



DEVELOPMENT OF EDUCAPLAY-BASED LEARNING MEDIA IN THE ELEMENTS OF HUMAN RESOURCE MANAGEMENT CLASS XI OFFICE MANAGEMENT OF VOCATIONAL SCHOOL

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ABSTRACT

This study aims to find out how the media development process, find out the feasibility of media, students' response to the media, and determine the effectiveness of educaplay-based learning media in the elements of human resource management class XI office management of SMK Negeri 4 Surabaya. The development model used in this study is the ADDIE model. The research instruments include validation sheets of material experts, media experts, student response questionnaires, and pre-test and post-test sheets. The results of this study were educaplay-based learning media obtained an assessment from material experts of 91%, media experts of 96.66%, and student responses of 92.33% with the category of "very feasible". The effectiveness test uses an n-gain score with a score of 70% which is in the category of "quite effective" interpretation. Based on these results, it can be concluded that educaplay-based learning media is suitable for use in the learning process.

INTRODUCTION

Education is an effort that is consciously made by each individual to develop their knowledge, skills, and potential. The existence of this education will certainly affect human growth and development, therefore humans will be able to grow and develop better, especially in terms of their intellect so that this education is very important to do. Education is the most important factor in the development of a nation because it functions to improve human quality, dignity, and abilities (Moto, 2019). Education is closely related to the teaching and learning process or learning process. Learning is a process of interaction between students and educators and learning resources in a learning environment (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System). The role of an educator or teacher in providing an understanding and direction of learning is important in the learning activity or process (Sadani & Rosy, 2021).

The learning process has several important components that must be present in it, namely the teacher as an educator, students, learning objectives, learning methods, materials taught, learning media/tools

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used, and learning evaluation (Fahrudin, 2022). One of the components that is no less important to increase the success of the learning process is learning media. A tool used in the learning process with the aim of clarifying the delivery of information, simplifying the learning process, and improving student learning outcomes is called learning media (Nurbaetina & Roviati, 2021). Simply put, learning media is a tool that functions as an intermediary for educators to convey material to students. There are various types of learning media, including print media, audio, print audio, motion audio-visual, physical objects, visual projection and silent audio-visual, and computer/electronic (Rosy et al., 2018).

The use of this learning media is important because using learning media, both in the form of images/visuals, videos, audio visuals, and other media can make it easier for an educator or teacher to convey the material to be taught. Learning media is something in the form of physical or technical in the learning process that can help teachers to make it easier to deliver learning materials to students so that it makes it easier to achieve the learning goals that have been set (Nurfadhillah et al., 2021). On the other hand, so that students can also more easily understand the material delivered by the teacher, the learning media used should be interesting and interactive.

Interactive learning media can be interpreted as a delivery of material using images, videos, animations, films and audio with the help of computers that students actively respond to so that there is an interaction between both parties, both teachers and students and students and students (Adoe & Manane, 2022). Interactive learning media can be used as a fun and educational learning media, therefore the interactive learning media contains visual/image and audio/sound elements that are integrated so that they display an attractive appearance (Rahma & Nurhayati, 2021). The most important characteristic of this interactive learning media is that students participate in interacting during the learning process so that students do not only pay attention to the presentation of material or objects (Harsiwi & Arini, 2020). The existence of this interesting interactive learning media makes students more enthusiastic about learning and easier to understand the material (Valentina et al., 2023).

Interactive learning media can be made as interesting as possible by utilizing technology. Along with the development of technology that is increasing day by day, various web-based online platforms and applications have emerged that are useful in the field of education and can be used as interactive learning media. One of the interesting and interactive learning media is educational game-based learning. Educational game-based learning can minimize student boredom when learning. Educational games can be defined as games that are used in the learning process and in them there are educational elements or educational values (Rahma & Nurhayati, 2021). This is similar to the statement that educational games are games made to stimulate students' thinking so that they can solve problems while increasing their concentration (Widyastuti & Puspita, 2020). Games that were originally only considered as a means of entertainment can now be more useful to improve students' knowledge and skills.

SMK Negeri 4 Surabaya is one of the favorite Vocational High Schools in the city of Surabaya that has implemented an independent curriculum since two years ago. This independent curriculum is more focused on the freedom to innovate, think critically, create, and learn independently for students (Rohmatika, 2023). Based on observations made by researchers at SMK Negeri 4 Surabaya, it was found that there is no availability of technology-based interactive learning media, which can be accessed easily and flexibly by students through their devices such as mobile phones. In addition, SMK Negeri 4 Surabaya has uneven learning support facilities, as evidenced by the existence of several classes that do not have LCD projectors and there are also classes that have LCD projectors but are not in good condition or damaged.

In addition, during the learning period, many students were found to feel bored, sleepy, and talk to themselves with their friends. This is because one of them is when learning takes place, especially in the elements of human resource management, educators use learning media in the form of whiteboards and power points in which they only present material in the form of writing or text so that it seems monotonous and uninteresting. Supported by the results of a preliminary study conducted by the researcher through interviews with students, information was obtained that the use of power point media

is less interesting, tends to be monotonous, passive, boring, and makes you sleepy because there is no interactivity so that the enthusiasm or interest of students to follow or listen to the material is very minimal.

From these problems, the researcher provides a solution in the form of developing technology-based interactive learning media that is easily accessible to students anywhere and anytime through their devices, such as mobile phones. Students can access media independently so that learning tends to be more active and participatory. Learning media is developed using the educaplay platform, which is an online learning platform that provides various types of games and other interactive activities to help students learn in a more effective, efficient, and fun way (Utami et al., 2023). Teachers can choose several games offered by the educaplay platform according to their learning needs so that the learning atmosphere in the classroom can be more lively, fun, and interactive.

Some of the types of games available on the educaplay platform include froggy jumps, memory games, matching pairs, word search puzzles, and many other games. Various kinds of games available on the educaplay platform can be accessed by students online using a good and stable internet network. Some games or activities in this educaplay platform support the use of multimedia in the form of images, videos, and audio which can be useful for presenting material in a more interesting and easy-to-understand way. The material can also be easier to absorb or understand through presentation in the form of games or educational games because it gives an impression and an interesting experience of learning while playing at the same time.

Based on the above presentation, the researcher is interested in conducting a research entitled "Development of educaplay-based learning media in the elements of human resource management class XI office management of SMK Negeri 4 Surabaya".

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Study

According to the Great Dictionary of the Indonesian Language or KBBI, learning means trying to acquire knowledge or intelligence, practicing, changing behavior or responses caused by experience. Learning is a process that can produce behavioral changes in students that are formed from the experiences they feel (Rahma & Nurhayati, 2021). Learning is also a process of changing student behavior that occurs due to exercises in strengthening experiences and is relatively fixed (Sutiah, 2020). According to Djamaluddin & Wardana (2019), learning is defined as an individual's effort to experience behavioral changes which include knowledge, skills, attitudes, and positive values from the material studied. Based on some of these opinions, it can be concluded that the definition of learning is a process carried out by an individual to obtain new knowledge, understanding, and skills obtained from experience so that there is a change in behavior in him.

Learning

Law Number 20 of 2003 concerning the National Education System states that learning is a process of interaction between students and educators along with learning resources in a learning environment. According to Indah Wati & Nugraha (2021), learning is a process of interaction between educators and students that involves all learning resources, which are adjusted to the learning plan to achieve the desired goals. In addition, learning can also mean that a process of interaction carried out by educators and students in a learning environment in order to create a learning experience for students (Ramadhani & Rosy, 2023). Based on some of these opinions, it can be concluded that learning is an activity that involves educators or teachers, students, and learning resources with the intention of providing experience and knowledge for students in a learning environment. A learning aims to provide an understanding of knowledge, skills, and experience to students so that their cognitive, affective, and psychomotor abilities can be improved.

Learning media

Anything that can be used to convey information or messages in the teaching and learning process so that it can stimulate students' interest and attention in learning is called learning media (Arsyad, 2017). Learning media can be interpreted as a means for the delivery of learning materials to motivate thinking, willingness, interest, feelings, and make it easier for students to master the material so that learning activities take place in a fun way and learning goals can be achieved (Indah Wati & Nugraha, 2021). Learning media can also be stated as a tool used by educators as intermediaries or introductions so that the material learned by students can be conveyed easily (Situmeang et al., 2022). Based on these opinions, it can be concluded that learning media is a tool to support learning activities used by educators to convey information or subject matter taught to their students so that learning objectives can be achieved optimally.

Interactive learning media

The concept of interactive in learning is closely related to computer-based media, so it can be defined that interactive learning media is a computer-based learning media that is able to convey and process information or messages tailored to individual learning needs and abilities and encourage active participation of students during the learning process (Arsyad, 2017). Interactive learning media is also stated as an instrument based on mixed media to clarify information from educators to students so that there is a process of interaction between students and the media (Novyanti et al., 2022). Interactive learning media is a learning media consisting of images, audio, text, video, animation, graphics that are integrated with the help of computers or other devices so that learning goals can be achieved and users can actively interact in them (Abdurrahman et al., 2020). Thus, it can be concluded that interactive learning media is a form of media that allows two-way interaction, namely between students and learning media. So that students not only receive information but are also actively involved in the learning process through the participation and interaction of students with learning media.

Educational games

Educational games are games that provide insights related to how the learning process can be carried out as interestingly as possible (Rahma & Nurhayati, 2021). Learning media that can motivate students to think creatively and play games that are educational in learning are called educational games (Nurhikmah et al., 2023). In addition, an educational game is defined as a game that has several components in it that are educational so that students can learn and play at the same time (Hendrawan & Marlina, 2022). Thus, it can be concluded that educational games can be interpreted as a game or game that gives a fun impression because students can learn while playing at the same time so that students' knowledge and thinking can be honed properly.

Educaplay

Educaplay is one of the online platforms that has a variety of games to help students learn effectively and fun (Utami et al., 2023). Meanwhile, according to W & Sison (2021), *educaplay* is a free educational online tool or platform that allows educators to design games with creative and professional results. *Educaplay* is also defined as one of the collaborative tools that is available for free and allows users to do fun activities to interact between educators and learners (Páez-Quinde et al., 2022). Based on some of the opinions above, it can be concluded that *educaplay* is one of the web-based educational game platforms that allows teachers or educators to create and share games online through links easily. This *Educaplay* can only be accessed when the device is connected to an active internet network. Later students can access the game on their devices, both cellphones and laptops through the shared link or through the code/pin listed. *Educaplay* can be used as an interactive learning medium because it can make learning more fun and students can be actively involved in it by learning and playing at the same time on various kinds of games offered.

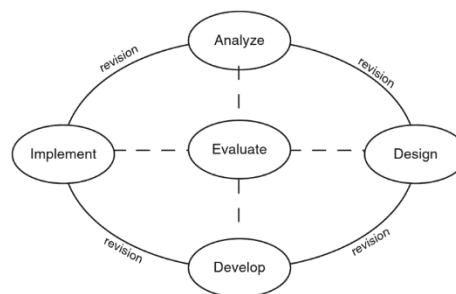
Element of human resource management

Human resource management or management is a process related to handling problems within the scope of employees to support organizational activities to achieve predetermined goals. This HR management includes employee planning and preparation systems, employee career development and management,

performance evaluation and employee compensation, and good employment relations (Sinambela, 2016). The element of human resource management is one of the elements that must be learned by students in grades XI and XII in the concentration of office management expertise. The material taught is related to employee management ranging from employee planning to employee dismissal. In addition, it will also discuss labor regulations in accordance with current regulations.

METHOD

This research is a type of development research or Research and Development (R&D), which can be defined as one of the methods to design, research, produce, and test the validity of products that have been developed or produced (Sugiyono, 2020). The development model in this study uses the ADDIE model developed by Branch in 2009. This development model consists of five stages, namely analysis, design, development, implementation, and evaluation. ADDIE's research model tends to be more systematic and practical to be used in designing and developing learning activities (Harahap & Siregar, 2020). In line with the opinion that the ADDIE development model is one of the development models that pays attention to procedures or stages with a media development design that is practical and easy to understand (Purnamasari, 2019).



Source: (Branch, 2009)

Figure 1. Stages of the ADDIE Development Model Procedure

In this study, the test subjects consisted of material experts, media experts, and students. Material experts and media experts as validators to test the feasibility of the media developed, namely educaplay media. Meanwhile, a limited trial was carried out on students in class XI MP 3 SMK Negeri 4 Surabaya to find out how students responded to the media developed, namely educaplay media. The data collection instrument uses a questionnaire for the validation of material experts, media experts, and response questionnaires for students. Then, there is a test sheet consisting of a pre-test sheet to find out the initial ability before the media is tested and a post-test to find out the final ability after the media is tested. Observations were made during the learning process and interviews were carried out on teachers teaching elements of human resource management as well as several students of class XI office management of SMK Negeri 4 Surabaya.

The data analysis technique was carried out using qualitative and quantitative data analysis consisting of validation questionnaire analysis, response questionnaires, test question items, and media effectiveness analysis. The validation questionnaire was analyzed using the following formula:

$$Eligibility\ percentage = \frac{\sum score\ of\ all\ validators}{\sum highest\ score} \times 100\%$$

Based on the results of the analysis of the calculation, data will be obtained in the form of percentages that are interpreted according to the following interpretation criteria:

Table 1. Interpretation criteria for the validation experts

Validation	Interpretation
81% - 100%	Very feasible
61% - 80%	Feasible
41% - 60%	Pretty feasible
21% - 40 %	Less feasible
0% - 20%	Not feasible

Source: (Riduwan, 2015)

The analysis of the response questionnaire uses the following formula:

$$\text{Eligibility percentage} = \frac{\sum \text{score of all student responses}}{\sum \text{highest score}} \times 100\%$$

Based on the results of the analysis of the calculation, data will be obtained in the form of percentages that are interpreted according to the following interpretation criteria:

Table 2. Criteria for interpreting student response questionnaires

Validation	Interpretation
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Pretty good
21% - 40 %	Less good
0% - 20%	Not good

Source: (Riduwan, 2015)

Before the test instrument is used in the research, it is first carried out to test the validity, reliability, difficulty level of the question, and the ability to differentiate the question in order to produce a decent question. Testing of the test instrument will be carried out with the help of IBM SPSS Statistics 24 software. Meanwhile, to analyze the effectiveness of the media using the n-gain score test. The n-gain formula used to test the effectiveness of learning media is as follows:

$$G = \frac{Sf - Si}{\text{Score ideal} - Si}$$

Keterangan:

G = N-Gain Score

Sf = Score final (*post-test*)

Si = Score initial (*pre-test*)

Table 3. Categories of n-gain score effectiveness

N-Gain Score	Category
$G > 0,7$	High
$0,3 < G < 0,7$	Medium
$G < 0,3$	Low

Source: Hake (in Marjan et al., 2021)

Table 4. Categories of interpretation of n-gain effectiveness

Persentase (%)	Tafsiran
≤ 40	Ineffective
41 – 55	Less effective
56 – 75	Quite effective
≥ 76	Effective

Source: Hake (in Marjan et al., 2021)

RESULTS AND DISCUSSIONS

The results of this development research are in the form of educaplay-based learning media in the elements of human resource management class XI office management of SMK Negeri 4 Surabaya. This research is a type of Research and Development (RnD) research using the ADDIE development model which consists of five stages, namely analysis, design, development, implementation, and evaluation. In the first stage of analysis, the researcher analyzes problems, needs, and competencies. Problem analysis was obtained from the results of observations that had been made and information was obtained that in the learning process of human resource management, there is no technology-based interactive learning media that can be accessed easily and flexibly by students through devices such as mobile phones. Interactive learning media here is intended as a medium for delivering material that involves students to participate or interact with learning media so that there is a two-way interaction, students not only receive the material passively but also actively participate in learning. In addition, learning support facilities such as LCD projectors are also not available evenly in each classroom, some are damaged and some are absent. It is not uncommon for educators to only use whiteboard media because of the unavailability of LCD projectors in the classroom. The use of learning media makes the learning atmosphere monotonous so that students are not interested in listening to learning materials that are only delivered through a one-way method, namely lectures by teachers (Islamy & Saputra, 2022).

During the learning period, it was also found that many students experienced boredom, drowsiness, and talked to themselves with their friends. This is supported by the results of interviews with students who feel bored because the learning media used is in the form of power points that only contain writing or text. Students only look at slides containing text and listen to explanations from educators. As a result, learning takes place passively and students cannot actively interact in it so that their understanding of the material taught is also lacking. The use of learning media that has been used is less attractive so that students' interest and attention in learning are relatively low. As stated that the use of learning media can increase motivation, give rise to new interests and desires of students in learning. In addition, learning media can also help present material attractively, facilitate the interpretation of material, and improve students' understanding of the material (Arsyad, 2017).

The material presented in the form of text in the power point media is also less interactive, making students not actively involved or actively participating in learning. The lack of interaction of the media used makes the learning process tend to be monotonous and less fun. As explained by Arsyad (2017) that the media functions as the purpose of instruction, where the material contained in the media must involve students in the form of real activities so that it can provide a pleasant experience. In line with the opinion that the presentation of material using power point media shown through LCD projectors does not attract students' attention so that it makes students less active during learning, many of the students get bored faster and relatively do other more interesting activities, such as playing games (Inawati & Puspasari, 2021). In addition, educators who use power point learning media can make students tend to be bored, bored, lack focus when the material is delivered, less interactive, and a lot of silence when asked by educators (Oktavia & Susarno, 2023). The same thing is supported by the results of observations and interviews with students that power point media makes students feel bored, passive, and sleepy.

Based on these problems, the solution provided is in the form of developing a technology-based interactive learning media that is easily accessible by students flexibly through their devices such as mobile phones. Interactive learning media allows two-way interaction between users (students) and content (media) and is designed to improve student engagement, material understanding, and experience as users (Utami et al., 2023). The media developed by the researcher uses the educaplay platform which provides various features of educational games and other activities that allow students to be actively involved and participatory in the learning process. It is similarly stated that educaplay is one of the platforms that presents interesting and interactive learning media through various available features, such as froggy jumps, unscramble letters games, memory games, and so on (Batitusta & Hardinata, 2024). The educaplay platform allows the delivery of material through games accompanied by the use

of images, videos, and audio that can help students understand the concept of human resource management theory more easily and thoroughly.

In addition, the selection of the educaplay platform as an interactive learning medium is also based on the characteristics of students who prefer to play games through their mobile devices. The game or games are significantly played by individuals in the age ranges of 15-18, 19-24, 25-29 (Marjan et al., 2021). This is in accordance with the average age of students, namely 16-17 years old who are interested in something that smells of games or games. The use of quizwhizzer educational game-based media is effective in improving students' ability to understand concepts (Faijah et al., 2022). The use of technology in the form of educational games is effective as an alternative learning medium to increase students' understanding and interest in learning material (Marcheta & Kareem, 2023). The educaplay platform has a variety of educational game features that can be used for learning so that with the existence of educational game-based learning media, educaplay can meet the needs of students to be able to learn while playing at the same time. Game-based interactive media is effectively used in learning because it makes students enjoy more enjoyable learning so that when students are happy to participate in learning, their understanding of the material will be much deeper (Santoso et al., 2023).

The competency analysis includes an analysis related to learning outcomes and learning objectives from the elements of human resource management used by the researcher to determine the material to be used. In this study, the learning objectives used are to understand the scope of employee recruitment and implement employee recruitment administrative procedures. This is adjusted to the flow of learning objectives (ATP) for the concentration of office management expertise phase F at SMK Negeri 4 Surabaya as a guideline or reference.

In the design stage, the researcher prepares the material based on predetermined learning objectives, namely understanding the scope of employee recruitment and implementing employee recruitment administrative procedures. The material prepared includes the definition of recruitment/employee recruitment, recruitment principles, recruitment sources, recruitment methods, recruitment evaluations, recruitment barriers, and employee recruitment procedures ranging from planning to placement. Furthermore, making an initial design design of the media before it is later realized at the development stage. The initial design design of the media that will be made is to design the layout, fonts, colors, images, icons/symbols that will be used through canva. There is a main page as an opening/cover, and a menu page. The main page includes the element title, the material title, and the user goal. Then, the menu page includes a menu of user instructions, learning materials, games, quizzes/practice questions, and learning videos as well as developer profiles at the end of the page as a closing. The material will be packaged through the educaplay platform so that when the hyperlink is clicked/tapped, it will switch and connect directly to the educaplay media.

The third stage is the development stage, at this stage the researcher begins to make media according to the design in the previous stage. The following are the results of the media products made by the researchers:



Source: Data processed by researchers (2024)

Figure 2. Home



Source: Data processed by researchers (2024)

Figure 3. Games educaplay

After the learning media product is made, validation is carried out to determine the feasibility of the product. Validation is carried out to determine the feasibility of the media that has been developed so that it can be used as a medium in the learning process (Rohmah & Bukhori, 2020). The validation was carried out by validators who were material experts, namely Lecturers of Office Administration Education at the State University of Surabaya and teachers of human resource management elements at SMK Negeri 4 Surabaya. The validation of the material assessed in terms of the quality of the content and objectives includes criteria for accuracy, completeness, interest or attention, suitability to the situation of the student's condition. Meanwhile, in terms of instructional quality, including the criteria for providing assistance for learning, the quality of tests and assessments, and in terms of technical quality, including readability criteria. Based on the three indicators, namely the quality of content and objectives, instructional quality, and technical quality, the interpretation category is very feasible. Judging from the suitability of the material presented with the set learning objectives, the material helps to increase the knowledge of students, and the material is delivered clearly and easily understandable.

The validator who became a media expert was a multimedia teacher at SMK Negeri 4 Surabaya. The validation of media assessed in terms of instructional quality includes the criteria of providing learning opportunities, providing assistance for learning, motivating quality, instructional flexibility, can have an impact on students, educators, and learning. Meanwhile, in terms of technical quality, it includes criteria for readability, ease of use, and quality of impressions or displays. Based on the three indicators, namely the quality of content and objectives, instructional quality, and technical quality, the interpretation category is very feasible. Judging from the media developed, it helps students understand the material more easily, provides an attractive and fun display, and facilitates media access. The following are the results of the recapitulation of the validation of material experts and media experts:

Table 5. Recapitulation of material validation results

No.	Indicator	Score Total	Percentage	Interpretation
1.	Quality of content and purpose	53	88,33%	Very feasible
2.	Instructional quality	20	100%	Very feasible
3.	Technical quality	18	90%	Very feasible
	Average	91	91%	Very feasible

Source: Data processed by researchers (2024)

Table 6. Recapitulation of media validation results

No.	Indicator	Score Total	Percentage	Interpretation
1.	Instructional quality	28	93,33%	Very feasible
2.	Technical quality	30	100%	Very feasible
	Average	58	96,66%	Very feasible

Source: Data processed by researchers (2024)

Based on the results of the recapitulation of the validation of the subject matter experts in table 5, an overall score of 91 out of the total highest score of 100 was obtained, so that a percentage of 91% was obtained. The percentage value, if analyzed according to the interpretation criteria from Riduwan (2015), is included in the "very feasible" interpretation, which is in the range of 81% - 100%. As for the results of the recapitulation of media experts in table 6, an overall score of 58 out of the total highest score of 60 was obtained, so that a percentage of 96.66% was obtained. The percentage value, if analyzed according to the interpretation criteria from Riduwan (2015), is included in the "very feasible" interpretation, which is in the range of 81% - 100%. This is supported by research from Sari & Puspasari (2019) which received material validation of 90% and media validation of 85.56% which means "very strong". In addition, it is also in line with the research of Situmeang et al., (2022) which received material validation of 96% and media validation of 91%, which means "very good".

At the implementation stage, the media that had been approved by the validator was then tested on 20 children in class XI MP 3 SMK Negeri 4 Surabaya. The limited trial was held on May 16 and 22, 2024 with the aim of getting responses from students related to the media developed (educaplay). This trial began with an introduction and presentation of the purpose and procedures for using media. Then, the researcher sends a media link to be accessed independently by the students and begins to try to use it. After students use the media, they are given a questionnaire that must be filled out by students as media users to find out how they respond to the media. The following are the results of the recapitulation of the questionnaire of students' responses to the media:

Table 7. Recapitulation of the results of the student response questionnaire

No.	Indicator	Score Total	Percentage	Interpretation
1.	Quality of content and purpose	78	97,5%	Very good
2.	Instructional quality	91	91%	Very good
3.	Technical quality	108	90%	Very good
	Average	277	92,33%	Very good

Source: Data processed by researchers (2024)

Assessment in terms of the quality of content and objectives includes criteria of interest, completeness, interest or attention, and suitability to the situation of the student's condition. Meanwhile, in terms of instructional quality, it includes criteria for providing learning opportunities, providing assistance for learning, motivating quality, and can have an impact on students. In terms of technical quality, it includes the criteria of readability, ease of use, and quality of the show or display. Based on the results of the recapitulation of the student response questionnaire in table 7, 277 "yes" answers were obtained out of the total highest score of 300 so that a percentage of 92.33% was obtained. The percentage value, if analyzed according to the interpretation criteria from Riduwan (2015), is included in the "very good" interpretation, which is in the range of 81% - 100%. When the educaplay media is used in the learning process, many students state that the media is fun, interesting, exciting, and has a good appearance so that learning becomes enthusiastic and not boring.

However, on the other hand, students also provide input suggestions related to the educaplay media that is developed. The input suggestions given include, when the game is played, sometimes errors occur such as values that do not appear, images do not appear, continuous loading so that there is a need to improve the quality of the product. This can be caused by an unstable network, an inadequate device system, the browser used, and so on. In addition, there are also quite a lot of advertisements because the use of the website is free, in the learning video section should be given automatic text or subtitles to make it easier to understand, there is a need to improve the answers in the froggy jumps game. The existence of this input suggestion will be used as evaluation material to make the developed product even better. This is supported by the research of Utami et al., (2023) which states that educaplay media

provides fun and meaningful learning nuances, no longer learning looks monotonous and boring. In addition, educaplay is also one of the platforms that provides interesting features so that the learning process can take place interactively (Batitusta & Hardinata, 2024). Judging from the researcher's observation when the media is used, students give a good response with high enthusiasm when using the media. Students like the appearance of interesting and fun media so that when the learning process takes place it does not seem boring and students are enthusiastic about learning.

After the media is tested or implemented to students, the next stage is to conduct an evaluation. The researcher conducted an evaluation by looking at the results of test scores (pre-test and post-test) for the experimental class and control class to measure the effectiveness of the media that has been developed, whether the media is effective or not to be used as a medium in the learning process of human resource management elements. The test score results were measured using the n-gain score test so that it could be known how much students understood through the test results, whether there was a superior improvement between the experimental class that was treated in the form of the use of educaplay media and the control class that was not treated. Learning media can be said to be effective if the test results of the experimental class are superior or experience a higher increase compared to the control class. The following are the results of the n-gain score test conducted:

Table 8. Result n-gain score test

	N-Gain Score (%)	
	Experimental Classes	Control Classes
Mean	70,0184	51,8176
Min	47,17	27,27
Max	100,00	74,04

Source: Data processed by researchers (2024)

Based on the output data of the n-gain score test, it can be seen that the mean value for the experimental class is 70.0184 (70%) which is included in the category of "quite effective" effectiveness with a minimum value of 47.17 and a maximum of 100.00. Meanwhile, the mean value for the control class was 51.8176 (52%) which was included in the category of "ineffective" effectiveness with a minimum score of 27.27 and a maximum value of 74.04. The average difference in n-gain values between the experimental class and the control class was 18%. This means that the average score of the experimental class is 18% superior to that of the control class. In line with the research of Situmeang et al., (2022) which obtained an n-gain score (%) of 63% which belongs to the category of "quite effective" interpretation. In addition, it is also in line with the research of Kurniawan et al., (2019) who obtained an n-gain score (%) of 70% which belongs to the category of "quite effective" interpretation.

CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that the process of developing educaplay-based learning media in the element of human resource management class XI office management of SMK Negeri 4 Surabaya refers to the ADDIE development model which starts from the analysis, design, development, implementation, and evaluation stages. The feasibility of the media received a percentage of 91% of the validation results of material experts and 96,66% of the validation results of media experts. Based on the interpretation criteria, both are included in the feasibility interpretation of "very feasible" so that it can be said that educaplay learning media is feasible and can be used in the learning process. In addition, students' response to educaplay-based learning media in the human resource management element is very good, as evidenced by the results of the questionnaire which got a percentage of 92,33%. The effectiveness of educaplay-based learning media in the elements of human resource management class XI office management of SMK Negeri 4 Surabaya was obtained with an n-gain score (%) of 70% in the experimental class with the category of "quite effective" and 52% in the control class with the category of "not effective" so that it can be said that educaplay learning media is more effectively used in the learning process.

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