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Effect of Educaplay Media on Grade VIII Al-Qur'an Hadith Learning Outcomes at MTSN 4 Ngawi

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Abstract

The use of innovative instructional media is one of the efforts to improve student learning outcomes, particularly in the *Al-Qur'an Hadis* subject. However, the learning outcomes of eighth-grade students at MTsN 4 Ngawi remain low due to the use of conventional instructional media that are less engaging and do not foster active student involvement, thereby necessitating more interactive learning media. One alternative form of digital instructional media that can be utilized is Educaplay. This study aimed to examine the effect of Educaplay-based instructional media on the learning outcomes of eighth-grade students in the *Al-Qur'an Hadis* subject at MTsN 4 Ngawi. A quantitative approach with an experimental method was employed, using a pre-test and post-test control group design. Data analysis included validity, reliability, normality, and homogeneity tests, as well as hypothesis testing using a t-test with the assistance of SPSS. The results showed that at the pre-test stage, the significance value (Sig. 2-tailed) was 0.413 > 0.05, indicating no significant difference between the two classes before the treatment. At the post-test stage, the significance value was 0.020 < 0.05, so H_0 was rejected and H_a was accepted, demonstrating that Educaplay-based instructional media had a significant effect on student learning outcomes. These

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findings affirm that the use of Educaplay as instructional media can improve learning outcomes and student participation, and therefore it is recommended that students focus more on understanding the material and that teachers adopt Educaplay as an alternative instructional medium, while future studies may broaden the scope of topics and subjects to test the consistency of this medium's effectiveness.

Keywords: Learning Media; Educaplay; Learning Outcomes; Al-Qur'an Hadis; Eighth-Grade Students

INTRODUCTION

The world of education has always been the center of attention of every generation where in this era of globalization developments in the world of education must continue to increase and the challenges faced continue to change and develop with the times, especially in the context of technology (Zahwa & Syafi'i, 2022). An educator must be able to master and adjust the standards of the times as well as students, the standard applied at this time is the development of science and technology-based education. Science can develop rapidly with the help of technology and human thinking (Okpatrioka, 2023).

In the management of Islamic educational institutions, there needs to be innovation that provides a new atmosphere in accordance with the needs of an era full of the form of the era of disruption 4.0 and society 5.0 (Zaedun Na'im et al., 2021). Because not a few Islamic educational institutions that are labelled as educational institutions still use old and lacking learning management in the use of digital media (Ani Nur Aeni 2024).

The learning of the Qur'an and Hadith is the attention of researchers in updating the learning process. Since these two main sources of Islamic teachings are the guidelines for Muslims (Sari et al., 2025), it is a challenge for teachers to build understanding and improve student learning outcomes with various updates in the learning process and create a pleasant learning atmosphere (Rohimatun, 2025). Studying the Qur'an itself must be in accordance with the proper rules of tajwid because errors in the pronunciation of the Qur'an can affect and even damage the meaning of the verses recited. Therefore, the teaching of the Qur'an and Hadith, especially in Madrasah Tsanawiyah (MTS), must be carried out in an effective method so that students can understand and implement this understanding in daily life.

In accordance with the observations that the researchers have made at MTsN 4 Ngawi, the researchers' interviews with MTsN 4 Ngawi teachers show that not many teachers utilize digital media. Most of the learning is used with conventional methods that tend to be one-way, where the teacher dominates the learning process. The data obtained shows that the learning outcomes of students, especially class VII, are low in learning outcomes because many students have not achieved the appropriate results from the Minimum Completeness Criteria determined by the school so that many do remedials to achieve the completeness of the Minimum Completeness Criteria.

Table 1. Grade Al-Quran Hadith

KKM	Kriteria	Jumlah	Persentase
>70	Jumlah siswa tuntas	4	3%
<70	Jumlah siswa tidak tuntas	152	97%
Total Kelas Siswa VIII		156	100%

Based on the recap of students' grades in the Al-Qur'an Hadith subject, it becomes a focus of researchers to minimize the number of students who have not completed their learning outcomes and have not reached the Minimum Completeness Criteria. Student learning outcomes are often influenced by a variety of factors, including the learning methods applied.

Considering the background information provided above, this study aims to analyse how well the Educaplay-Based Learning Media affects students learning outcomes in Al-Qur'an Hadith Subject. Educaplay is a game media platform that is used online and provides interesting and fun features. This media can be a tool to make it easier for teachers in the learning process because the type of games that are presented casually makes it easy for students to understand the material (Melanie Putri, 2025). This digital media is a learning medium that can measure student understanding and increase healthy competitiveness for students to get appropriate results (Uzorka & Odebiyi, 2025).

According to Wita Safitri who stated that Educaplay has the potential to improve various aspects of student learning, including aspects of student understanding, ability, reflection, disputes, and interaction between teachers and students (Safitri et al., 2024). Similar research were also proven by Mukni'ah found that the development of game-based learning media using Educaplay is very feasible and effective in increasing student motivation and participation (Mukni'ah et al., 2024). Meanwhile, research by Nurhayati, Karlimah, & Hamdu confirmed that the use of Educaplay in elementary schools can increase student

engagement, motivation, and understanding of concepts, and make it easier for teachers to monitor learning progress through real-time monitoring features (Nunung Nurhayati., 2025).

However, previous studies have predominantly focused on general subjects and elementary education levels, with limited attention to Islamic religious subjects at the secondary level, particularly in the Al-Qur'an Hadith subject. Therefore, this study offers novelty by examining the effect of Educaplay-based learning media on learning outcomes in the Al-Qur'an Hadith subject at the Madrasah Tsanawiyah level.

METHODE

The research method used in this study is a quantitative method with a quasi-experimental design. According to Sugiyono, quantitative research is based on the philosophy of positivism and is used to examine particular populations or samples, with data collected through research instruments and analyzed using quantitative or statistical techniques to test predetermined hypotheses (Sugiono 2024). This study applies a quasi-experimental approach because the research subjects are assigned to the experimental and control groups without randomization, as intact classes are used.

Table 2. Research Design

Sample	Pre-test	Treatment	Post-test
Experiment	A1	X	A2
Control	B1	-	B2

Description:

A1 : Pretest carried out in the experimental class

A2 : Posttest that is carried out in the experimental class

X : Treatment given to the experimental group, namely the use of Educaplay-based Learning Media

B1 : Pretest performed in the control class

B2 : Posttest implemented on the control class

This research was conducted at MTsN 4 Ngawi, East Java. The class taken is class VIII. The research time took place from 2025 to 2026. The population in this study were all class VIII students of MTsN 4 Ngawi in the 2025/2026 academic year, which amounted to 156 students. Therefore, the researcher took a sample of 40 students of grade VIII as the

experimental class, and 40 students of grade VIII as the control class at MTsN 4 Ngawi. The total sample studied was 80 students.

RESULT

Student Learning Outcomes

This section presents the results of descriptive statistical analysis of students' pretest and posttest scores. Descriptive statistics are used to provide an overview of the data distribution, including the number of samples, minimum and maximum scores, range, mean, standard deviation, and variance.

Table 3. Students' pretest and posttest scores

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest	40	45	50	95	72.13	1.834	11.596	134.471
Posttest	40	40	60	100	80.13	1.786	11.294	127.548
Valid N (listwise)	40							

Table 3 shows the pretest scores, with a minimum score of 50 and a maximum score of 95, and a mean of 72.13. The standard deviation of the pretest is 11.596, indicating variability in students' initial abilities before the treatment was given. Meanwhile, the posttest results show an improvement compared to the pretest. The minimum score increased to 60 and the maximum score reached 100, with a mean of 80.13. The standard deviation of the posttest is 11.294, indicating that the score distribution remains relatively stable but with higher learning outcomes. The increase in the mean score from pretest to posttest indicates an improvement in students' learning outcomes after the implementation of game-based learning media.

Analytical Requirements Testing

Before conducting further statistical analysis, a prerequisite analysis in the form of a normality test and homogeneity test was carried out. The results of the normality test are presented in the following table.

1. Normality Test

Table 4. Normality Test of Post-test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Posttest A Control	.131	40	.081	.960	40	.172
	Posttest B Experiment	.121	40	.146	.957	40	.131

Based on the results of the normality test for the post-test data of the control and experimental groups, the analysis was conducted using the Kolmogorov–Smirnov and Shapiro–Wilk tests. For the control group post-test, the Kolmogorov–Smirnov significance value was 0.081, and the Shapiro–Wilk significance value was 0.172. Meanwhile, for the experimental group posttest, the Kolmogorov–Smirnov significance value was 0.146, and the Shapiro–Wilk significance value was 0.131.

All significance values in both groups were greater than 0.05, indicating that the post-test data for both the control and experimental groups were normally distributed. Therefore, the assumption of normality was satisfied, and the data were appropriate for further analysis using parametric statistical tests.

2. Homogeneity Test

Table 5. Homogeneity Test of Post-test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.595	1	78	.111
	Based on Median	2.624	1	78	.109
	Based on Median and with adjusted df	2.624	1	74.237	.109
	Based on trimmed mean	2.550	1	78	.114

Based on the results of the homogeneity of variance test using Levene's test, the post-test data of the control and experimental groups show significance values greater than 0.05

across all criteria. Specifically, the significance value based on the mean was 0.111, based on the median was 0.109, based on the median with adjusted degrees of freedom was 0.109, and based on the trimmed mean was 0.114. Since all significance values exceed 0.05, it can be concluded that the variances of the post-test scores between the control and experimental groups are homogeneous. Thus, the assumption of homogeneity of variance is fulfilled, and the data are suitable for further analysis using parametric statistical tests, such as the independent samples *t*-test.

3. Hypothesis Test

Based on the results of the normality tests using the Kolmogorov–Smirnov and Shapiro–Wilk tests, the post-test data from both the control and experimental groups showed significance values greater than the error level of $\alpha = 0.05$, indicating that the data were normally distributed. Furthermore, the homogeneity of variance test using Levene's test revealed significance values exceeding 0.05, demonstrating that the variances between the two groups were homogeneous. With both assumptions satisfied, the data were deemed appropriate for further analysis using a parametric statistical test, specifically the *independent samples t-test*, to examine the research hypothesis.

Table 6. Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	2.595	.111	-2.378	78	.020	-5.375	2.261	-9.875	-.875
	Equal variances not assumed			-2.378	73.481	.020	-5.375	2.261	-9.880	-.870

Based on the data presented above, the results of the independent samples t-test between the experimental group (posttest) and the control group show a Sig. (2-tailed) value of 0.020. Referring to the formulated hypotheses, because $0.020 < 0.05$, H_0 is rejected and H_a is accepted. Therefore, it can be concluded that there is a significant difference between the learning outcomes of students in the experimental group and those in the control group. This finding indicates that the use of Educaplay as a learning media in the Al-Qur'an and Hadith subject has a significant effect on improving students' learning outcomes compared to conventional instruction.

PEMBAHASAN

Based on the results of hypothesis testing using the independent samples t-test, the obtained Sig. (2-tailed) value was $0.020 < \alpha = 0.05$. Therefore, the hypothesis testing decides to reject H_0 and accept H_a, indicating that there is a significant difference in learning outcomes between the experimental group and the control group. Statistically, this finding demonstrates that the use of Educaplay as a learning media has a significant effect on the learning outcomes of eighth-grade students in the Al-Qur'an and Hadith subject at MTsN 4 Ngawi.

The null hypothesis (H_0) in this study states that there is no difference in students' learning outcomes between the class taught using Educaplay as a learning media and the class taught using conventional instruction, where as the alternative hypothesis (H_a) states that there is a difference in learning outcomes between the two groups. The obtained significance value, which is lower than the predetermined significance level ($\alpha = 0.05$), empirically confirms that H_0 is not supported by the data; therefore, H_a is accepted (Sugiyono, 2019).

The findings of this study are supported by previous research demonstrating the effectiveness of Educaplay as a learning media in improving students' learning outcomes across various instructional contexts. Aisyah Falah, in their study on the impact of interactive Educaplay media in third-grade elementary mathematics learning, found that the use of Educaplay significantly increased students' learning mastery and conceptual understanding compared to the period before the implementation of the media, as well as enhanced students' engagement in the learning process (Aisyah Falah et al., 2024).

Another study conducted by Harizah and Rahmiati in the context of Natural and Social Sciences (IPAS) learning for fifth-grade elementary school students demonstrated that the use of Educaplay based learning had a positive and statistically significant effect on students' learning outcomes compared to conventional instructional methods (Harizah & Rahmiati, 2025). A study conducted by Putri Marfhadella revealed that the implementation of interactive learning media based on Educaplay had a positive effect on junior high school students' learning outcomes achievement. The statistical analysis in the study indicated a significant improvement in learning outcomes after the use of Educaplay compared to conventional instructional methods (Marfhadella et al., 2025).

These previous studies indicate that the use of technology-based interactive learning media such as Educaplay can enhance both the learning process and students' learning

outcomes. Although the focus of the studies varies across subjects including mathematics, language, and science the findings generally support the conclusion that Educaplay is effective in increasing student engagement and improving academic achievement.

When compared with these previous studies, the results of the present study demonstrate a consistent pattern of findings, showing that the use of Educaplay as a learning media produces a statistically significant difference in learning outcomes between the experimental and control groups. Specifically, within the context of Al-Qur'an and Hadith learning at MTsN 4 Ngawi, this study provides additional empirical evidence that Educaplay is not only effective in general instructional settings but also in religious and contextual learning environments.

Despite these significant findings, this study has several limitations. First, the research was conducted in a single school with a limited sample size, which may restrict the generalizability of the results to broader educational contexts. Second, the duration of the treatment was relatively short, so the long-term effects of Educaplay on students' learning outcomes were not examined. Third, this study focused solely on cognitive learning outcomes and did not measure other potential impacts such as students' motivation, attitudes, or higher-order thinking skills.

Thus, this study strengthens the empirical evidence from prior research regarding the effectiveness of Educaplay in improving students' learning outcomes. The consistency of these findings suggests that the impact of using Educaplay on learning achievement is statistically significant and replicable across different educational levels and subject matters, including the Al-Qur'an and Hadith subject.

CONCLUSION

Based on the results of the research and discussion presented in Chapters I to IV, it can be concluded that the application of Educaplay-based learning media has a positive and significant effect on the learning outcomes of eighth-grade students in the subject of Al-Qur'an Hadith at MtsN 4 Ngawi. The results of hypothesis testing and statistical analysis showed a significance value of $0.020 < 0.05$, indicating that the experimental class achieved a higher average post-test score than the control class.

This demonstrates that Ha is accepted and H0 is rejected, proving that Educaplay learning media can significantly improve student learning outcomes. The improvement is attributed to the features of Educaplay, which integrate interactive elements, quizzes, games, and multimedia content. These characteristics make learning more engaging, reduce students'

boredom with religious material, and facilitate better comprehension of Al-Qur'an Hadith lessons. Consequently, students become more motivated and actively involved in the learning process.

Overall, this study contributes to the development of innovative learning media that can enhance student engagement, motivation, and learning achievement in Al-Qur'an Hadith. Therefore, future research is recommended to involve larger and more diverse samples, extend the implementation period, and examine additional learning variables to provide a more comprehensive understanding of the effectiveness of Educaplay as a learning media.

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