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Utilization of the Educaplay Website Application as a Learning Medium to Enhance Elementary School Students' Creative Thinking

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A B S T R A C T

Creativity is one of the essential abilities that needs to be developed from the elementary school level. In line with technological advancements, interactive learning media such as Educaplay can serve as a means to enhance students' creativity. This study aimed to describe the utilization of the Educaplay website application in IPAS learning and its influence on students' creative thinking at SD Muhammadiyah Program Unggulan Colomadu. The research employed a descriptive qualitative approach using observation, interview, and documentation techniques. Data validity was ensured through source, technique, and time triangulation. The results indicate that Educaplay is able to improve students' creative thinking in three main indicators: fluency, flexibility, and curiosity. Students became more active, enthusiastic, and capable of generating diverse ideas through interactive game-based activities. Teachers experienced greater ease in delivering materials and conducting evaluations due to the visual and audio features as well as automatic feedback. The main obstacles encountered were related to internet connectivity and adaptation to the use of the media; however, these were addressed through network checks, the use of personal hotspots, and the provision of alternative learning activities. Overall, Educaplay is effective as a learning medium for enhancing elementary school students' creative thinking.

1. Introduction

Education is a process of learning knowledge, skills, and habits that are passed down from generation to generation through teaching, training, and research (Fariana et al., 2022). In Ki Hajar Dewantara's perspective, education has a broader meaning than instruction. Instruction (*onderwijs*) is viewed as part of education, namely the process of providing knowledge and life skills, both physically and spiritually. Meanwhile, education (*opvoeding*) is an effort to guide individuals as

whole human beings so that they are able to optimally develop their potential (Irawati et al., 2022). Therefore, education has become a primary necessity in society, as it plays a crucial role in determining a person's future and quality of life.

Entering the twenty-first century, educational demands have become increasingly complex. Learners are required to master twenty-first-century skills known as the 6C concept: citizenship, character, critical thinking and problem solving, creativity, communication, and collaboration (Sitorus & Manurung, 2023). These skills are essential capital for students to compete and adapt in a global era full of uncertainty. One type of media that can be used by teachers is visual media, which functions to attract and direct students' attention so that they can concentrate on the lesson content. Therefore, its use must be appropriate and relevant to the learning material being taught (Taha & Abdulrahman, 2023).

Among these skills, creativity is one of the most crucial abilities. Creativity is not limited to artistic expression but also includes innovative thinking, divergent thinking, and critical thinking skills to generate new and effective solutions to various problems (Restu et al., 2023). Creativity is a multifaceted cognitive aspect that plays a significant role in both academic success and professional life. Creative individuals tend to be more adaptive to change, capable of solving complex problems, and able to discover new approaches to achieving goals (Aminuriyah et al., 2022). Therefore, fostering creativity from an early age, particularly at the elementary school level, is an important investment in shaping an innovative, productive, and competitive generation (Juita et al., 2025).

In line with technological developments, the learning process has also undergone transformation. The use of digital applications and interactive media is increasingly necessary to support learning that is engaging and relevant to contemporary developments. One widely used digital platform is Educaplay. The use of educational game-based media can serve as a solution for educators to enhance the use of learning media so that learning outcomes can be optimally achieved, as insufficient application of learning media by educators can affect the success of the learning process (Suri et al., 2022). Educaplay is a web-based learning platform that provides interactive activities such as games, quizzes, and instructional videos. Through these features, students can learn in a more enjoyable and interactive manner, thereby helping to increase motivation and learning effectiveness (Nurul Dian Syarifah et al., 2024).

Katoningsih et al. (2021) state that learning conducted by teachers tends to be of low quality, indicating the need to improve teachers' skills in understanding IPAS learning concepts, which are often limited to reading activities, resulting in low student learning outcomes. Learning media play an important role in the learning process because they help convey information, stimulate motivation, and increase student engagement. Effective learning media can attract attention, facilitate concept understanding, and create a varied learning atmosphere (Aulika et al., 2023). Conversely, the monotonous use of traditional media such as textbooks alone can reduce learning interest and make students less active (Eva et al., 2020). Therefore, the use of interactive media such as Educaplay is highly relevant for

creating more engaging and innovative learning experiences while encouraging the development of students' creative thinking skills (Novitasari & Kurniawati, 2023).

Students are an essential part of the educational process, as all school activities are related to the development of their interests, talents, and skills throughout their period of study (Hasnadi, 2022). SD Muhammadiyah Program Unggulan Colomadu, located in Gedongan, Colomadu District, Karanganyar Regency, served as the research site for this study. This research focuses on the utilization of the Educaplay application as a learning medium to enhance students' creative thinking in the subject of Natural and Social Sciences (IPAS).

Previous studies support the effectiveness of Educaplay in increasing student activeness. Research conducted by Pipit Muliyah et al. (2020) showed that the use of Educaplay through classroom action research was able to increase student participation and understanding in Indonesian language learning. Students became more enthusiastic, more actively involved, and demonstrated improved understanding of the taught material. Today's students are digital natives who are more interested in and responsive to technology-based learning compared to traditional methods (Ramadhan & Koryati, 2025).

The success of learning media also greatly depends on the teacher's role in selecting appropriate learning models and approaches. Teachers need to facilitate students so that they are able to think creatively through problem-solving activities, group discussions, and independent tasks. Teachers who are able to manage learning innovatively will help students become more active and creative in the learning process.Based on the above discussion, the utilization of technology-based media such as Educaplay is considered highly relevant in helping students develop creative thinking skills, particularly in IPAS learning. Interactive media not only increase learning motivation but also provide opportunities for students to explore ideas, solve problems, and develop higher-order thinking skills.

The indicators for students' creative thinking in this study include three main aspects: fluency, flexibility, and curiosity (Sepriyanti et al., 2024). Fluency refers to students' ability to generate multiple ideas or answers while completing activities in the Educaplay application. Flexibility is shown through the use of various approaches and perspectives in understanding IPAS material and solving interactive games. Curiosity is reflected in students' active participation, such as asking questions, exploring Educaplay features, and seeking additional information related to the learning content (Yahya et al., 2024). This study aims to describe the use of the Educaplay website in IPAS learning and its influence on students' creative thinking at SD Muhammadiyah Program Unggulan Colomadu.

2. Methodology

This study employed a qualitative approach with a descriptive research design, aiming to gain an in-depth understanding of the use of the Educaplay website application as a learning medium and its influence on students' creative thinking in the IPAS subject at SD Muhammadiyah Program Unggulan Colomadu. The

qualitative approach was chosen because it allows phenomena to be described naturally through direct interaction between the researcher and the research subjects. The qualitative data collected consisted of descriptions of learning activities, students' responses, motivation, and indicators of creativity that emerged during the learning process.

Data were collected through observations of classroom learning implementation, semi-structured interviews with teachers and students, and documentation in the form of photos, videos, and learning archives. All primary data were obtained from the IPAS teacher, third-grade students as learning participants, and the school principal as a supporting informant regarding policies on the use of digital learning media. The primary data included information on lesson planning by teachers, the implementation of classroom learning activities, students' responses to learning media, learning motivation, and the emergence of indicators of students' creative thinking (Syarmadana et al., 2024).

Data validity was ensured through credibility strategies by applying source, technique, and time triangulation. Source triangulation was conducted by comparing information from teachers, students, and school documents; technique triangulation involved combining observations, interviews, and documentation from the same data sources; while time triangulation was carried out by collecting data across several meetings to ensure consistency. Data analysis followed the Miles, Huberman, and Saldana model, which includes data reduction, data display, and conclusion drawing. Data reduction was performed to select relevant information related to the use of Educaplay; data display was organized narratively to facilitate pattern identification; and conclusions were verified through triangulation to ensure that the findings accurately describe the extent to which Educaplay is able to enhance students' creative thinking in IPAS learning.

3. Results and Discussion

The study was conducted from August to October 2025 at SD Muhammadiyah Program Unggulan Colomadu. Based on the results of interviews with the third-grade teacher, it was found that the use of the Educaplay application in IPAS learning had a positive impact on students' creative thinking. The teacher stated that students' responses were very positive, as reflected in their enthusiasm and high level of engagement during the learning activities. This medium was able to encourage students who were usually passive to become more active and confident in participating. The game-based elements in Educaplay made learning feel more challenging, thereby increasing students' motivation to be involved in classroom activities.

However, the teacher also reported several technical constraints, particularly related to internet connectivity. Since Educaplay is an online-based application, the games may stop midway if the network connection weakens. This condition disrupted the learning process and caused some students to lose focus. As a solution, the teacher used a personal hotspot with a more stable connection and checked the internet

connection before the lesson began. In addition, the teacher prepared alternative activities in the form of discussions or manual explanations when network problems could not be resolved. Through these measures, learning could continue despite technical obstacles.

Currently, students need learning that applies the **PAIKEM model**—active, innovative, creative, effective, and enjoyable learning. In today's context, learning that is presented conventionally, focusing on teacher-centered instruction with one-way delivery limited to the transmission of information and without the support of evolving media, tends to make students feel bored and less enthusiastic. When learning is not student-centered, students' interest and enthusiasm for learning decrease (Intaniasari et al., 2022).

The teacher also revealed that Educaplay provides significant benefits in enhancing students' creative thinking. This medium makes students more enthusiastic, more active, and better able to understand the material presented. They feel challenged by the game elements, motivating them to achieve higher scores and to try various strategies in solving problems. In addition to boosting motivation, Educaplay helps deliver material in a more engaging and interactive manner. Teachers can obtain a direct overview of students' levels of understanding through the game results, allowing evaluation to be conducted in an enjoyable way without relying solely on written tests.

The implementation of learning during the research was carried out through several systematically designed stages to ensure that the use of the Educaplay media could be optimally observed. At the beginning of each meeting, the teacher opened the lesson with a brief apperception and an explanation of the IPAS learning objectives for that day. The teacher then introduced the type of Educaplay game to be used, explained the rules of the game, how to answer the questions, and how students could interact with the media interface. This explanation was delivered gradually so that all students clearly understood the learning flow before the activity began. When the game was displayed, students' attention was immediately focused on the screen, as seen from their body posture leaning forward, small peer discussions, and close attention to the visual changes presented. The teacher then acted as a facilitator, guiding the activity, ensuring that each student had an opportunity to participate, and maintaining a conducive learning atmosphere.

During the learning process, the researcher conducted direct observations to identify students' responses, behavioral changes, and emerging indicators of creative thinking. Observations were carried out using an observation sheet containing indicators of fluency, flexibility, and curiosity, allowing each student behavior to be recorded in detail. When students expressed spontaneous answers, tried different strategies, or asked questions related to the material or game features, these behaviors were noted as evidence of creativity development. In addition to observation, data collection was strengthened through structured interviews with the third-grade teacher after the learning session. The interviews were conducted face-to-face in the classroom and lasted approximately 20–30 minutes, discussing the teacher's perceptions of media effectiveness, technical constraints, and changes

in student behavior during the use of Educaplay. Documentation in the form of activity photographs and audio recordings was also used to support the data. To ensure systematic implementation, learning with Educaplay followed several stages: (1) the teacher presented a video quiz as an initial stimulus; (2) students answered questions individually while also engaging in group discussions when facing items that required strategic thinking; (3) the teacher provided immediate feedback based on the game results displayed; and (4) students conducted a brief reflection on the answers and strategies they used.

Throughout this process, various learning activities were documented to support the qualitative findings. Figure 1 and Figure 2 illustrate the learning activities when students interacted with Educaplay media, showing active engagement during quiz sessions and collaborative discussions among students. Meanwhile, Figure 3 demonstrates students' focus and concentration during the learning process, indicating a high level of involvement. The documentation, consisting of photographs and field notes, captured students' enthusiastic expressions, group discussion dynamics, and moments when students demonstrated creative thinking through alternative answers. These observations served as supporting evidence that the use of Educaplay provided an interactive learning experience and encouraged active participation from all students. The collected data were then analyzed qualitatively to identify patterns of behavioral change, understanding, and indicators of creativity that emerged during the learning process..

Figure 1. Activities in Using Educaplay Media

Figure 2. Activities in Using Educaplay Media

Figure 3. Students Participating in Learning with Focus

The observation results indicate that the use of Educaplay contributes significantly to the improvement of students' creative thinking. This is reflected in three main indicators of creativity: fluency, flexibility, and curiosity. In terms of fluency, students were able to generate many responses and ideas within a short period of time. During the game sessions, students answered the questions quickly and spontaneously without having to wait for their turn. This shows that interactive media can stimulate the ability to continuously produce ideas.

The indicator of flexibility was also evident when students solved questions or challenges in the game. They did not rely on only one answer but tried various alternative solutions, such as replaying the game, choosing new strategies, or discussing with peers. Students became more flexible and were not confined to a single way of thinking. This demonstrates that Educaplay helps students develop alternative thinking skills in problem solving. Regarding curiosity, students showed high enthusiasm and actively asked questions. They were curious about how the game worked as well as the learning content presented. Students asked about the game rules, answer options, and even requested that the teacher use the media again in the following meetings. This increased curiosity indicates that Educaplay is able to create a more lively and meaningful learning atmosphere.

Overall, the observation results show that Educaplay not only helps deliver learning content but is also effective in fostering students' creative thinking. The use of this interactive media makes learning more enjoyable, motivating, and encourages active student participation. Positive changes were also observed in students' learning behavior, such as increased self-confidence, courage to express opinions, and the ability to collaborate in completing the games. These findings are reinforced by the results of the questionnaire distributed to students. The majority of students gave very positive responses to the use of Educaplay. They felt that learning became more enjoyable and that the material was easier to understand. Most students also stated that Educaplay helped them find various ways to solve problems. Although

a small number of students felt less assisted, the proportion was relatively minor. In addition, students showed initiative in trying alternative approaches when experiencing difficulties, and most were willing to ask questions to the teacher or their peers.Overall, these results can be seen in the following table 1:

Table 1. Contribution of Indicators to the Improvement of Creative Thinking

No.	Creativity Indicator	Indicator Description	Contribution to the Improvement of Creative Thinking
1.	Flexibility	Students' ability to generate various types of ideas, methods, or different approaches in solving problems or tasks.	- Helps students view problems from multiple perspectives. - Fosters openness to new ideas and alternative problem-solving strategies. - Encourages adaptability in changing learning situations.
2.	Fluency	Students' ability to generate many ideas or answers within a relatively short time without initially judging whether they are right or wrong.	- Increases the variety of ideas that can be developed into creative solutions. - Enhances spontaneity in thinking and confidence in expressing opinions. - Supports more productive brainstorming processes.
3.	Curiosity	Students' drive to seek new information, ask questions, and explore unfamiliar concepts.	- Helps students actively explore information in greater depth. - Cultivates interest in the learning process. - Encourages investigative and critical thinking skills that form the basis of creativity.

Overall, the questionnaire results indicate that Educaplay has a positive impact on students' learning experiences, particularly in terms of content understanding, learning interest, and creative thinking. Educaplay has proven effective in increasing enthusiasm, participation, and students' abilities to generate ideas, think flexibly, and develop curiosity. Therefore, this media is suitable for sustainable implementation in IPAS learning to support the development of creative thinking among elementary school students.

The Use of the Educaplay Website Application as a Learning Medium in Developing Students' Creative Thinking at SD Muhammadiyah Program Unggulan Colomadu

The use of the Educaplay website application in IPAS learning at SD Muhammadiyah Program Unggulan Colomadu shows significant changes in classroom atmosphere and the development of students' creative thinking. Prior to the use of this media, learning was still dominated by conventional methods such as lectures and textbook use, causing students to be relatively passive, less enthusiastic, and limited in expressing creative ideas. This condition aligns with the

view that monotonous learning media can reduce students' motivation and creativity. In today's digital era, technology-based learning approaches are increasingly relevant, as students from the digital native generation are more responsive to interactive media than to traditional methods. Educaplay serves as an effective solution because the platform provides various learning activity templates such as quizzes, puzzles, interactive videos, memory games, and Froggy Jumps, all of which are capable of stimulating students' curiosity.

Observation results indicate clear changes when teachers began using Educaplay in the classroom. When the interactive learning media was displayed, students' attention was immediately focused on the screen, and they appeared highly enthusiastic in participating in each activity. In the initial stage, students were given a video quiz that required them to respond quickly. The indicator of fluency was evident from the large number of students who raised their hands, answered simultaneously, and generated ideas rapidly. Even students who were usually quiet became more confident in participating. When animated visuals and sounds appeared, students' curiosity increased. They asked questions related to both the learning material and the game and requested the teacher to enlarge the display so they could observe it more clearly. These activities demonstrate that Educaplay encourages students to explore more deeply and develop curiosity as an essential component of creativity.

In more complex game stages, the teacher divided students into two groups and presented the Froggy Jumps game, which contained multiple-choice questions accompanied by frog animations. At this stage, students' flexibility in thinking became clearly visible. When their initial answers were incorrect, they did not give up easily but instead tried different strategies, discussed with group members, and adjusted their thinking according to the demands of the questions. This reflects their ability to think flexibly, namely the capacity to seek multiple alternative solutions to a single problem. Learning became more active because students were directly involved rather than merely listening to the teacher's explanations. The teacher also acknowledged that Educaplay was effective in stimulating students' enthusiasm, including those who were usually passive. This statement is consistent with various studies indicating that interactive media can increase motivation, foster creativity, and create a more dynamic classroom environment.

The implementation of Educaplay has been proven to enhance students' creative thinking indicators, including fluency, flexibility, and curiosity. Before using Educaplay, students tended to generate few ideas, hesitated to answer, relied on a single problem-solving approach, and rarely asked questions. However, after its implementation, students demonstrated fluency in producing multiple answers, flexibility in trying various strategies, and active engagement in asking questions related to both the learning material and the game mechanisms. The teacher even noted that students frequently asked whether Educaplay would be used again in subsequent lessons because they felt challenged and enjoyed the learning process. This strong motivation to ask questions and try new things is a clear indication that students' creativity has developed.

Changes in the development of creative thinking skills can be seen in Table 2 below.

Table 2. Changes Before and After the Use of Educaplay

No.	Creativity Indicator	Before Using Educaplay	After Using Educaplay
1.	Flexibility	Students generated only a few ideas, were limited to one or two answers, and often hesitated when responding.	Students were able to generate many ideas, try several answers simultaneously, and respond quickly during the game.
2.	Fluency	Students were fixed on one problem-solving method, rarely tried alternative strategies, and easily gave up when facing difficulties.	Students tried various strategies, shifted approaches when unsuccessful, and showed flexibility in understanding game patterns.
3.	Curiosity	Students rarely asked questions, were passive, and showed little interest in the material.	Students frequently asked questions about both the material and the game, felt challenged, and looked forward to the next lesson using Educaplay.

These changes in the learning atmosphere are reflected not only in students' enthusiasm but also in the way they process information. Educaplay creates a more enjoyable learning experience, encourages positive challenges, and provides opportunities for students to learn directly from mistakes through instant feedback offered by the platform. Learning activities that involve visuals, animations, and games can stimulate students' imagination, making it easier for them to understand abstract concepts in IPAS lessons. In addition, Educaplay facilitates independent learning, as students are encouraged to observe, predict, answer questions, and self-evaluate throughout the gameplay process. These changes indicate that interactive technology-based learning is capable of facilitating direct student engagement, which, according to Wijnen et al. (2023), is an important factor in improving higher-order thinking skills among elementary school students.

Beyond providing interactive learning experiences, Educaplay also has several advantages that support creative learning. The platform offers a wide variety of learning activities, allowing teachers to adjust content according to instructional needs. Educaplay is flexible, user-friendly, and accessible at any time, so learning is not limited to the classroom. It also provides automatic feedback, making it easier for teachers to evaluate students' progress. With interactive features that integrate sound, images, and video, Educaplay delivers a more engaging and comprehensible learning experience. Teachers can directly observe students' development through game results, quiz performance, and students' responses during activities.

Thus, the use of Educaplay does not merely replace conventional lecture-based methods but genuinely provides space for students to think creatively, try new strategies, demonstrate idea fluency, and exhibit high curiosity. Educaplay is not just an entertainment medium; it is an interactive learning tool that has proven effective in enhancing students' creative thinking and making IPAS learning more meaningful, active, and enjoyable.

The Implementation of Website-Based Educaplay Technology Provides Benefits for Teachers and Students at SD Muhammadiyah Program Unggulan Colomadu

The study shows that the implementation of website-based Educaplay technology in IPAS learning at SD Muhammadiyah Program Unggulan Colomadu has a positive impact on both students and teachers. Based on observations, interviews, and documentation, game-based interactive learning through the Educaplay platform is able to increase motivation, participation, learning outcomes, and the effectiveness of classroom management. Teachers also reported that this media facilitates the delivery of learning materials as well as the learning evaluation process. Table 3 below presents an overview of the benefits of Educaplay media for students and teachers.

Table 3. Benefits of Educaplay Media

Aspect	Benefit	Explanation
For Students	Increasing Learning Motivation	Students are more enthusiastic due to features such as leaderboards, timers, and attractive visual displays.
	Increasing Participation and Self-Confidence	Passive students become more active. Interactive games encourage high levels of engagement and enthusiasm during learning. The classroom becomes more dynamic, and students remember vocabulary more easily (Septiana et al., 2025).
	Improving Creative Thinking Skills	Games require strategy, pattern recognition, and problem-solving, supporting the theory that interactive media enhance learning quality.
	Facilitating Understanding of IPAS Concepts	Visuals, audio, and interactivity help students understand abstract concepts more easily.
For Teachers	Facilitating Material Delivery	Teachers do not need lengthy explanations because the media visualizes the material attractively.
	Simplifying Evaluation	Automatic scoring features help teachers access learning outcomes instantly.
	Supporting 21st-Century Learning (4C/6C)	Helps teachers develop creativity, collaboration, critical thinking, and other essential skills.
	Improving Classroom Management Effectiveness	Students are more focused during lessons, making classroom management easier for teachers.

The implementation of Educaplay has proven to be an effective learning medium because it integrates educational content with game elements (gamification). Game features such as leaderboards, points, timers, and visual animations foster intrinsic motivation, as students feel challenged to complete the games. This is in line with the findings of Rahmawati et al. (2024), which state that educational games can increase intrinsic motivation and significantly improve learning mastery. Students showed high enthusiasm in participating in activities and were able to create several Educaplay contents. Feedback from students indicated that they felt more interested and motivated in learning, which aligns with Aldalur and Perez (2023).

Furthermore, students' active involvement in games positively affects their self-confidence and participation during learning. This finding supports the research of

Pipit Muliyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, and Setiana Sri Wahyuni Sitepu (2020), which explains that Educaplay increases classroom activeness through interactive games. In line with this, Septiana et al. (2025) added that increased student participation influences their ability to remember the learning material. Students' creative thinking skills also develop because the games encourage cognitive activities such as pattern searching, problem-solving, and strategy determination. This is reinforced by Wulandari et al. (2023), who stated that interactive media improve the quality of thinking processes through the presentation of learning challenges.

From the teachers' perspective, Educaplay supports effective material delivery and learning evaluation. The automatic scoring feature allows teachers to monitor students' learning progress without manual correction. This finding is consistent with Devita et al. (2025), who stated that instant evaluation has a positive impact on learning effectiveness. In addition, Educaplay supports 21st-century learning by encouraging creativity, collaboration, and critical thinking skills, as explained by Sitorus and Manurung (2023). The increased focus of students during learning also contributes to easier classroom management, creating a more conducive learning environment. Teachers can more easily control the learning process because students remain focused on completing interactive games (Melati et al., 2023).

Challenges and Solutions in the Use of Educaplay

Although the use of Educaplay provides significant benefits for both teachers and students, its implementation is not without challenges that arise during the preparation, implementation, and evaluation stages of learning. One of the most dominant challenges is unstable internet connectivity. Teachers reported that games often stopped suddenly when the connection weakened, causing interruptions in the learning flow. This condition indicates that website-based digital media are highly dependent on network quality. When connectivity problems occurred, some students' devices experienced lag, resulting in delays in accessing the games or submitting answers. This situation reduced students' focus and made classroom activities less conducive. Nevertheless, these technical issues did not diminish students' interest in learning with Educaplay, as they remained engaged and motivated. To overcome this challenge, teachers used personal hotspots as alternative connections, checked network stability before lessons began, and prepared manual worksheets (LKPD) as backup plans to ensure learning could continue. These strategies align with the principle of contingency planning, which emphasizes the importance of alternative activities in technology-based learning.

In addition to technical constraints, teachers also faced challenges in adapting to the process of creating learning content on Educaplay. In the initial stages, features such as score settings, difficulty levels, and game displays required a learning process for teachers to operate the platform optimally. Technological mastery is an essential component of digital pedagogical competence. Teachers who are not accustomed to interactive media naturally need additional time to adapt. This adaptation process shows that the success of digital learning depends not only on the availability of media but also on teachers' ability to develop and utilize it

effectively. The solutions implemented included following online tutorials, discussing with more experienced colleagues, and starting with simple game types. Over time, teachers became more skilled and capable of creating varied content tailored to students' ability levels, thereby gradually improving their digital competence.

Another challenge identified was the tendency of some students to focus excessively on the game elements rather than the learning content. While gamification increases enthusiasm, it can also lead to situations where students are more motivated to achieve high scores than to understand the lesson material. This condition highlights the need for proper control to ensure that gameplay remains aligned with cognitive learning objectives. Teachers addressed this issue by providing clear instructions before starting the game, conducting material reviews after activities, and holding question-and-answer sessions to ensure students' understanding. In addition, rewards were given not only to students with the highest scores but also to those who demonstrated accuracy and comprehension of the material. This approach helped maintain a balance between enjoyment and learning objectives, ensuring that Educaplay remained an effective and meaningful learning medium.

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4. Conclusion

The implementation of Educaplay has been able to transform IPAS learning from a conventional approach into an interactive, student-centered learning experience. Through various game-based activities, this media encourages students to think actively and creatively, particularly in terms of fluency in generating ideas, flexibility in trying different strategies, and increased curiosity. As a result, students' creative thinking skills develop more optimally. For students, Educaplay provides an enjoyable and competitive learning experience that enhances motivation, self-confidence, and active participation. For teachers, this media serves as an innovative tool that facilitates the delivery of learning materials, enriches instructional variety, and simplifies evaluation through automatic scoring. Its implementation also supports technology-based learning in line with the demands of 21st-century education. Although several challenges were identified, such as unstable internet connections and slow devices, these issues can be addressed by preparing more stable networks, checking connectivity before lessons, and providing alternative learning activities. With these solutions in place, the use of Educaplay remains effective and continues to make a positive contribution to improving learning quality and fostering students' creative thinking.

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