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## The Application of Educaplay Games as a Digital-Based Tahsin Learning Medium in Elementary Schools

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### Info Artikel

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### Abstrak

Tujuan dari penelitian ini adalah untuk mempelajari bagaimana media pembelajaran berbasis game Educaplay diterapkan dalam pembelajaran tahsin di sekolah dasar. Metode penelitian dan pengembangan (R&D) model ADDIE digunakan dalam studi ini, dan melibatkan langkah-langkah seperti analisis, desain, pengembangan, penerapan, dan evaluasi. Studi ini menghasilkan media pembelajaran yang interaktif dan efektif. Hasil penelitian menunjukkan bahwa menggunakan Educaplay dapat meningkatkan minat, keaktifan, dan hasil belajar siswa, terutama dalam memahami bacaan Al-Qur'an dan materi tahsin dasar. Selain itu, guru yang menerima pelatihan dan dukungan teknis dapat menggunakan media ini dengan sukses, yang membuat pembelajaran lebih menyenangkan, interaktif, dan mendukung belajar mandiri siswa. Selain itu, penelitian ini menunjukkan bahwa media pembelajaran berbasis game memiliki kemampuan untuk mengatasi kebosanan yang disebabkan oleh pendekatan konvensional dan juga dapat meningkatkan dorongan siswa untuk belajar secara signifikan. Dampak positif pada siswa, studi ini menunjukkan bahwa guru harus siap untuk mengelola pembelajaran berbasis game, termasuk manajemen proses pembelajaran dan kemampuan teknis.

### Abstract

The purpose of this study is to study how the Educaplay game-based learning media is applied in tahsin learning in elementary schools. The ADDIE model's research and development (R&D) methods are used in this study, and involve steps such as analysis, design, development, application, and evaluation. This study produces interactive and effective learning media. The results of the study show that using Educaplay can increase students' interest, activeness, and learning outcomes, especially in understanding the recitation of the Qur'an and basic tahsin materials. Additionally, teachers who receive training and technical support can use these mediums successfully, which makes learning more fun, interactive, and supports students' independent learning. In addition, this study shows that game-based learning media has the ability to overcome boredom caused by conventional approaches and can also significantly increase students' motivation to learn. Positive impact on students, this study shows that teachers must be prepared to manage game-based learning, including learning process management and technical abilities.

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## INTRODUCTION

One of the important components of learning the Qur'an in elementary school is tahsin education, which is intended to help children recognize and correct the recitation of the Qur'an properly and correctly. However, conventional tahsin learning methods often feel monotonous and uninteresting to students, causing them to be bored and uninterested in learning. As a result, educators face the challenge of finding new ways to improve their learning outcomes. (Wardani et al., 2025) Due to the non-interactive and uninteresting method, many students face difficulties in understanding tahsin material, especially the pronunciation of hijaiyah letters. This condition leads to low learning outcomes and active participation of students during the learning process. (Zulfa Karimah, 2025)

The development of digital technology has opened many doors for interactive and fun game-based learning media. One of them is the EducaPlay platform, which is a web-based learning platform that allows teachers and students to create and play educational games that increase student engagement in the learning process. If used in tahsin learning, EducaPlay is expected to be a better alternative learning method. (Mukharomah & Astutik, 2025)

Previous studies have shown that game-based learning media such as EducaPlay can significantly increase student activeness, interest, and learning outcomes.

For example, due to its interactive and engaging nature, EducaPlay has proven to be effective in improving students' understanding of Arabic material or other subjects in elementary school. However, more research is needed to find out how well EducaPlay works for tahsin learning in primary schools. (Mulyani, 2023)(Zuhriyah et al., 2025)

Therefore, research on the use of Educaplay games as tahsin learning media in elementary schools is essential to provide an overview of performance, barriers, and solutions for the implementation of such digital learning media. This will assist schools and teachers in teaching students and students using new technologies. (Saiful Anwar & Jasiah Jasiah, 2024) This research is very important to find the root cause of the low effectiveness of tahsin learning in elementary schools with conventional methods and identify potential solutions through digital game-based learning media innovations, such as Educaplay.

Problem formulation:

- 1) How do Educaplay games help students learn tahsin in elementary school?
- 2) What are the students' learning outcomes and their encouragement to learn tahsin after using the Educaplay game as a learning tool?
- 3) How are teachers prepared to use Educaplay, a game-based learning medium?

Table

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## LITERATURE REVIEW

According to Wardani et al. (2025), the use of Educaplay Game learning media

has proven to be effective in improving students' learning outcomes and their enthusiasm for learning, which is

demonstrated by a significant increase in students' grades and active participation during the learning process. This study confirms the importance of using EducaPlay as an interactive means that can solve tahsin learning challenges that are usually monotonous and uninteresting.(Wardani et al., 2025)

Other studies have shown that Educaplay is able to increase students' interest in learning and improve their understanding of the subject matter in elementary school. This game-based digital learning method helps teachers make classrooms engaging and interactive. Thus, this method can optimally increase students' motivation to learn. Retta (2025) said that using Educaplay increases students' interest in learning because it is a medium that balances entertainment and education.(Retta et al., 2025)

In addition to being able to increase students' motivation and learning outcomes, the development of Educaplay media has also been proven to be able to improve students' ability to work with each other in elementary school. In the context of learning, this medium allows students to compete and interact with each other. It improves students' social skills and cooperation. In his research, Nada (2025) said that game-based education methods such as Educaplay are effective in improving Arabic and tahsin language skills with high media validity.(Zuhriyah et al., 2025)

In addition, this literature research emphasizes that teacher readiness and the availability of technological tools are very important to implement digital learning media. Anwar (2025) highlights that Educaplay media has great potential, but its success depends on teachers who understand how to use the media and the readiness of students to use it. This is very important so that game-based tahsin learning can succeed in accordance with the formulation of the

research problem and produce optimal results.(Saiful Anwar & Jasiah Jasiah, 2024)

## RESEARCH METHODS

The study uses research and development (R&D) methods with the ADDIE development model, which consists of five main stages: analysis, design, development, application, and evaluation. This method was chosen because it is suitable for creating digital learning media and testing its performance in a systematic and structured manner. At the analysis stage, the researcher analyzed students' needs for tahsin learning in elementary school and their characteristics as the main users of Educaplay media. While the design and development stage concentrates on the design and creation of Educaplay-based educational media, the implementation phase involves testing the use of media on students. Finally, the evaluation stage collects data through questionnaires and observations to evaluate students' motivation and learning outcomes after using the media. This method emphasizes product validation by experts and direct response from teachers and students as users, so that the results of the research can be scientifically accounted for.

## RESULTS AND DISCUSSION

### Research Results

The results of the study show that using the Educaplay game as a tahsin learning medium in elementary school can increase students' interest and focus in learning.(Retta et al., 2025) For first-graders, who are just adjusting to learning activities and often have limited time, the use of these game-based media can help them focus more while studying.(El Faisal, 2025)

In addition, the use of digital media such as Educaplay helps shift these habits in a more educational direction because most students at home are used to using gadgets (cellphones) to play games or watch movies.

Students are more motivated to learn but not overwhelmed due to the attractive displays, interactive sounds, and challenging but fun game systems.

First-graders can learn the hijaiyah letters, the name of harakat, and the form of harakat in a more interesting way through tahsin activities. Students learn as they play through game features, such as matching letters, choosing the right answers, or completing missing letters. This improves their understanding of basic tahsin material as well as improves their motor coordination, precision, and focus.

Observations during the learning process show that students become much more active in participating in tahsin learning activities when using the Educaplay game as a learning medium. Interaction between teachers and students takes place more intensively, dynamically, and funly, creating a lively and conducive learning atmosphere.(Collins et al., 2021)

At the beginning of the activity, the teacher teaches how to play games through a laptop screen connected to a projector or without a projector, so that all students can see the steps clearly. Students then try to play the Educaplay game in turn. Waiting for their turn to participate, they lined up neatly in one line back.

Despite the queue process, the class has been divided into three small groups with one tahsin and tahfidz teacher guiding each. This allows each group to have enough time to play and learn without waiting too long. Students can also do a "second round" of trying out the game again after the first turn with this learning system. This is especially beneficial for students who want to improve or improve their existing results. This encourages intrinsic motivation and student independence. They seem to want to try again and improve the answers, especially when they learn the hijaiyah letters, the names of

harakat, and the forms of harakat, which are the main topics of tahsin lessons in the first grade.

Educaplay games not only make learning more engaging, but they also help students learn in a fun, effective, and collaborative way while instilling the values of patience, discipline, and cooperation.

The results of each score or value generated from the Educaplay game show that students understand the tahsin material better after using the medium. Data from the game shows that most students improve their grades compared to their results before using the Educaplay game.(Sepriyanti et al., 2024)

Because students are directly involved in the learning process through fun and challenging activities, this approach is very effective in increasing students' interest and absorption. Game-based learning as a learning medium is able to overcome boredom and boredom that often occur in traditional approaches. This makes students more focused and encourages them to continue learning tahsin.(Mubarokah, 2020)

According to Prensky (2001), the use of digital media in learning can increase student engagement and focus because the media is in accordance with the learning style of the digital generation. The digital generation is more responsive and likes learning methods that combine entertainment and interactivity due to the abundance of interactive media and evolving technologies. (Yani & Siwi, 2020)

The results of interviews with teachers show that using Educaplay as a digital learning tool helps tahsin learning in the classroom. The teacher said that the use of this media helps convey material that has been considered difficult for students to understand. This is especially true for the introduction of the form of harakat and hijaiyah letters as well as the application of basic tajweed rules to read correctly.

With Educaplay's interactive feature, teachers don't have to explain the material over and over again like conventional methods. With this feature, students can learn independently through game activities that automatically provide feedback on their answers. Thus, the learning process becomes more effective, interesting, and meaningful.

Teachers also say that the use of this media helps save learning time, increase student engagement, and make the classroom atmosphere more lively. Students appear more enthusiastic, actively ask questions, and are excited during each game session. As a result, teachers feel more comfortable with their teaching load because students learn with motivation that grows from within themselves.

Dharmawan (2021) explained that the use of technology-based learning media is very helpful for teachers in conveying abstract material to be more concrete and easy to understand for elementary school students. Digital media allows material to be delivered visually and interactively, which makes difficult concepts easier to understand. Therefore, resources like Educaplay not only serve as a learning aid, not only that, but also serve as a tool to improve the efficiency and effectiveness of learning, especially in tahsin learning in elementary elementary grades. This is seen in research that looks at how technology-based learning media can be used in complex and interactive learning contexts where they can create an innovative, engaging, and responsive learning environment to the needs of students. (Dian Puspita Sari, 2025)(Hastuti et al., 2024)

The use of a variety of digital activities, such as multiple-choice quizzes, matching hijaiyah letters, completing harakat, and interactive audio games that allow students to learn through visual and auditory experiences simultaneously, are examples of variations of learning documentation on how

Educaplay media has the ability to present tahsin material in a variety of engaging and interactive formats for elementary school students.



With the right training and mentoring, teachers can use Educaplay as a game-based learning medium well.(Hasanah et al., 2024) Teachers can use the Educaplay platform smoothly and apply it in tahsin learning through training that teaches its features. In addition, an open attitude towards digital innovation supports teachers' readiness, this allows them to create interactive, fun learning and increase students' interest. This training and mentoring has been proven to improve teachers' ability to use Educaplay effectively, which means learning goes well and can increase students' interest. (Yahya & Salam, 2024)(Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, 2020)

In addition to having technical skills, teachers must also know how to manage game-based learning to improve student engagement and learning outcomes.(Journal et al., 2024) Studies show that using Educaplay in learning activates students, making them more focused and engaged in the learning process. It also helps teachers overcome conventional learning methods that are often boring or monotonous. Teachers can make learning tahsin more interesting and effective with interactive learning tools such as Educaplay. It accelerates the understanding and mastery of the material. Therefore, to support the use of Educaplay as a digital

media for tahsin learning in elementary schools, teachers must be ready with technical skills and digital learning management.(Putri & Jasiah, 2025)(Sepriyanti et al., 2024)

## SARAN

To maximize the benefits of game-based learning media such as Educaplay, teachers must continue to learn about techniques and how to manage digital learning, this will make learning more interactive and engaging, and can improve student motivation and learning outcomes.

Teachers must pay more attention to the simplicity of appearance, clarity of instruction, and emotional involvement of students for learning at the elementary level in grade 1. This is important because children at elementary school age are still in the stage of concrete cognitive development and a relatively short concentration range. Therefore, learning content should be tailored to the student's ability level and provided with simple language and attractive images, colors, and sounds to make them easy to understand and make students happy to learn.

The researchers then looked at the impact on students' cognitive development and character in the long term. In addition, research can investigate how game learning media can be combined with more inventive pedagogical methods. To improve access and quality of game-based learning in schools, especially at the elementary education level, education policy makers must support the provision of adequate technological infrastructure and digital literacy training programs for teachers.

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