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Improving Learning Activeness Through Educaplay Learning Media In Class VA Student's Madrasah Ibtidaiyah Al-Falah Pasir Putih Bungo Dani District Kabupaten Bungo

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Abstract

This study aims to improve student learning activity through the use of Educaplay learning media in Pancasila Education subjects in class VA Al-Falah Pasir Putih Madrasah Ibtidaiyah, Bungo Dani District, Bungo Regency. This study uses the Classroom Action Research (CAR) approach Kemmis and McTaggart model which is implemented in two cycles, with each cycle consisting of planning, action implementation, observation, and reflection. The research subjects were 24 students consisting of 12 male students and 12 female students. Data were collected through observation, interviews, and documentation, then analyzed qualitatively and quantitatively using the percentage of learning activity. The results of the study indicate that the use of Educaplay media is able to increase student learning activity gradually in each cycle. The average percentage of learning activity increased from 17.02% in the pre-cycle stage to 23.03% in the first meeting of cycle I, 40.89% in the second meeting of cycle I, 69.28% in the first meeting of cycle II, and reached 82.55% in the second meeting of cycle II with a good category. This increase can be seen from the increasing involvement of students in doing assignments, asking questions, discussing, searching for information, solving problems, and applying the information they learned during the lesson. Thus, Educaplay learning media has been proven effective in increasing student learning activity in Pancasila Education and creating more interactive, enjoyable, and student-centered learning.

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Keywords: Educaplay, Learning Activeness, Pancasila Education, Classroom Action Research.

INTRODUCTION

Education is a vital foundation for human life. Without education, humans will struggle to develop themselves and achieve their goals. Through education, human potential will grow and develop into individuals with organized thought patterns, which are manifested in positive attitudes and behaviors. Education can guide humans from ignorance to knowledge, from bad behavior to good behavior (Suarningsih et al., 2024).

In the context of Indonesian education, one of the subjects that plays a crucial role in shaping students' character is Pancasila Education. Pancasila Education is an effort to instill the values of Pancasila as a guideline in social, national, and state life. Pancasila and Citizenship Education (PPKn) teaches the values of democracy and citizenship, which are applied within the family, community, and school environment (Sulaiman, 2015). This education aims to shape citizens who are intelligent, have character, are ethical, and have moral and social responsibility (Huda et al., 2025). Through PPKn, students are developed into noble, intelligent, active, and responsible citizens, who possess knowledge, attitudes, and skills based on the values of Pancasila and democracy (Anugrah & Rahmat, 2024).

However, the success of conveying these values depends heavily on the quality of the learning process in schools, which plays a crucial role in shaping students' academic quality and character. One of the challenges teachers face is creating interactive learning and encouraging active student engagement (Ujang Ruslandi et al., 2025). Active learning is the physical, mental, and emotional involvement of students in the learning process, which can be observed through their participation in asking questions, answering questions, discussing, and completing assignments to optimally achieve learning objectives (Ramadhoni & Mashud, 2025). Student active learning is crucial because students are directly involved in the learning process, not just receiving information (Jawak et al., 2025). Active learning is important because it plays a role in shaping understanding, improving the quality of education, and fostering student enthusiasm during learning (Ramadhoni & Mashud, 2025). Active learning itself is achieved through an action that results in changes in a person's function (Abrori & Sumadi, 2023). In short, when students are directly involved in learning activities, such as discussing, listening, asking questions, and practicing, they understand the material more easily, become more enthusiastic, and are more focused on learning (Ramadhoni & Mashud, 2025).

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However, this ideal condition is not always found in the field. Based on observations conducted by researchers at the Al-Falah Pasir Putih Madrasah Ibtidaiyah, Bungo Dani District, Bungo Regency, on June 4, 2026, and confirmed by follow-up interviews with class teachers, it was found that the level of student learning activity was still relatively low. Most students had not shown optimal involvement in learning activities. This was evident during the learning process, namely that only a few students paid attention and actively asked questions when they had difficulty understanding the tasks given by the teacher, while several other students simply waited for direction from their peers during the learning process or during group discussions. Furthermore, when the teacher asked questions or issues related to the learning material, only a few students appeared to actively express their opinions, while others remained silent without providing appropriate responses. This condition resulted in student learning outcomes not reaching the expected standards.

One cause of low student engagement is the use of learning methods that do not directly involve students (Raudah et al., 2024). During teaching and learning activities, media is one of the factors that influence the achievement of predetermined learning objectives (Najib et al., 2024). The use of interactive media can make students more active in class, such as asking questions, discussing, and engaging in the learning process (Raudah et al., 2024). To overcome this problem, innovation in learning is needed so that students are more active and the objectives of PPKn learning can be achieved properly. One alternative that is considered appropriate to overcome this problem is the use of Educaplay learning media.

Educaplay Learning Media is an online learning platform that provides various interactive activities such as quizzes, games, and videos. Educaplay media is an educational game platform that allows teachers to create and access multimedia activities (Najib et al., 2024). Specifically, this study utilized three features of Educaplay, namely: (1) the interactive quiz feature, which requires students to answer questions individually and receive immediate feedback; (2) the matching game feature, which challenges students to connect concepts related to norms in everyday life with examples; and (3) the crossword puzzle feature, which encourages students to remember and apply the norm terminology they have learned. These three features are relevant to the material on Norms in Everyday Life because the material contains many concepts, examples, and classifications of norms that are easier to understand when students actively practice and interact directly with the material rather than just passively listening to explanations. In addition to these features, Educaplay also has various capabilities that enable teachers to create learning experiences that are not only fun but also effective. Through Educaplay learning media,

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students can be actively involved in learning, gain a deeper understanding of the material, and strengthen critical thinking skills (Saiful Anwar & Jasiah Jasiah, 2025).

Previous research has provided evidence for this. A study by Puspitasari and Sesanti entitled "Implementation of Educaplay Assisted Learning Media to increase the activeness of fourth grade students in the Indonesian Language subject at SDN Pisang candi 1 Malang" explains that the use of Educaplay media significantly encourages increased student activity in the learning process carried out in two cycles (Puspitasari & Sesanti, 2024). In addition, research conducted by Syahiroh in a thesis entitled "The Effectiveness of Using Educaplay Game Learning Media in Improving Islamic Education Learning Outcomes in Class X Students in MAN Magetan" states that the use of Educaplay game learning media is effective in improving student learning outcomes (Syahiroh, 2026). However, research on the use of Educaplay media to improve the learning activity of class VA students at Al-Falah Pasir Putih Madrasah Ibtidaiyah has never been conducted before.

Based on the description, this study aims to improve the learning activity of class VA students at Al-Falah Pasir Putih Madrasah Ibtidaiyah in the Pancasila Education subject through the application of Educaplay learning media. The scope of this study is limited to: (1) the subject of class VA students, because this class was found to have the lowest level of learning activity based on initial observations; (2) the material Norms in Daily Life, because this material contains many contextual examples that can be practiced through interactive activities in Educaplay; and (3) measuring learning activity based on eight indicators according to Sudjana, namely Participating in carrying out learning tasks, being involved in problem solving, asking friends or teachers, seeking information, conducting group discussions, assessing one's own abilities, practicing problem solving, and applying the information obtained (Ula & Jamilah, 2023). By using Educaplay media, students are expected to be more active in asking questions, discussing, and solving problems in the learning process.

METHODOLOGY

This study uses a Classroom Action Research (CAR) approach because it aims to improve the learning process while increasing student learning activity through the application of Educaplay learning media in Pancasila Education subjects. Classroom Action Research (CAR) was chosen because it provides teachers with the opportunity to systematically implement corrective actions based on real-life problems encountered in the classroom. According to Machali, Classroom Action Research (CAR) is a reflective study conducted by teachers to improve the

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quality of learning through a series of actions that are planned, implemented, observed, and reflected upon repeatedly over several cycles (Machali, 2022). The CAR model applied refers to the Kemmis and Taggart model.

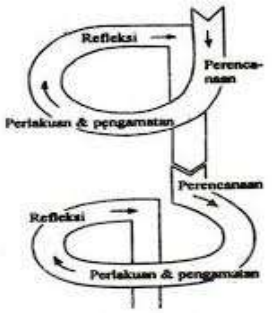


Figure 1. PTK Cycle According to Kemmist & Taggart

The Kemmis and McTaggart model was chosen because it has systematic stages and provides researchers with the opportunity to continuously improve learning based on reflection results in each cycle. According to Wijayanto, the Kemmis and McTaggart model consists of four main stages: planning, acting, observing, and reflecting, which are repeated until the research success indicators are achieved (Wijayanto et al., 2022).

The planning stage begins with identifying learning problems through initial observations, followed by developing teaching modules, learning tools, Educaplay media, learning activity observation sheets, interview guidelines, and documentation needed during the research. Next, in the implementation stage, teachers implement Pancasila Education learning using Educaplay media according to the prepared learning scenario. In the observation stage, researchers jointly observe teacher and student learning activities using the prepared observation sheets. The final stage is reflection, which involves analyzing all the results of the actions to identify strengths, weaknesses, and obstacles encountered during the learning process, thus providing a basis for developing improvements in the next cycle. These stages form a spiral cycle that continues until the research objectives are achieved (Safitri et al., 2022).

This research was conducted at the Al-Falah Pasir Putih Madrasah Ibtidaiyah in Bungo Dani District, Bungo Regency. The subjects were 24 grade 6 students, consisting of 12 boys and 12 girls. The research was conducted in two cycles, each consisting of two meetings. The implementation of the next cycle was based on the reflection results from the previous cycle until the research success indicators were achieved.

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Data collection techniques in this study included observation, interviews, and documentation. Observations were used to obtain data on the level of student learning engagement during the learning process using Educaplay. Interviews were conducted with class teachers to obtain information on the initial learning conditions and obstacles encountered in increasing student engagement. Documentation was used as supporting data in the form of photographs of learning activities, learning materials, and other documents related to the research implementation.

The main research instrument is in the form of an observation sheet of student learning activity which is compiled based on learning activity indicators according to Sudjana.(1) participate in carrying out learning tasks, (2) get involved in problem solving, (3) ask friends or teachers, (4) look for information, (5) have group discussions, (6) assess one's own abilities, (7) practice solving problems, and (8) apply the information obtained.(Ula & Jamilah, 2023).

The research data was analyzed using qualitative and quantitative analysis. Qualitative analysis was conducted through data reduction, data presentation, and drawing conclusions based on observations, interviews, and documentation. Meanwhile, quantitative analysis was conducted by calculating the percentage of student learning activity using the following formula:

$$Persentase = \frac{Skor\ yang\ diperoleh}{Skor\ maksimal} \times 100\%$$

The calculation results are then categorized according to the following criteria:

Table 1. Research Result Criteria

Value Range	Criteria
0% ≤ NR ≤ 60%	Very less
60% ≤ NR ≤ 70%	Not enough
70% ≤ NR ≤ 80%	Enough
80% ≤ NR ≤ 90%	Good
90% ≤ NR ≤ 100%	Very good

This research is declared successful if the average learning activity of class VA students of Madrasah Ibtidiyah Al-Falah Pasir Putih in the Pancasila Education subject on the material of Daily Life Norms reaches ≥75% or is in the sufficient category, so that the activity does not need to be

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continued in the next cycle.

RESULTS AND DISCUSSION

A. Results

Before implementing the action, the researcher first conducted an initial observation (pre-cycle) to determine the learning activity conditions of class VA students at Madrasah Ibtidaiyah Al-Falah Pasir Putih in the Pancasila Education subject. Learning activities still use conventional learning methods, where students are given little opportunity to interact, ask questions, or develop critical thinking, which has an impact on student learning activity which is still very low. To overcome this problem, game-based learning was implemented using Educaplay media. This research was designed in a minimum of two cycles with the aim of increasing student learning engagement. Each cycle includes planning, implementation, observation, and reflection. At the end of each meeting, the teacher and researcher conducted a reflection to evaluate the learning process and student learning outcomes.

Table 2. Results of Observations on Student Learning Activity in the Pre-Cycle

No	Description	Results
1	Number of students	24 students
2	Number of indicators observed	6 indicators
3	Average percentage of learning activity	17.02%
	Category	Very less

Source: Pre-cycle observation results, June 4, 2026.

Referring to the data in Table 2, student learning activity in the pre-cycle stage shows that the level of student engagement in the learning process is still in the very low category. Of the total of 24 students, only 4 students, or 17.02%, showed learning activity according to the observed indicators, while the majority of students, namely 20 students or 83%, did not show active involvement in learning activities. This finding indicates a significant gap between the actual condition of student learning activity and the expected learning targets. This condition reflects that the learning process that occurs in the pre-cycle stage has not been able to encourage optimal student engagement, both physically, mentally, and emotionally.

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Cycle I
Meeting I



Figure 2. The teacher explains how to play Educaplay media.

Student learning outcomes in cycle I, meeting I, showed initial achievements reflecting the impact of implementing Educaplay learning media. This improvement is the initial result of implementing educational game-based learning media designed to increase student engagement in the Pancasila Education learning process. Learning in Cycle I, Meeting I, was carried out according to the stages outlined in the teaching module, ensuring that each learning activity took place systematically. At this stage, the teacher integrated Educaplay media as the main medium to encourage students to be more active in answering questions, discussing, and participating in learning activities.

Table 3. Results of Observations on Student Learning Activity in Cycle I, Meeting I

No	Description	Results
1	Number of students	24 students
2	Average learning activity	23.03%
	Category	Very less

Source: Observation results of Meeting I Cycle I, July 16, 2026.

Referring to the table, the average student learning activity in cycle I The first meeting reached 23.03%, still in the very low category. Although this is an improvement compared to the pre-cycle conditions, these results indicate that the implementation of actions in the first meeting has not produced optimal results. Observations show that many students are still unable to answer questions or challenges presented through the Educaplay media according to the specified

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time. Most students still do not dare to ask the teacher or peers when they do not understand the learning material presented. This situation indicates the need for several improvements in the next meeting. The teacher will provide a clearer explanation of the steps for using the Educaplay media before the activity begins, provide motivation and encouragement to students to be more confident in asking questions and expressing opinions, and manage the time on the quiz displayed using the Educaplay media during the learning process so that the learning process using the Educaplay media is realized more effectively so that students have sufficient opportunities to understand the material and complete each challenge given.

Meeting II

The second meeting of Cycle I followed up on the reflections from the previous meeting, while still integrating Educaplay as the primary learning tool. Improvements made at this meeting focused on motivating students to participate more actively in the learning process, providing clearer explanations on how to use Educaplay, guiding students in answering questions or challenges, and managing learning time more effectively. These improvements are expected to increase student learning engagement compared to the previous meeting.

Table 4. Results of Observations of Student Learning Activity in Cycle I Meeting 2

No	Description	Results
1	Number of students	24 students
2	Average learning activity	40.89%
	Category	Very less

Source: Observation results of the 2nd Cycle I Meeting, July 21, 2026.

Referring to the table above, the average student learning activity in the second meeting of Cycle I reached 40.89%, still in the very low category. However, this result shows an improvement compared to Cycle I Meeting I which reached an average of 23.03%. Some students have begun to show courage in answering questions and participating in learning activities through the Educaplay media. However, there are still several obstacles, such as some students still tend to wait for answers from friends or immediately guess the answers to quizzes presented by Educaplay without first understanding the content of the questions. During the discussion, only a few students actively expressed their opinions, while others remained silent due to a lack of confidence in conveying their ideas. This condition indicates the need for improvement in the next

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cycle by optimizing the use of Educaplay media, providing clearer directions for each activity so that students do not only guess the answers, but are able to understand the material and complete each challenge independently.

Cycle II

Meeting I



Figure 3. Learning Activities Using Educaplay Media

The implementation of learning in cycle II, meeting I, was carried out as a follow-up to the results of reflection in Cycle I while still implementing the Educaplay learning media based on educational games. At this meeting, the researcher made several improvements, such as providing ice breakers at the beginning of the lesson to attract students' attention, providing a more focused explanation of the steps for using Educaplay media, and providing motivation so that students were more confident in answering questions and expressing opinions. Through these improvements, students appeared more enthusiastic and more active and participated in learning activities. The following are the results of observations of student learning activity at Meeting I, Cycle II.

Table 5. Results of observations of student learning activity in cycle I meeting II

No	Description	Results
1	Number of students	24 students
2	Average learning activity	69.28%
3	Category	Not enough

Source: Results of observations of Cycle II, Meeting I, July 23, 2026.

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Referring to the data in the table above, the achievement of student learning activity in the Pancasila Education subject in the first meeting of Cycle II showed a significant increase compared to the previous stage. The average student learning activity reached 69.28%, still in the low category. These results indicate that the implementation of Educaplay learning media, coupled with improved learning strategies, has begun to have a positive impact on student activity in the learning process. However, there are still obstacles that prevent student learning activity from reaching the expected target. Some students still ask for help from teachers or peers without first trying to answer questions independently. Furthermore, they do not use the material that has been studied as a reference when answering questions, resulting in many inaccurate answers. During the discussion, some students began to express their opinions, but others tended to be passive and lacked the confidence to express ideas or ask questions when facing difficulties. This condition indicates the need for improvement in the next meeting by optimizing the use of Educaplay media, providing more structured directions and challenges that encourage students to think critically. It is hoped that student learning activity in Meeting 2 of Cycle II can increase and reach the good category.

Meeting II

The implementation of learning in Cycle II, the second meeting, was a follow-up to the results of the reflection in the previous meeting while still applying the Educaplay learning media based on educational games. At this stage, the researcher gave rewards in the form of snacks to students who answered questions correctly and actively participated in learning activities to increase student motivation, self-confidence, and engagement during the learning process. In addition, the teacher provided more structured guidance on the use of Educaplay media, so that students could focus more on understanding the material and completing each challenge. The results of observations of student learning activity in Cycle II, Meeting 2, are presented below.

Table 6. Results of observations of student learning activity in cycle II, meeting II

No	Description	Results
1	Number of students	24 students
2	Average learning activity	82.55%
3	Category	Good

Source: Observation results of the 2nd Cycle II Meeting, July 27, 2026.

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From the table presented, the average student learning activity in Cycle II, the second meeting, showed a completion rate of 82.55%, which is categorized as good. The observation results also showed a very significant increase compared to the previous period, where most students were able to actively participate in learning activities, dared to ask questions to the teacher and friends, actively discussed in groups, and were able to apply the information obtained in solving problems in the Educaplay media. The increase in student learning activity can be seen in the following table:

Table 7. Summary of Increasing Student Learning Activity in All Stages of Research

NO	Research Stages	Average Learning Activity	Increase (%)	Category
1	Pre-cycle	17.02%	–	Very less
2	Cycle I Meeting I	23.03%	+6.01%	Very less
3	Cycle I Meeting II	40.89%	+17.86%	Very less
4	Cycle II Meeting I	69.28%	+28.39%	Not enough
5	Cycle II Meeting II	82.55%	+13.27%	Good

Thus, it can be concluded that the use of Educaplay media was effective in significantly increasing student learning engagement. Therefore, this research was declared successful and was not continued to the next cycle.

B. Discussion

The results of the study showed that the application of Educaplay learning media was able to increase the learning activity of class VA students of Madrasah Ibtidaiyah Al-Falah Pasir Putih gradually and significantly in the Pancasila Education subject. The increase in learning activity was seen consistently starting from the pre-cycle stage of 17.02%, then increased to 23.03% in the first meeting of Cycle I, 40.89% in the second meeting of Cycle I, 69.28% in the first meeting of Cycle II, until reaching 82.55% in the second meeting of Cycle II. This increase shows that the use of Educaplay media is able to create more interesting, interactive, and student-centered learning, thus encouraging active student involvement during the learning process.

1. Pre-Cycle Condition Analysis

The low level of student learning activity in the pre-cycle stage indicates that the learning process carried out before the action has not been able to optimally engage students. Learning is still dominated by conventional methods so that students tend to be passive, less courageous in

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asking questions, less active in discussions, and only wait for directions from teachers and friends. This condition has an impact on low student participation in Pancasila Education learning. The findings of this study are in accordance with the statement of Raudah et al. that learning methods that do not directly involve students are one of the factors causing low student learning activity (Raudah et al., 2024). In addition, Najib et al. stated that the use of learning media is an important factor in helping to achieve learning objectives because it can create a more interesting and meaningful learning process (Najib et al., 2024).

2. Educaplay's Pedagogical Mechanism in Increasing Learning Activity

The increased learning engagement through Educaplay can be explained through several cognitive and psychological mechanisms. First, from a cognitive perspective, Educaplay provides immediate feedback on every answer submitted by students. This immediate feedback mechanism helps students quickly recognize their errors and correct their understanding, which, according to behaviorist learning theory, strengthens the stimulus-response relationship and accelerates the learning process. Second, the game elements in Educaplay, such as challenges, time limits, and scores, stimulate students' intrinsic motivation. When students feel challenged and curious to complete the game, they are psychologically compelled to engage more deeply with the learning material. Third, the interactive nature of Educaplay reduces the psychological barrier of fear of making mistakes, because students interact with the media rather than being directly evaluated in front of their peers. This explains why students who were previously reluctant to answer questions in conventional learning gradually become more willing to try answering through games.

These findings are consistent with the opinion of Saiful Anwar and Jasiah, who stated that Educaplay is able to actively engage students in learning, help students understand the material more deeply, and strengthen critical thinking skills (Saiful Anwar & Jasiah, 2025). Furthermore, Najib et al. explained that Educaplay is a game-based learning media that provides various interactive activities, creating an interesting and effective learning experience for students (Najib et al., 2024). Therefore, Educaplay functions not only as a medium for delivering material but also as a means to increase student activeness during the learning process.

3. Analysis of Learning Activity per Indicator

Based on observation data across all cycles, learning activity indicators show varying levels of improvement. The indicators that show the most significant improvement are (1) Participating in carrying out learning tasks and (2)involved in problem-solving, because this indicator is directly facilitated by the interactive features of Educaplay, where each student is required to complete

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quizzes and games individually. The indicator of the application of the information obtained also showed significant improvement, especially after students were guided to use the material as a reference when answering questions. Meanwhile, indicators that still need to be improved at the end of Cycle II are (3) asking friends or teachers and (4) assessing one's own abilities, because these indicators require more self-confidence and self-awareness, which develop more slowly than behavioral engagement. These findings indicate that although game-based media is very effective for behavioral engagement, the development of metacognitive and social-emotional aspects of learning activities requires more time and additional strategies.

4. The Role of Teaching Improvement Across the Cycle

In Cycle I, the implementation of Educaplay learning media began to have a positive impact on increasing student learning activity, although it had not yet reached the research success indicators. The average learning activity increased from 23.03% in the first meeting to 40.89% in the second meeting. This increase indicates that educational game-based learning began to attract students' attention and encourage them to participate in learning activities. However, observations showed that some students still had difficulty answering questions on Educaplay media within the allotted time, did not dare to ask when experiencing difficulties, and still tended to wait for answers from friends or guess answers without first understanding the material. These findings indicate that students are still in the adjustment stage to the use of game-based learning media, thus requiring improvements in learning strategies in the next cycle.

More significant improvements occurred in Cycle II after various improvements were made based on the results of reflections in the previous cycle. These improvements included providing ice-breaking activities, providing a more systematic guide to using Educaplay media, providing motivation to students to be more confident in answering questions and discussing, and providing rewards in the form of snacks to students who were able to answer questions in Educaplay media and to students who were active during the learning process. These improvements resulted in increased enthusiasm, courage, and student engagement in the learning process. Student learning activity increased to 69.28% in the first meeting of Cycle II and increased again to 82.55% in the second meeting of Cycle II, thus meeting the indicators of research success. At this stage, most students were able to actively participate in learning activities, dared to express opinions, ask questions to teachers and friends, discuss in groups, and were able to complete activities in Educaplay media more independently.

Supporting qualitative data from interviews with classroom teachers confirmed this observation. The teacher stated that "students who had never raised their hands before began

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competing to answer questions on Educaplay, and some students who were usually quiet began asking their friends about answers they didn't understand" (Interview, July 28, 2026). This statement is consistent with observational data showing that the indicator of asking friends or teachers experienced the most significant increase in Cycle II.

5. Critical Comparison with Previous Research

The results of this study align with previous related studies. Puspitasari and Sesanti concluded that the application of Educaplay-assisted learning media was able to increase student engagement in Indonesian language subjects through two-cycle learning (Puspitasari & Sesanti, 2024). Similarly, Syahiroh's research showed that the use of Educaplay game learning media was effective in improving student learning outcomes (Syahiroh, 2026). Although Syahiroh's research focused on learning outcomes and not learning engagement, the findings reinforce that Educaplay media has proven effective in improving the quality of the learning process.

However, there are striking differences between this study and previous studies. Puspitasari and Sesanti's study was conducted on fourth-grade students studying Indonesian, while Syahiroh's study was conducted on tenth-grade students studying Islamic Religious Education. This study specifically focuses on Pancasila Education for fifth-grade students in an Islamic elementary school context, making a unique contribution by demonstrating that Educaplay is also effective in character education subjects that emphasize values and norms, not only in cognitive or skill-based subjects. Furthermore, while previous studies mostly report final percentage improvements, this study provides a detailed analysis of developments at each meeting, demonstrating that the improvements are gradual and require pedagogical adjustments at each stage. This study complements previous studies because it specifically shows that Educaplay is also effective in increasing student learning engagement in Pancasila Education through a Classroom Action Research (CAR) approach.

6. Theoretical Implications

Theoretically, the results of this study also support the concept that active learning is the physical, mental, and emotional involvement of students during the learning process. Ramadhoni and Mashud stated that active learning is reflected through the activities of asking questions, answering questions, discussing, and completing assignments to optimally achieve learning objectives (Ramadhoni & Mashud, 2025). Meanwhile, Abrori and Sumadi explained that active learning will develop through activities carried out directly by students, resulting in changes in learning behavior (Abrori & Sumadi, 2023). In this study, the use of Educaplay media provides opportunities for students to be actively involved through activities such as answering quizzes,

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discussing, collaborating, and completing challenges available in the learning media, so that student active learning increases gradually in each research cycle.

7. Research Limitations

Despite the positive findings, this study has several limitations that need to be acknowledged. First, the use of Educaplay media relies on internet connectivity, which may not always be stable in all school contexts. During this study, there were several moments when the internet connection was slow, which affected the smoothness of the learning process. Second, there is potential for observer bias, as the researcher also played a role in the teaching process, which may have affected the objectivity of the observations. Third, the study's sample size was relatively small (24 students), which limits the generalizability of the findings to other contexts. Fourth, the study's duration was relatively short (two cycles with four meetings), which may not be sufficient to capture long-term effects on student learning engagement. Future research is recommended to involve a larger sample, use independent observers, and extend the study duration to obtain more robust findings.

8. Sustainability of increasing learning activity

Another important consideration is the sustainability of increased learning engagement. This study measured student engagement during the implementation of Educaplay, but did not track whether the improvements were sustained after the media was discontinued. It is possible that the increase in student engagement was partly due to the novelty effect of the new media, which may diminish over time if the same media is used continuously without variation. Therefore, teachers are encouraged to combine Educaplay with other interactive strategies and periodically evaluate student engagement to ensure that the positive habits developed during this study are maintained long-term.

9. Overall Conclusion of the Discussion

Overall, Educaplay is an alternative and innovative learning medium that is effective in increasing student learning engagement in Pancasila Education. Through interactive, fun, and game-based learning activities, students not only become more active participants in learning but also become more confident in asking questions, discussing, expressing opinions, and completing assignments independently. Therefore, the use of Educaplay can be used as a learning innovation that can be implemented by teachers to create more active, engaging, and student-centered learning.

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CONCLUSION

Based on the results of classroom action research that has been carried out in two cycles, it can be concluded that the use of Educaplay learning media is able to increase the learning activity of class VA students of Madrasah Ibtidaiyah Al-Falah Pasir Putih, Bungo Dani District, Bungo Regency in the Pancasila Education subject on the material Norms in Daily Life. The increase in learning activity is seen gradually at each stage of the study, namely from 17.02% in the pre-cycle stage, increasing to 23.03% in Cycle I First meeting, 40.89% in Cycle I Second Meeting, 69.28% in Cycle II First Meeting, and reaching 82.55% in Cycle II second meeting with a good category. These results indicate that the application of educational game-based learning media Educaplay is able to create more interesting, interactive, and student-centered learning, thereby encouraging increased student activity in the learning process.

The increase in learning activity is shown through changes in student behavior in each indicator of learning activity, such as being more active in carrying out learning tasks, daring to ask teachers and friends when experiencing difficulties, engaging in group discussions, trying to find information related to the material, practicing solving problems independently, and being able to apply the information obtained to answer questions on the Educaplay media. Learning improvements made through providing motivation, ice breaking, more structured media usage guidelines, and providing rewards also contribute to increasing student confidence and participation. Thus, this study shows that the Educaplay learning media is effectively used as an alternative innovative learning media to increase student learning activity in the Pancasila Education subject, so that the research success indicator set, which is a minimum of 75%, has been achieved and the research is declared successful.

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