



ICHES : Internasional Conference on
Humanity Education and Social

TRANSFORMING INTEREST IN IPAS LEARNING THROUGH THE INTERACTIVE MEDIA “EDUCAPLAY FROGGY JUMPS”

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Abstrak

Transformasi digital dalam pendidikan sejak tahun 2020 mendorong pemanfaatan teknologi sebagai sarana pembelajaran yang interaktif dan bermakna. Namun, berdasarkan pengamatan di MI Nurur Rahman Tamanan Bondowoso, minat belajar siswa pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) masih tergolong rendah akibat pembelajaran yang monoton dan karakter materi IPAS yang bersifat abstrak. Oleh karena itu, dibutuhkan media interaktif untuk mengatasi masalah tersebut, salah satunya dengan menerapkan media interaktif Educaplay Froggy Jumps. Penelitian ini bertujuan untuk mengetahui penerapan media interaktif Educaplay Froggy Jumps pada mata pelajaran IPAS di MI Nurur Rahman Tamanan Bondowoso Tahun Ajaran 2025-2026, dan pengaruh penggunaan media interaktif Educaplay Froggy Jumps terhadap minat belajar siswa pada mata pelajaran IPAS di MI Nurur Rahman Tamanan Bondowoso Tahun Ajaran 2025-2026. Jenis penelitian ini menggunakan penelitian kuantitatif dengan pendekatan eksperimen. Teknik pengumpulan data dilakukan melalui: 1) observasi, 2) angket, dan 3) dokumentasi. Sedangkan analisisnya menggunakan analisis deskriptif dan analisis inferensial dengan uji regresi linier sederhana yang dibantu dengan aplikasi SPSS Versi 25. Hasil penelitian menunjukkan bahwa penggunaan media interaktif Educaplay Froggy Jumps secara signifikan meningkatkan minat belajar siswa pada IPAS, dengan nilai rata-rata yang berbeda yang ditunjukkan dengan mean kelas eksperimen 63,04 sedangkan kelas kontrol 56,81. Hasil uji hipotesis menunjukkan nilai signifikansi sebesar $0,000 < 0,05$ dan $t \text{ hitung } 6,488 > t \text{ tabel } 1,708$, sehingga hipotesis alternatif (H_a) diterima dengan koefisien determinasi sebesar 62,7% menunjukkan bahwa peningkatan minat belajar siswa dipengaruhi secara signifikan oleh penggunaan media interaktif Educaplay Froggy Jumps.

Kata Kunci : Media Interaktif, Educaplay, Froggy Jumps, Minat Belajar

Abstract

The digital transformation in education since 2020 has encouraged the use of technology as an interactive and meaningful learning tool. However, based on observations at MI Nurur Rahman Tamanan Bondowoso, student learning interest in Natural and Social Sciences (IPAS) is still relatively low due to monotonous learning and the abstract nature of the material. Therefore, interactive media is needed to address this problem, one of which is the implementation of the interactive media Educaplay Froggy Jumps. This study aims to determine the application of Educaplay Froggy Jumps interactive media in the subject of science at MI Nurur Rahman Tamanan Bondowoso in the 2025-2026 academic year, and the effect of the use of Educaplay Froggy Jumps interactive media on students' interest in learning science at MI Nurur Rahman Tamanan Bondowoso in the 2025-2026 academic year. This research uses quantitative research with an experimental approach. Data collection techniques include: 1) observation, 2) questionnaires, and 3) documentation. The analysis uses descriptive and inferential analysis with simple linear regression tests assisted by SPSS Version 25. The results of the study showed that the use of Educaplay Froggy Jumps interactive media significantly increased students' interest in learning science, with different average values indicated by the mean of the experimental class of 63.04 while the control class was 56.81. The results of the hypothesis test showed a significance value of $0.000 < 0.05$ and t count of $6.488 > t$ table of 1.708, so that the alternative hypothesis (H_a) was accepted with a coefficient of determination of 62.7% indicating that the increase in students' interest in learning was significantly influenced by the use of Educaplay Froggy Jumps interactive media.

Keywords : Interactive Media, Educaplay, Froggy Jumps, Learning Interest

INTRODUCTION

The development of technology in the field of education since 2020 has shown a significant digital transformation, in which technology functions not only as a learning support tool but also as a catalyst in transforming the overall learning paradigm. During the pandemic, the use of technologies such as video conferencing through Zoom and e-learning platforms such as Google Classroom encouraged a shift from conventional face-to-face instruction toward more flexible, technology-based learning. (Hasibuan et al., 2025). This transformation has led to increasing demands on educators to effectively integrate technology into the learning process. The utilization of technology in education has become highly important because it facilitates more interactive and flexible learning, thereby enhancing students' understanding and learning interest. This is in line with Law Number 20 of 2003 concerning the National Education System (Sisdiknas), Chapter XI Article 40 Paragraph (2) letter (a), which states that educators and educational personnel are obliged to create a meaningful, enjoyable, creative, dynamic, and dialogical learning atmosphere (Indonesia, 2003). One effort that teachers can undertake to fulfill this mandate is by utilizing interactive learning media.

Interactive media refers to instructional media that enables two-way interaction between students and the media, allowing students to take an active role in the learning process through features such as choices, simulations, exercises, and immediate feedback. Thus, interactive media encourages student engagement through activities such as questioning and discussion, making learning more effective and meaningful (Jafnihirida et al., 2023). Interactive learning media integrate various multimedia elements such as text, audio, video, animation, and others, enabling students to actively interact with the learning content (Ali et al., 2024:3). Moreover, interactive learning media are designed to enhance students' interest, skills, and enthusiasm for learning actively through a combination of visuals, audio, text, graphics, video, and animation (Limbong et al., 2022:29).

However, based on observations conducted at MI Nurur Rahman Tamanan Bondowoso, students' interest in the subject of Natural and Social Sciences (IPAS) is still relatively low. This condition is caused by learning activities that tend to be monotonous, with many teachers still relying on the lecture method. In addition, the abstract nature of IPAS material often makes students feel bored and less interested in participating in the learning process.

To address this issue, it is necessary to implement innovative and enjoyable learning strategies that align with the developmental characteristics of elementary school students. One alternative that can be utilized is the use of interactive media such as Educaplay Froggy Jumps, which presents IPAS material in the form of educational games. Educaplay is an online platform that offers various activities to enhance engagement and learning effectiveness. Through such interactive activities, active participation and a stimulating learning environment are encouraged, thereby motivating students to learn the subject matter more enthusiastically (Vargas-Saritama & Espinoza-Celi, 2024:4). According to Batitusta and Hardinata (2024) (Aswina et al., 2025:710), The Educaplay Froggy Jumps game features a frog that jumps across leaves to reach the end of a river, requiring correct answers to questions in order to prevent the frog from sinking. This feature ensures that students understand the material while completing the given tasks, making the learning experience more enjoyable and interactive.

The use of Educaplay Froggy Jumps media also helps increase students' interest, motivation, and understanding through the integration of engaging and interactive learning media (Marlis et al., 2025: 17-18).

This study is beneficial in reinforcing the understanding that learning interest is a key factor in educational success, as it encourages students to be more active, enthusiastic, and participative in the learning process. The findings also contribute to the development of knowledge regarding the effectiveness of the interactive media Educaplay Froggy Jumps as an engaging and meaningful learning tool, capable of helping students understand abstract concepts more easily and efficiently. Furthermore, this research is valuable for prospective educators by providing insights into the application of digital media to foster students' learning interest.

Prior to this study, several relevant previous studies had been conducted and served as references in examining the use of Educaplay in learning. Research conducted by Irma Setianingsih, Ayep Rosidi, and Imam Anas in 2024, published in *Jurnal Al-Qodiri*, investigated the effect of the Educaplay game media on the learning outcomes of eleventh-grade senior high school students in Islamic Religious Education using a quantitative approach. The results indicated a significant effect of Educaplay media on students' learning outcomes (Setianingsih et al., 2024). Subsequent research was conducted by Nadhila Fernanda, Anna Roosyanti, and Ratna Susanti in 2024, published in the *Journal of Science and Education Research (JSER)*. The study focused on improving learning outcomes in Pancasila Education through the use of Educaplay media in fourth-grade elementary school students, employing a Classroom Action Research (CAR) design. The findings revealed a significant improvement in students' learning mastery from the pre-cycle stage to Cycle II (Fernanda et al., 2024). In addition, Virda Putri Septiarini (2024) examined the effect of interactive animation media on students' learning interest in fourth-grade mathematics at SD Negeri Rumpet, Aceh Besar. The findings indicated a significant effect of interactive animation media on fourth-grade students' learning interest in mathematics. The t-test results showed a significance value of $0.000 < 0.05$ and a calculated t-value (6.859) greater than the t-table value (2.086), leading to the acceptance of the hypothesis that the use of interactive media increases students' learning interest (Septiarini, 2024).

Based on several previous studies, Educaplay media has been proven effective in improving students' learning outcomes and learning interest. However, these studies have not specifically examined the effect of the interactive media Educaplay Froggy Jumps on students' learning interest, particularly in the subject of Natural and Social Sciences (IPAS) in fifth-grade elementary school (SD/MI).

Therefore, this study offers novelty by addressing this gap, focusing specifically on the effect of the interactive media Educaplay Froggy Jumps on students' learning interest in IPAS learning. Accordingly, this research aims to describe the implementation of the Educaplay Froggy Jumps interactive media and to analyze its influence on students' learning interest.

In this study, hypothesis testing was conducted using simple linear regression analysis to determine the "Effect of the Educaplay Froggy Jumps Interactive Media on Students' Learning Interest in the IPAS Subject."

The hypotheses of this study are as follows:

1. • **H₀**: There is no effect of the implementation of the Educaplay Froggy Jumps interactive media on students' learning interest in the IPAS subject.
2. • **H_a**: There is a significant effect of the implementation of the Educaplay Froggy Jumps interactive media on students' learning interest in the IPAS subject.

RESEARCH METHOD

This study employed a quantitative approach using a Quasi-Experimental Design, specifically the Pretest–Posttest Control Group Design. The research involved two classes: an experimental class that received the treatment and a control class that did not receive any treatment. Both classes were administered a pre-test and a post-test to compare the results between the two groups (Abraham & Supriyati, 2022:2480). The study was conducted at MI Nurur Rahman Tamanan Bondowoso in the 2025–2026 Academic Year, involving all students of classes VA and VB, totaling 54 students, as the sample using a saturated sampling technique. (M. Jaya, 2025:81).

The sources of research data consisted of primary and secondary data. Primary data were obtained through observation and students' responses, while secondary data were collected through literature review and documentation, including reference books and previous studies, to strengthen the theoretical framework. (Pratama et al., 2023:47).

The data collection techniques in this study include questionnaires, observations, and documentation. The questionnaire is used to measure students' interest in learning through statements that describe the respondents' thoughts, attitudes, perceptions, and behaviors (Sugiyono, 2016:193), Observations were carried out to directly observe student activities and involvement during the social studies learning process using the interactive media *Educaplay Froggy Jumps* (Sugiyono, 2016:197), Meanwhile, documentation is used as supporting data which includes the collection of written documents, photographs, and other relevant archives to strengthen the validity and completeness of research data (Gunawan, 2013:178).

Data analysis is carried out in two stages, namely descriptive statistical analysis to describe data characteristics such as mean, median, and mode (Jaya, 2025:94), as well as inferential statistical analysis to test hypotheses, including simple linear regression tests to determine the linear relationship between independent (X) and dependent (Y) variables (Ramadhani & Bina, 2021:286).

Before the inferential analysis, regression prerequisite tests are carried out including: instrument validity test to ensure that the measurement questions should be (Sujarweni & Utami, 2025:58), Reliability test to ensure the consistency of the measuring instrument (Simbolon et al., 2023:93), normality test with *Kolmogorov-Smirnov* (Ramadhani & Bina, 2021:202), and linearity tests to ensure the linear relationships between variables. Decision making on the regression test was carried out through a hypothesis test, a simple correlation coefficient test, and a determination coefficient test. The hypothesis test is used to find out whether or not there is an influence between each research variable, while the simple correlation coefficient test is used to show the strength of the linear relationship and the direction of the relationship between two variables, According to Sugiyono, 2007 in (Nurhaswinda et al., 2025 :2648), The guidelines for interpreting the correlation coefficient are as follows: 0.00 – 0.199 = very low, 0.20 – 0.399 = low, 0.40 – 0.599 = medium, 0.60 – 0.799

= strong, 0.80 – 1.000 = very strong. And finally, the determination coefficient test is used to find out the magnitude of the relationship, which indicates whether a change in an independent variable (X) will be followed by a change in the dependent variable (Y) in equal proportions. The coefficient of determination is calculated by squared the correlation coefficient, then multiplied by 100% (Darma, 2021:53-54).

RESEARCH RESULTS

1. Descriptive Statistical Analysis

Table 1
Descriptive Statistical Analysis
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	27	52	23	75	59,11	10,671
Post-test Eksperimen	27	26	49	75	63,04	7,398
Pre-test Kontrol	27	24	43	67	58,07	6,850
Post-test Kontrol	27	24	45	69	56,81	6,373
Valid N (listwise)	27					

Sumber : (Output SPSS Versi 25)

Based on the table above, it is known that the average *pre-test* score of the experimental class was 59.11 and the control class was 58.07, indicating the initial condition of students' learning interest that was relatively comparable. After treatment, the average score of the experimental class increased to 63.04, while the control class actually decreased to 56.81. Descriptively, these results show that the use of *Educaplay Froggy Jumps interactive media* has a positive impact on students' interest in learning.

2. Inferential Statistical Analysis

Table 2
Inferential Statistical Analysis
Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	11,580	7,981		1,451	,159
	Media Educaplay Froggy Jumps	,760	,117	,792	6,488	,000

a. Dependent Variable: Interest in Learning

Sumber : (Output SPSS Versi 25)

Based on the above output, it is known that the *unstandardized coefficients* are 0.760 and for the significance of the data testing at the level of 5%. This means that if the chance of error is 5%, then the confidence level is 95%. Thus, it can be concluded that the variable relationship of 0.760 applies to 95% of respondents.

3. Simple Linear Regression Prerequisite Test

1. Instrument Validity Test

The validity test is used to see if the questionnaire statement instrument really measures what should be measured. Drawing conclusions from the validity test can be done in two ways, namely:

1) Compare r calculations with r tables

The basis for decision-making is that if r calculates $> r$ table, the data is declared valid, on the other hand, if r calculates $< r$ table, the data is declared invalid.

2) Comparing significance values

The basis for decision-making is that if the significance value is < 0.05 , it is declared valid, on the other hand, if the significance value is > 0.05 , it is declared invalid.

Table 3

Variable X Validation Data Processing
(Comparing the calculated r value with the r table)

Variabel X	Item	R table	r count	Conclusion
Media Interaktif <i>Eaucaplay</i> <i>Froggy Jumps</i>	X1	0.3809	,593	Valid
	X2	0.3809	-0,118	Invalid
	X3	0.3809	,569	Valid Valid
	X4	0.3809	,640	Valid Valid
	X5	0.3809	,678	Valid Valid
	X6	0.3809	,530	Invalid
				Invalid
				Valid
				Invalid
				Valid Valid
				Valid Valid
	X7	0.3809	,667	Valid Valid
	X8	0.3809	,696	Valid
	X9	0.3809	,061	Valid
	X10	0.3809	,344	
	X11	0.3809	,761	
	X12	0.3809	,360	
	X13	0.3809	,513	
	X14	0.3809	,431	
	X15	0.3809	,551	

Table 4

Variable X Validation Data Processing
(Comparing Significance Values)

Variabel X	Item	Nilai Sig.	Conclusion
	X1	0,001	Valid
	X2	0,584	Invalid
	X3	0,002	Valid
	X4	0,000	Valid
	X5	0,000	Valid
	X6	0,004	Valid

Media Interaktif	X7	0,000	Valid
	X8	0,000	Valid
	X9	0,764	Invalid
<i>Educaplay Froggy Jumps</i>	X10	0,079	Invalid
	X11	0,000	Valid
	X12	0,084	Invalid
	X13	0,006	Valid
	X14	0,025	Valid
	X15	0,003	Valid
	X16	0,000	Valid
	X17	0,001	Valid
	X18	0,000	Valid
	X19	0,000	Valid
	X20	0,000	Valid

Table 5
Variable Y Validation Data Processing
(Comparing the calculated r value with the r table)

Variabel Y	Item	R table	r count	Conclusion
Students' Learning Interests	Y1	0.3809	,707	Valid Valid
	Y2	0.3809	,705	Valid Valid
	Y3	0.3809	,840	Valid Valid
	Y4	0.3809	,885	Valid
	Y5	0.3809	,770	Invalid
	Y6	0.3809	,690	Invalid
				Valid Valid
				Valid Valid
				Valid
				Invalid
				Invalid
	Y7	0.3809	,805	Invalid
	Y8	0.3809	,302	Valid Valid
	Y9	0.3809	,338	Valid
	Y10	0.3809	,466	
	Y11	0.3809	,447	
	Y12	0.3809	,830	
	Y13	0.3809	,735	
	Y14	0.3809	,817	
	Y15	0.3809	.171	

Table 6
Variable Y Validation Data Processing
(Comparing Significance Values)

Variabel Y	Item	Nilai Sig.	Conclusion
Students' Learning Interests	Y1	0,000	Valid
	Y2	0,000	Valid
	Y3	0,000	Valid
	Y4	0,000	Valid
	Y5	0,000	Valid
	Y6	0,000	Valid
	Y7	0,000	Valid
	Y8	0,126	Invalid
	Y9	0,107	Invalid
	Y10	0,014	Valid
	Y11	0,020	Valid
	Y12	0,000	Valid
	Y13	0,000	Valid
	Y14	0,000	Valid
	Y15	0,394	Invalid
	Y16	0,056	Invalid
	Y17	0,459	Invalid
	Y18	0,000	Valid
	Y19	0,000	Valid
	Y20	0,000	Valid

Based on tables 3 to 6, the results of the instrument validity test show that out of the 20 items of the questionnaire statement, there are 4 invalid items on variable X and 5 invalid items on variable Y. In accordance with the provisions, invalid statement items are not used in subsequent studies (Duli, 2020:106). Thus, the research instrument used consists of 16 valid items for variable X and 15 valid items for variable Y, which are suitable for testing in both classes of research samples.

Table 7

Results of Variable X Validity Test

Item	r count	Nilai sig.	Conclusion
X1	,593**	0,001	Valid
X2	,569**	0,002	Valid
X3	,640**	0,000	Valid
X4	,678**	0,000	Valid
X5	,530**	0,004	Valid
X6	,667**	0,000	Valid
X7	,696**	0,000	Valid
X8	,761**	0,000	Valid
X9	,513**	0,006	Valid
X10	,431*	0,025	Valid
X11	,551**	0,003	Valid
X12	,839**	0,000	Valid
X13	,605**	0,001	Valid
X14	,673**	0,000	Valid
X15	,771**	0,000	Valid
X16	,766**	0,000	Valid

Table 8

Results of the Y-Variable Validity Test

Item	r hitung	Nilai sig.	Kesimpulan
Y1	,707**	0,000	Valid
Y2	,705**	0,000	Valid
Y3	,840**	0,000	Valid
Y4	,885**	0,000	Valid
Y5	,770**	0,000	Valid
Y6	,690**	0,000	Valid
Y7	,805**	0,000	Valid
Y8	,466*	0,014	Valid
Y9	,447*	0,020	Valid
Y10	,830**	0,000	Valid
Y11	,735**	0,000	Valid
Y12	,817**	0,000	Valid
Y13	,859**	0,000	Valid
Y14	,866**	0,000	Valid
Y15	,763**	0,000	Valid

a. Reliability Test

Table 9
Variable X Reliability Test
(Media interaktif *Educaplay Froggy Jumps*)

Reliability Statistics	
Cronbach's Alpha	N of Items
,907	16

Source : (SPSS Version 25 Output)

In the results of the above data processing on variable X, it is known *that Cronbach's Alpha value* is 0.907 where *Cronbach's Alpha value* > 0.70, then the questionnaire or questionnaire is declared reliable or consistent

Table 10
Variable Reliability Test Y
(Student Learning Interest)

Reliability Statistics	
Cronbach's Alpha	N of Items
,945	15

Source : (SPSS Version 25 Output)

Based on the results of the data reliability test above, it is known *that Cronbach's Alpha value* is 0.945 and > value is 0.70, so the questionnaire or questionnaire is declared reliable or consistent.

1. Normality Test

The normality test was carried out with *the Komolgorov-Smirnov* test because the amount of data was more than 50. The basis for decision-making uses an *alpha* level of 5% or 0.05, provided that if the sig. value > 0.05 then the normality assumption is fulfilled, however, if the sig. value < 0.05 then the normality assumption is not fulfilled

Table 11
Normality Test Results

		Control	Eksperimen	One-Sample Kolmogorov- Smirnov Test
N		30	27	
Normal Parameters ^{a,b}	Mean	58,20	59,11	
	Std. Deviation	6,738	10,671	
Most Extreme Differences	Absolute	,147	,112	
	Positive	,096	,091	
	Negative	-,147	-,112	
Test Statistic		,147	,112	
Asymp. Sig. (2-tailed)		,096^c	,200^{c,d}	

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source : (SPSS Version 25 Output)

Based on the results in the table above, it is known that the value of sig. for each of the control and experimental group data greater than 0.05. This means that the assumption of normality is fulfilled

a. Linearity Test

The linearity test aims to determine whether two or more variables being tested have a significant linear relationship. If the significant value > 0.05 then the relationship between variable (X) and variable (Y) is considered linear. However, if the significant value is < 0.05 , then the relationship between variable (X) and variable (Y) is considered non-linear.

Table 12
Results of the Linearity Test
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Students' Learning Interests *	Between Groups	(Combined) Linearity	1238,796 892,740	18 1	68,822 892,740	2,990 38,780	,059 ,000
Educaplay Froggy Jumps Interactive Media		Deviation from Linearity	346,056	17	20,356	,884	,608
	Within Groups		184,167	8	23,021		
	Total		1422,963	26			

Source : (SPSS Version 25 Output)

Based on the results of the table above, it shows the value of sig. *deviation from linearity* of 0.608 where the amount > 0.05 which can be stated that the distribution of data has a significant linear relationship between variable X (Interactive Media *Educaplay Froggy Jumps*) and variable Y (Learning Interest).

DISCUSSION

1. Application of *Educaplay Froggy Jumps* Interactive Media in IPAS Subjects

The results of the study show that the application of *Educaplay Froggy Jumps interactive media* in social studies learning has a positive impact on students' learning interest in learning at MI Nurur Rahman Tamanan Bondowoso for the 2025–2026 school year. This finding can be seen from the increase in the average value of learning interest in the experimental class after being given treatment, while the control class that used conventional methods actually decreased. This condition indicates that the use of interactive learning media is able to create a more interesting learning experience than learning without interactive media.

The increase in students' interest in learning in experimental classes can be explained through the characteristics of interactive learning media proposed by Ali (2024) and Limbong (2022) stating that interactive media integrates various visual elements, animations, and activities so that it can increase student attention and involvement. In line with that, Jafnihirda (2023) emphasized that interactive media allows for two-way interaction between students and media through various features such as choices, simulations, exercises, and direct feedback, so that students do not only passively receive information, but actively participate in the learning process. In this study, *Educaplay Froggy Jumps* presents IPAS learning materials through educational games that encourage active student involvement, so that learning becomes more fun and meaningful.

By doing fun and meaningful learning, making students more actively participate in learning, not only that, students will also be more enthusiastic and enthusiastic in learning. by using *interactive media Educaplay Froggy Jumps* can also foster students' interest in learning. The results of this study are also in accordance with the opinion Marlis et al., (2025) which states that the use of *Educaplay Froggy Jumps* media also helps increase students' interest, motivation, and understanding due to the integration of engaging and interactive media. Thus, the application of *Educaplay Froggy Jumps interactive media* has been proven to be able to foster students' interest in learning in science subjects empirically.

2. The Influence of *Educaplay Froggy Jumps* Interactive Media on Students' Learning Interest in IPAS Subjects

Data analysis on the influence of *Educaplay Froggy Jumps* interactive media uses simple linear regression analysis through two data processing processes in SPSS Software, namely:

a. Hypothesis Test (t-Test)

This study aims to find out the differences in the learning interests of students who use *the Educaplay Froggy Jumps interactive media* and those who do not use it.

Decision-making is based on the significance value and comparison of the value t

calculated and t table, when the significance value < 0.05 then H_0 is rejected and H_a is accepted. When the significance value > 0.05 then H_0 is accepted and H_a is rejected. T value is calculated with T table. The second way, if the value t is calculated $> t$ of the table, then H_0 is rejected and H_a is accepted. Conversely, if the value t is calculated $< t$ of the table, then H_0 is accepted and H_a is rejected.

The results of the hypothesis test using SPSS version 25 are presented briefly in the following table.

Table 13
Hypothesis Test Results (t-Test)
Coefficients^a

Unstandardized Coefficients		Standardized Coefficients			
Model	B	Std. Error	Beta	T	Sig.
1	(Constant)	11,580	7,981	1,451	,159
	Media Educaplay Froggy Jumps	,760	,117	,792	6,488 ,000

a. Dependent Variable: Interest in Learning

Source : (SPSS Version 25 Output)

Data from the data table above is known to show a significance value of $0.000 < 0.05$ and $t \text{ count } 6.488 > t \text{ table } 1.708$ ($\alpha = 0.05$, $df = 25$), so that H_0 is rejected and H_a is accepted. Thus, the use of *Educaplay Froggy Jumps interactive media* has a significant effect on students' interest in learning.

The results of this study are in line with research conducted by Septiarini (2024) which examines the influence of interactive animation media on students' learning interests in grade IV mathematics subjects at SD Negeri Rumpet Aceh Besar. The study showed a significance value of $0.000 < 0.05$ with a calculated t value (6.859) greater than the t table (2.086), which confirmed the significant influence of interactive media on increasing students' interest in learning. The alignment of these findings reinforces that the use of interactive media, even when applied to different subjects and contexts, consistently has a positive impact on students' interest in learning (Septiarini, 2024).

b. Simple Correlation Coefficient Test

Below is presented the correlation test output which shows the degree of tightness of the relationship between variable X and variable Y.

Table 14
Simple Correlation Coefficient Test Results
Correlations

		Media Educaplay Froggy Jumps	Interest in Learning
Media Educaplay Froggy Jumps	Pearson Correlation	1	,792**
	Sig. (2-tailed)		,000
	N	27	27
Interest in Learning	Pearson Correlation	,792**	1
	Sig. (2-tailed)	,000	
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

Source : (SPSS Version 25 Output)

Based on the results of the correlation test above, it is known that the *Person Correlation* value is 0.792 which means the level of influence of variable X (*Educaplay Froggy Jumps Interactive Media*) with variable Y (Student Learning Interest) which refers to the interpretation guidelines by Sugiyono (2007), it can be concluded that there is a strong relationship between variable X (*Educaplay Froggy Jumps Interactive Media*) and Y variable (Student Learning Interest).

c. Coefficient Determination Test

The determination coefficient is a benchmark or the amount of influence of variable X on variable Y expressed in percentages. The following are the results of the determination coefficient test using SPSS Version 25.

Table 15
Determination Coefficient Test Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,792 ^a	,627	,612	4,605

a. Predictors: (Constant), Media Educaplay Froggy Jumps

Source : (SPSS Version 25 Output)

Based on the *R Square* value in the output above, which is 0.627 which is further multiplied by 100%, it can be concluded that the influence of variable X (*Educaplay Interactive Media Froggy Jumps*) with variable Y (Student Learning Interest) is 62.7%.

CONCLUSION

This study shows that the application of *Educaplay Froggy Jumps* interactive media in IPAS learning has a significant effect on increasing students' interest in learning. The results of descriptive data analysis showed an increase in the average value of students' learning interest in the experimental class from 59.11 to 63.04, while the control class using conventional methods did not increase.

The hypothesis test provided evidence that the influence of the use of interactive media on student learning interest was significant with a significance value of $0.000 < 0.05$, and a determination coefficient of 62.7%, which suggests that most of the increase in student learning interest can be explained by the use of such media.

These findings confirm that interactive learning media based on educational games can increase student engagement and learning motivation and create more interesting and meaningful learning. Therefore, it is recommended that teachers use interactive media in learning activities, and schools support its implementation through the provision of facilities, training, and policies that support learning innovation. Further research is suggested to expand variables and levels of education to strengthen the generalization of findings.

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