need to master from elementary school level.

Learning English in elementary school is very important. Elementary school-aged children have a better ability to learn languages than adults (Putri, 2020). According to Lenneberg (in Putri, 2020), the critical period for language acquisition lasts until the age of 12–13 years, during which children find it easier to absorb and pronounce new vocabulary well. In addition, children who start learning English in elementary school find it easier to imitate the correct accent and intonation, enabling them to speak more naturally and confidently (Ajie et al., 2020). By introducing English in elementary school, children will have basic knowledge before continuing to higher levels of education (Triyanto & Astuti, 2021).

Even though children have a natural ability to absorb language, learning English in elementary school still has its own challenges. English is often considered a difficult subject for elementary school students. This difficulty is caused by various factors, such as differences in grammatical structure, vocabulary, and difficult pronunciation (Rachmah, 2023). In addition, students' perception of English as a foreign language makes them unfamiliar with it and more likely to use their native language in everyday life (Andika & Mardiana, 2023). Although English has been taught since elementary school, many students still find it difficult to understand and use English.

Subjects that are considered difficult and taught with ineffective learning strategies tend to make students less interested, which affects their learning outcomes. Therefore, appropriate strategies are needed to overcome these difficulties. One of them is to create a conducive learning atmosphere through classroom layout, seating arrangements, and facilitation of teaching and learning activities. A comfortable and well-organized learning environment can improve students' focus and concentration, making it easier for them to understand the material (Iskandar et al., 2024). In addition to creating a conducive environment, the application of interactive learning methods, such as group discussions, simulations, or educational games, can also encourage students to be more active in the learning

process (Mahmud, 2024). The use of appropriate learning media can also support a more engaging learning atmosphere, increase student involvement, and have a positive effect on student learning outcomes (Nurrita, 2018).

Learning media is an important aspect in supporting the success of the learning process. One type of media that is effective in creating engaging learning is interactive game-based media (Fatima et al., 2019). Students who learn with interactive game media experience an increase in English learning outcomes (Uti et al., 2021). By combining game elements, students can learn while playing. This approach not only makes the learning experience more interesting but also increases student engagement in learning new vocabulary (Merta & Sueca, 2024). Therefore, the use of game-based learning media can be an innovative solution to improve English learning outcomes.

Based on observations and interviews at SDN 24 Pakkanna, it was found that English learning outcomes for fifth-grade students were still low, with 68% of students not meeting the minimum mastery criteria (KKM). During the observation, the researcher saw that the teacher only used books as the main learning medium, which made the learning seem monotonous. As a result, students appeared to be less active and unenthusiastic in participating in the learning process. The lack of variety in the use of learning media is thought to be one of the causes of low student participation and learning outcomes.

The learning media that is suitable for the above problems is the interactive learning media Educaplay. Educaplay is a platform that provides an interactive and enjoyable learning experience through games. Various features in Educaplay, such as Froggy Jumps, Yes or No Game, Words Game, Puzzle, Map Quiz, and others, are designed to increase student engagement in learning while playing. Educaplay not only attracts students' attention but also has an impact on English learning outcomes. Research conducted by Saritama and Celi (2024) shows a significant increase in students' vocabulary mastery after using Educaplay. Similar findings were found in Zahra's (2024) research, which revealed that students who used Educaplay experienced an increase in vocabulary comprehension.

Educaplay-based activities can create a more enjoyable learning environment, which positively affects student motivation and engagement, thereby encouraging improved learning outcomes. Educaplay aligns with constructivist learning theory, which emphasizes that students construct knowledge through active experience, and motivation theory, which states that enjoyable learning activities can significantly increase student motivation. Research by Anwar and Jasiah (2025) also found that the use of Educaplay not only increased student participation but also had a direct impact on material comprehension. With its interactive and enjoyable approach, Educaplay is one of the innovative solutions for improving student learning outcomes (Agdiyah et al., 2024).

Based on previous studies on the use of interactive learning media, research that specifically focuses on the application of Educaplay in elementary schools is still very limited, particularly in SDN 24 Pakkanna, Wajo Regency. Therefore, the researchers are interested in conducting a study on the use of interactive learning media Educaplay in English language learning. This study aims to: 1) examine the effect of using Educaplay on the English learning outcomes of fifth-grade students; and 2) explore students' perceptions of using Educaplay in English learning at SDN 24 Pakkanna, Wajo Regency.

Method

This study used a quantitative approach with a quasi-experimental design (The Nonequivalent Posttest Only Control Group Design). The research was conducted at SDN 24 Pakkanna, Wajo Regency, from 26 May 2025 to 11 June 2025, involving a total sample of 40 fifth-grade students. Class V A (20 students) served as the control group, while Class V B (20 students) served as the experimental group. Both groups were considered relatively equivalent based on the results of the final summative assessment in English. To ensure the initial comparability of both groups, the final summative assessment scores for English were examined. The results are presented in Table 1.

Table 1. Final Summative Assessment Score Analysis for TP 1/LM 1 Material Scope Varsity Students

	V B	V A
Valid	20	20
Mean	63.25	65.5
Std. Deviation	15.498	14.770
Minimum	30	30

These data indicate that both classes had comparable initial English achievement and were therefore considered relatively equivalent before the treatment.

The independent variable in this study was the use of Educaplay interactive learning media, while the dependent variable was students English learning outcomes. The experimental group received instruction with the help of Educaplay, while the control group was taught using conventional methods, including the use of the standard English textbook. The treatment was administered three times, with each session lasting 6 × 35 minutes. The Educaplay activities used were Froggy Jumps, Map Quiz, and Matching Pairs, focusing on vocabulary related to "Parts of Our Body That Work Together. To minimize external variables, both groups were taught by the same teacher, received the same learning objectives and materials, and were given equal instructional time. Both classes followed their regular schedule and similar classroom conditions, ensuring that the only difference between the groups was the use of Educaplay in the experimental group.

Data collection was conducted using three instruments. First, a learning outcome test in the form of multiple-choice questions focused on vocabulary mastery. Both the learning outcome test and the student perception questionnaire were validated by two expert validators a media expert and an English subject-matter expert to ensure content accuracy and instrument feasibility. This test was validated by experts and administered as a posttest to both groups after the treatment. Second, a student perception questionnaire was given only to the experimental group to determine their responses to the use of Educaplay in English learning, including indicators of student motivation and participation when using Educaplay, ease of use of Educaplay, student understanding when using Educaplay, and ease of accessing Educaplay. Third, documentation was used to obtain data on students' initial achievements as a basis for equality between groups before the treatment. Ethical considerations were fulfilled by obtaining permission from the school principal and English teacher, along with ensuring that all students received approval from the school to participate.

The scoring technique of the instruments was carried out as follows. The learning outcome test employed multiple-choice questions analyzed using the Guttman scale, where a correct answer was scored 1 and an incorrect answer was scored 0. Meanwhile, the student perception questionnaire was constructed using a Likert scale, which consisted of both positive and negative statements. For positive statements, the scores ranged from 4 to 1, while for negative statements, the scoring was reversed (Strongly Agree = 1, Agree = 2, Disagree = 3, Strongly Disagree = 4). The total scores were then categorized and converted into percentages. The categorization was determined using quartile calculations, as shown in the following table:

Table 2. Categorization of Student Perception

Category	Score
Very Good	3rd Quartile $\leq$ x $\leq$ Maximum Score
Good	Median $\leq$ x < 3rd Quartile
Less Good	1st Quartile $\leq$ x < Median
Poor	Minimum Score $\leq$ x < 1st Quartile

The data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe the posttest results and student perceptions. Inferential analysis was performed using the Independent Sample t-test at a significance level of 0.05, preceded by normality and homogeneity tests, to determine the effect of using Educaplay on students' English learning outcomes. All inferential tests were performed using JASP 0.17.3 software to ensure the accuracy of the analysis results.

Results

The results of the study describe the objectives of the research that has been conducted, including first, to determine whether there is an effect of using Educaplay media on the English learning outcomes of fifth-grade students at SDN 24 Pakkanna, Wajo Regency. Second, to determine how fifth-grade students at SDN 24 Pakkanna, Wajo Regency, perceive the use of Educaplay media in English learning.

The research data was obtained from data collection instruments in the form of tests (multiple choice) in the form of posttests and questionnaires. Posttests were used to determine whether there was an effect of using Educaplay media on student learning outcomes, which in this study focused on the cognitive domain (C1–C4) including remembering, understanding, applying, and analyzing. The C1 domain (remembering) assessed students' ability to identify body parts from the provided images. The C2 domain (understanding) measured their ability to interpret simple words or sentences related to body parts and their functions with visual support. The C3 domain (applying) evaluated students' ability to select the correct body part based on its function in simple pictures and sentences. The C4 domain (analyzing) assessed the ability to compare the functions of two different body parts accurately.

Meanwhile, the questionnaire was used to determine how fifth-grade students at SDN 24 Pakkanna, Wajo Regency, perceived the use of Educaplay media in English learning based on several indicators, namely ease of use, motivation to learn when using Educaplay, participation when using Educaplay, ease of understanding the material, and ease of accessing Educaplay.

The sample in this study consisted of 40 students, comprising 20 fifth-grade students in class B as the experimental class and 20 fifth-grade students in class A as the control class. The instruments used were validated by two validators or experts in their fields and could be applied in the research process.

The research results obtained were analyzed using descriptive statistics and inferential statistics. Descriptive statistics were used to describe student learning outcomes and data on student perceptions of the use of Educaplay media through the distribution of questionnaires, while inferential statistics were used to test hypotheses related to the effect of using Educaplay media on student English learning outcomes. The results of this study will be discussed in detail below.

The Effect of Using Educaplay Media on the English Learning Outcomes of Fifth Grade Students at SDN 24 Pakkanna, Wajo Regency

Descriptive Statistical Analysis

Descriptive statistical analysis was conducted to provide an initial overview of the students' posttest results after the treatment was administered. The data analyzed came from the posttest scores of students in the experimental and control classes. The description of the posttest results of the experimental and control groups can be seen in the table below:

Table 3. Description of Posttest Results for Students in the Experimental and Control Groups

Descriptive Statistics	Statistical Values	
	Experimental Class	Control Class
Median	85.000	70.000
Mean	86.000	69.000
Std. Deviation	10.712	8.522
Minimum	65.000	55.000
Maximum	100.000	90.000

Based on Table 3, it can be seen that the average posttest score of students in the experimental class was 86, with a median of 85 and a standard deviation of 10.712. Meanwhile, in the control class, the average score was 69, the median was 70, and the standard deviation was 8.522. The higher mean and median scores in the experimental class indicate that students in the experimental class tended to achieve better learning outcomes than students in the control class.

The closeness between the mean and median scores in both groups indicates that the data distribution is relatively balanced. Meanwhile, the larger standard deviation in the experimental class shows greater variability in students' scores. This wider variation suggests that students in the experimental class responded to the use of Educaplay at different levels. Some students adapted quickly and benefited substantially from the interactive activities, while others required more time to adjust, resulting in a more dispersed distribution of scores. In contrast, the control class shows a more centralized distribution of scores around the mean, reflecting higher uniformity even though the average score is lower.

To provide a clearer picture of students' performance distribution after the treatment, the completeness rate based on the Minimum Mastery Criterion (KKM) was also examined. This additional information helps describe how many students in each group successfully reached the expected learning standard.

To provide a clearer picture of students' performance distribution after the treatment, the completeness rate based on the Minimum Mastery Criterion (KKM) was also examined. The results showed that in the experimental class, 19 out of 20 students (95%) met the KKM, whereas in the control class, only 12 out of 20 students (60%) passed. This difference further strengthens the descriptive indication that students in the experimental group achieved better learning outcomes after the use of Educaplay.

These descriptive findings provide an initial basis for suggesting that the use of Educaplay media has the potential to influence learning outcomes. However, to determine whether the observed differences are statistically significant and not simply due to chance, and to draw stronger conclusions about the presence or absence of an influence of Educaplay media, inferential analysis is necessary.

However, prerequisite tests, namely normality and homogeneity tests, must first be conducted to ensure that the data meet the analysis's assumptions.

Normality Test

Normality tests are used to determine whether the data in the experimental class and control class are normally distributed or not. In this study, normality tests were performed using JASP version 0.19.3.0. The Shapiro-Wilk test was used. Data can be said to be normally distributed if the probability value generated is greater than 5% or 0.05. The results of the normality tests for the experimental and control classes can be seen in the table below:

Table 4. Data from Posttest Normality Tests for Experimental and Control Classes

Data	Probability Value	Description
Experimental Class Posttest	0.128	0.128> 0.05 = Normal
Control Class Posttest	0.073	0.073> 0.05 = Normal

Based on Tabel 4, it shows that the posttest results of the experimental and control classes are normally distributed. This can be seen from the normality test results of both data sets, which obtained probability values greater than 0.05. Thus, it can be concluded that the data are normally distributed.

Homogeneity Test

A homogeneity test was conducted to determine whether the data from the experimental class and control class were homogeneous. The homogeneity test was processed using JASP version 0.19.3.0. The data from the posttest homogeneity test for the experimental and control classes can be seen in the following table:

Table 5. Data from the Posttest Homogeneity Test for the Experimental and Control Classes

Data	Probability Value	Description
Experimental Class Posttest and Control Class Posttest	0.181	0.181 > 0.05 = Homogen

Based on Table 5, it shows that the results of the posttest homogeneity test for the experimental and control classes are homogeneous. This can be seen from the results of the homogeneity test for both data sets, which obtained a probability value greater than 0.05. Thus, it can be concluded that the data are homogeneous.

Hypothesis Testing

Based on the results of the prerequisite tests that have been conducted, the data is known to be normally distributed and has a homogeneous variance. Therefore, hypothesis testing is continued using the independent sample t-test. The analysis process was carried out using JASP software version 0.19.3.0. The independent sample t-test on the posttest data of the experimental class (which used

Educaplay media) and the control class (which did not use media) aimed to determine whether there was a difference in learning outcomes between the experimental class and the control class.

The null hypothesis (H_0) in the statistical test of the study states that the average English learning outcomes of students in the experimental class are lower than or equal to those in the control class. Conversely, the alternative hypothesis (H_1) states that the average learning outcomes of students in the experimental class are higher than those in the control class. The significance level used in this test is 5% (0.05).

The test results are considered significant if the significance value (p-value) is less than 0.05 (p < 0.05). If the significance value obtained is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted. The following are the results of the Independent Sample t-test for the posttest scores of the experimental class and the control class.

Table 6. Independent sample T-Test posttest Experiment and Control

Data	Probability Value	t	df	Description
Experimental Class Posttest Control Class Posttest	< 0.001	5.554	38	< 0.001< 0.05 = signifikan

Based on Table 6, the probability value obtained is <0.001, which is smaller than 0.05. Therefore, H0 is rejected and H1 is accepted. This means that the average learning outcomes of the experimental class are higher than those of the control class.

In addition to the significance test, an effect size analysis using Cohen's d was conducted to determine the magnitude of the difference between the two groups. The mean difference between the experimental class (M = 86) and the control class (M = 69) was 17 points. Using the pooled standard deviation (SD_p = 9.68), the effect size was obtained as d = 1.76. This value indicates a very large effect size, showing that the use of Educaplay had a strong practical influence on students' English learning outcomes, not only a statistically significant one.

Thus, the results of the independent sample t-test and the effect size analysis both show that the learning outcomes of the experimental class are better than those of the control class. It can be concluded that the use of Educaplay media has a significant influence on the English learning outcomes of fifth-grade students at SDN 24 Pakkanna, Wajo Regency.

Fifth-grade students' perceptions of the use of Educaplay media in English language learning at State Elementary School 24 Pakkanna, Wajo Regency.

The questionnaire given to students consisted of 16 statements organized into four aspects and had been validated beforehand. Each aspect was calculated based on the total score of each item, then converted into a percentage. The percentage of

each indicator was then interpreted using predetermined categories.

The results of the analysis of students' perceptions of the use of Educaplay media in English language learning for fifth-grade students at SDN 24 Pakkanna, Wajo Regency, are presented in the following table:

Table 7. Students' Perceptions of the Use of Educaplay Media in English Learning for Each Indicator

Indicator	Student Perception Category							
	Very Good		Good		Not Very Good		Not Good	
	F	%	F	%	F	%	F	%
Ease of understanding how to use Educaplay	15	75%	4	20%	1	5%	0	0%
Motivation to learn using Educaplay	20	100%	0	0%	0	0%	0	0%
Participation when using Educaplay	17	85%	3	15%	0	0%	0	0%
Ease of understanding the material	18	90%	2	10%	0	0%	0	0%
Ease of accessing Educaplay	14	70%	5	25%	1	5%	0	0%

Based on the results of the analysis per indicator in Table 7, students' perceptions of the use of Educaplay media are positive. In terms of the indicator of ease of understanding how to play, most responses fell into the categories of very good and good, while relatively few responses were poor.

On the indicator of learning motivation using Educaplay, it shows that most responses fall into the "very good" category, indicating that all students feel that this media motivates students to learn.

On the indicator of participation when using Educaplay, almost all responses fall into the "very good" category, with the rest in the "good" category and no negative responses. This shows that Educaplay encourages students to actively participate in learning.

Furthermore, on the indicator of ease of understanding the material, almost all responses were in the very good category, with the rest in the good category and no negative responses. This shows that students feel that the use of Educaplay helps them to better understand the material being taught, especially in English lessons.

The last indicator, ease of accessing games, also received positive ratings, with the majority in the excellent and good categories, while only a few responses were less than satisfactory.

Table 8. Students' Perceptions of the Use of Educaplay Media in English Learning as a Whole

Student Perception Category	Distribution Frequency	Percentage
Very Good	17	85%
Good	3	15%
Not Very Good	0	0%
Not Good	0	0%

Overall, Table 8 shows that students' perceptions are in the very good (85%) and good (15%) categories, which indicates a positive response to Educaplay media for English learning.

Discussion

The Effect of Using Educaplay Media on the English Learning Outcomes of Fifth Grade Students at SDN 24 Pakkanna, Wajo Regency

Based on descriptive statistical analysis of posttest scores on student learning outcomes, there are positive indications of the treatment given to the experimental class. The experimental class, which used Educaplay media, achieved an average learning outcome of 86 with a median of 85. These figures are higher than the control class, which had an average of 69 and a median of 70. Although the standard deviation of the experimental class (10.712) was slightly larger, indicating a wider variation in scores, the high consistency between the average and median scores clearly indicates that, overall, students in the experimental class demonstrated better learning outcomes.

The difference between the two classes can also be linked to the instructional methods used. The control group relied on textbook reading and teacher explanation, which are useful for presenting information but offer limited opportunities for immediate feedback or active engagement. In contrast, Educaplay provided interactive tasks, points, and a leaderboard system that likely enhanced students' motivation and involvement during learning activities. This higher level of engagement may help explain why the experimental group achieved better posttest results than the control group

Although the descriptive analysis provides an initial indication that the use of Educaplay media has an effect on student learning outcomes, further analysis is needed to determine whether the difference is statistically significant. Therefore, inferential statistical tests were conducted to test the research hypothesis.

The effect of Educaplay media use on student learning outcomes can be determined through inferential statistical analysis, which first requires conducting prerequisite tests, namely normality and homogeneity tests. The normality test using Shapiro-Wilk showed that the posttest data of the experimental and control classes were normally distributed with probability values of 0.128 and 0.073, respectively.

The homogeneity test Levene's Test also showed homogeneous data with a value of 0.181. Because the data met the assumptions of normality and homogeneity, it was continued with a hypothesis test using an independent sample t-test. The test results showed that the significance value was <0.001, which means it was smaller than 0.05. Thus, H_0 was rejected and Ha was accepted, which indicated that the experimental class given treatment using Educaplay media had higher average learning outcomes than the control class that was not given treatment.

The use of Educaplay media in English learning has also been studied by Saritama and Celi, (2024) in their study entitled Educaplay as a tool to potentiate English vocabulary retention and learning, which found that Educaplay can help students remember and strengthen vocabulary mastery. In addition, research conducted by Zahra (2024) also showed that students who used Educaplay experienced an increase in their understanding of English vocabulary.

The positive effect of Educaplay on students' learning outcomes can be explained through simple learning principles. Educaplay presents vocabulary in a clear and interactive way, which helps reduce student confusion and makes the material easier to process. This is consistent with basic ideas in learning theory that students understand better when information is delivered in small steps and supported with visuals and immediate feedback.

Educaplay also encourages active participation, which supports deeper understanding. When students click, match, or select answers, they are not only receiving material but also directly interacting with it. This active engagement is known to help students remember vocabulary more effectively, which aligns with findings from Saritama & Celi (2024) and Zahra (2024). In addition, the games and challenges in Educaplay can increase students' motivation. When students feel more motivated, they tend to focus better and participate more actively. This increased motivation likely contributed to the higher learning outcomes achieved by the experimental group.

Thus, the difference in learning outcomes between the two groups was not caused by chance, but by the different treatments given, namely the use of Educaplay media in the experimental class. Therefore, it can be concluded that Educaplay media has an effect on the English learning outcomes of fifth-grade students at SDN 24 Pakkanna. This finding is further supported by the results of the student perception questionnaire analysis.

Fifth-grade students' perceptions of the use of Educaplay media in English language learning at State Elementary School 24 Pakkanna, Wajo Regency.

Based on the analysis of a questionnaire administered to students in the experimental class, it was found that the perceptions of fifth-grade students at SDN 24 Pakkanna regarding the use of Educaplay media in English learning were relatively positive. For the ease of understanding indicator, the majority of responses

fell into the "very good" and "good" categories, while relatively few received "poor" responses. This indicates that students found it relatively easy to understand how to play and follow instructions in Educaplay. Although some students were initially confused about how to use Educaplay, they understood after trying it once. Taylor (in Rini, 2024) stated that Educaplay's advantage is its ease of use, so it doesn't take long to explain how to operate it, and the media can be used immediately in the learning process.

On the indicator of learning motivation when using Educaplay, the results show that all student responses fall into the "very good" category, indicating that students felt more motivated to learn while using Educaplay compared to learning without media. In its implementation, the researcher provided two modes of using Educaplay. First, through a QR code. When students scanned the QR code, they were able to use Educaplay repeatedly to practice and deepen their understanding of the material they had learned. Second, through a game code. When students entered the game code, the activity could only be done once, and the results automatically appeared on the leaderboard. This leaderboard feature made students more enthusiastic and excited, as they felt proud when their names appeared there. This encouraged them to understand the material well in order to achieve satisfying results. In addition, the presence of the leaderboard created a learning atmosphere that was competitive yet enjoyable, as students were motivated to improve their ranking while continuing to review the material through the QR code.

On the indicator of participation when using Educaplay, almost all responses were in the very good category, with the remainder in the good category and no negative responses. A study by Agdiyah et al. (2024) titled The Effect of Interactive Educaplay Media on Mathematics Learning in Grade III Elementary School also found that Educaplay increased students' motivation and engagement, making the learning process more interactive and interesting.

On the indicator of ease in understanding the material, nearly all responses were in the very good category, with the rest in the good category and no negative responses. This indicates that the media was effective in helping students understand English learning materials, particularly vocabulary. According to Taylor (as cited in Rini, 2024), Educaplay has an advantage in that students do not only receive material passively, but are directly involved in the learning process. This active engagement can improve students' understanding of the material and positively impact learning outcomes.

On the indicator of ease of accessing the games, the responses were also positive, dominated by the very good and good categories, with only a few responses in the poor category. This shows that students found it easy to access Educaplay using the available digital devices. However, some students did experience initial difficulties in accessing Educaplay, although most students reported positive experiences using Educaplay, a small percentage of students reported difficulty accessing or understanding the platform. This may be due to slow devices,

unfamiliarity with digital tools, or the novelty of game-based activities. Though overall, the media could still be used effectively by most learners.

Based on the overall analysis, 85% of student responses were in the very good category, indicating a positive response. This shows that students' perceptions of using Educaplay in English learning are generally positive.

In addition to the positive findings, several critical considerations need to be addressed to provide a more balanced interpretation of the results. The improvements observed in the experimental group reflect short term learning gains following three treatment sessions; however, this study did not measure long-term retention, making it unclear whether these gains would persist over time. Moreover, the assessment in this research focused exclusively on the cognitive domain related to vocabulary comprehension. It is therefore possible that different outcomes might emerge if other English skills such as listening, speaking, or writing were evaluated. Another aspect to consider is the sustainability of student motivation. While students demonstrated high enthusiasm toward Educaplay, this motivation may partly stem from the novelty of using an interactive digital platform. Longer and more continuous implementation would be required to determine whether this motivational effect remains stable or diminishes over time.

Limitations

Although the findings of this study showed a positive effect of using Educaplay, several limitations should be considered. First, the increase in student performance may have been partially influenced by the novelty of using digital learning media. Because Educaplay was a new tool for the students, some of the improvement might reflect temporary excitement rather than a stable change in learning performance.

Second, the study was conducted in a single school and focused only on one English topic for Grade V students. Therefore, the results cannot be fully generalized to other schools, grade levels, or English competency areas. Third, the study applied only three treatment sessions, which may not be sufficient to observe long-term learning effects. A longer implementation period might produce different patterns of learning outcomes or motivation. Finally, teacher factors may also have played a role, such as the way instructions were delivered or how assistance was provided during game activities. These factors were not controlled in this study and may have contributed to the differences in student learning performance.

Practical Implications

The findings of this study offer several practical implications for classroom instruction. The results suggest that Educaplay can be integrated effectively as a support tool for reinforcing vocabulary, particularly through short and focused activities that align with specific learning objectives. When teachers combine the QR-code access mode with the game-code mode, students are able to practice both independently and during class time, which supports more flexible learning.

The implementation of Educaplay, however, requires certain resources. Students need access to their own devices and a stable internet connection, as the platform relies heavily on real-time interaction. In schools where connectivity is limited, teachers may need to prepare alternatives, such as using hotspots or allowing students to access activities in turns. Some challenges may also arise during implementation, such as differences in device performance, varying levels of digital familiarity among students, and the need for classroom management when students work individually on their screens.

Despite these challenges, the study indicates that Educaplay can be used periodically such as once per topic or on a weekly basis to build consistent learning habits and maintain students' motivation. Using it repeatedly, rather than only once, may help students become more familiar with the platform while strengthening their vocabulary learning over time.

Conclusion

Based on the results of the inferential statistical test using an independent sample t-test, H_0 was rejected. This indicates a significant effect of the use of Educaplay media on the English learning outcomes of fifth-grade students at SDN 24 Pakkanna. Students who learned using Educaplay achieved higher learning outcomes than those who learned without using the media. The results of this hypothesis test were further strengthened by the analysis of the student perception questionnaire, which showed a very positive response to the use of Educaplay.

Eighty-five percent of students responded in the "very good" category and 15% in the "good" category, with the learning motivation indicator achieving a 100% "very good" category. This confirms that the improvement in student learning outcomes is likely not solely influenced by the use of the media but is also closely related to increased student motivation and engagement in learning through Educaplay. Therefore, it can be concluded that Educaplay media has a positive effect on the English learning outcomes of fifth-grade students at SDN 24 Pakkanna.

For teachers and schools, Educaplay can be utilized as an effective tool for teaching English, with full use of available digital facilities to ensure smooth and effective implementation. For other researchers, it is recommended to explore the use of this media in other English competency areas, such as writing, speaking, or listening, and at different grade levels or with more varied features, to assess its broader impact on English learning

The limitation of this study lies in its focus on the cognitive domain of reading-viewing skills and only one grade level (Grade V), so the results cannot yet be generalized to other competencies or grade levels. Further research is needed to evaluate the impact of Educaplay media on a wider range of English learning aspects and grade levels.

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