

Wayground Game Media for Understanding the Material in Science and Social Learning for Student in Elementary School

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Abstract: *The low level of understanding among 4th-grade students at MI Miftahul Huda Sukobubuk regarding the topics of cultural diversity and local wisdom in IPAS lessons served as the background for this study, given that conventional teaching methods were deemed insufficient in stimulating students' interest and active engagement. This study aims to describe strategies for utilizing the Wayground game as a teaching medium and to analyze its effectiveness in improving students' understanding of these topics. The method used is a descriptive qualitative approach involving direct field research. Data were collected through non-participant observation, in-depth interviews with the madrasah principal, 4th-grade teachers of classes A and B, and students, as well as documentation of learning activities. The data were then analyzed using the Miles and Huberman interactive model, which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that the use of Wayground was implemented in three stages: preparation of materials on the platform; implementation utilizing classroom TVs, computer labs, and the school's Wi-Fi, and evaluation through an automatic assessment feature that displays students' scores in real time. This medium proved effective in increasing students' enthusiasm, motivation, and understanding of the subject matter on cultural diversity and local wisdom. However, the effective use of Wayground is still hampered by technical challenges, namely its reliance on a stable internet connection, which, if not maintained, can disrupt the learning process.*

Keywords: *Cultural Diversity, Educational Media, IPAS, Local Wisdom, Wayground.*

Abstrak: Rendahnya pemahaman siswa kelas IV MI Miftahul Huda Sukobubuk terhadap materi keragaman budaya dan kearifan lokal dalam pembelajaran IPAS menjadi latar belakang penelitian ini, mengingat metode pembelajaran konvensional dinilai kurang mampu menarik minat dan keterlibatan aktif siswa. Penelitian ini bertujuan mendeskripsikan strategi pemanfaatan media game *Wayground* serta menganalisis efektivitasnya dalam meningkatkan pemahaman siswa pada materi tersebut. Metode yang digunakan adalah pendekatan kualitatif deskriptif dengan terjun langsung ke lapangan (*field research*). Data diperoleh melalui observasi non-partisipan, wawancara mendalam dengan kepala madrasah, guru kelas IV A dan IV B, serta siswa, dan dokumentasi kegiatan pembelajaran, kemudian dianalisis menggunakan model interaktif Miles dan Huberman meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pemanfaatan *Wayground* dilaksanakan melalui tiga tahap, yaitu persiapan materi pada platform, pelaksanaan dengan memanfaatkan fasilitas TV kelas, laboratorium komputer, dan Wi-Fi sekolah, serta evaluasi melalui fitur penilaian otomatis yang menampilkan skor siswa secara langsung. Media ini terbukti efektif meningkatkan antusiasme, motivasi, dan pemahaman siswa pada materi keragaman budaya dan kearifan lokal. Namun demikian, efektivitas pemanfaatan *Wayground* masih dihadapkan pada kendala teknis berupa ketergantungan terhadap stabilitas jaringan internet, yang apabila tidak terpenuhi dapat menghambat kelancaran proses pembelajaran.

Kata Kunci: Kearifan Lokal, Keragaman Budaya, IPAS, Media Pembelajaran, Wayground.

INTRODUCTION

The learning process is the foundation for the development of students' knowledge, attitudes, and skills. Teachers play a crucial role in determining the effectiveness of classroom instruction. Therefore, teachers are expected to be innovative and creative in designing active, collaborative, and exploratory learning strategies so that students are more motivated, actively engaged in every learning activity, and enjoy the learning process. However, in practice, many teachers still tend to use monotonous teaching methods such as lectures, discussions, and assignments without utilizing learning media or applying specific approaches.¹ Improving the quality of instruction begins with thorough planning, involving the preparation of instructional materials, the setting of learning objectives, and the selection of methods, media, and strategies tailored to the students' characteristics.²

The success of the learning process is also influenced by the use of appropriate instructional media, as these can help students understand the material more easily. Instructional media serve as a means of conveying information in an engaging way, can boost motivation to learn, and encourage students to actively participate in the learning process.³ The lack of variety in teaching methods, models, and media makes it easy for students to become bored and has a significant impact on their declining interest in learning. Unengaging instruction ultimately causes students to lose motivation and feel reluctant to participate in learning activities. Interest in learning is a crucial aspect that needs to be cultivated in students because it plays a role in improving performance and achieving optimal learning outcomes.⁴ The higher a student's interest in learning, the greater the likelihood of achieving high learning outcomes.

The use of educational media can be integrated with technology, given that technology has now become an integral part of human life. The use of educational media and technology in the learning process, especially in the IPAS (Natural and Social Sciences) curriculum not only helps students understand complex and in-depth concepts but also serves as a tool to support the development of science literacy.

¹ Nadhirotuz Zulfah, "Pemanfaatan Media Game Edukasi Wordwall Untuk Meningkatkan Minat Belajar Siswa," *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia* 1, no. 1 (October 2023): 11, <https://doi.org/10.47134/ptk.v1i1.5>.

² Mursal Aziz, Muhammad Walimsyah Sitorus, and Asriyani, "Manajemen Kurikulum Pendidikan Islam Dalam Pembentukan Karakter Religius Siswa Melalui Pembiasaan Shalat Dhuha," *An-Nadzir: Jurnal Manajemen Pendidikan Islam* 3, no. 02 (2025): 148-60, <https://doi.org/10.37680/almikraj.v4i02.4950>.

³ Belva Saskia Permana, Lutvia Ainun Hazizah, and Yusuf Tri Herlambang, "Teknologi Pendidikan: Efektivitas Penggunaan Media Pembelajaran Berbasis Teknologi Di Era Digitalisasi," *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora* 4, no. 1 (January 2024): 19-28, <https://doi.org/10.55606/khatulistiwa.v4i1.2702>.

⁴ Eli Yuliansih, Yasir Arafat, and Achmad Wahidy, "The Influence of Learning Media and Learning Interests on Student Learning Outcomes," *JPGI (Jurnal Penelitian Guru Indonesia)* 6, no. 2 (September 2021): 411, <https://doi.org/10.29210/021064jpgi0005>.

Through this approach, students are trained to understand, analyze, evaluate, and apply scientific knowledge, thereby enhancing their critical thinking skills in everyday life.⁵

These results reinforce the view expressed by a number of researchers that the use of instructional media significantly contributes to improving students' understanding of scientific concepts as well as their academic achievement. In addition to serving as a tool to support teachers in delivering instructional content, instructional media also plays a role in creating a more interactive, enjoyable, and effective learning environment, thereby fostering students' curiosity about the material being taught.⁶ The researcher's interest in this issue stemmed from firsthand experience gained during initial observations at MI Miftahul Huda Sukobubuk, particularly regarding the IPAS learning process in the 4th-grade classroom. Through these observations, the researcher found that most students still struggled to understand the material on cultural diversity and local wisdom, which is believed to be caused by the use of conventional teaching methods and the limited use of innovative and interactive learning media.⁷ This situation has prompted researchers to further investigate how the use of technology based learning media in this case, the Wayground game can serve as an alternative solution to improve students' understanding and motivation to learn.

This study is also consistent with the research by Ika Rizqiyanti, Moh Syadidul Itqan, and Babun (2026), which examined the use of the Wayground game to improve student learning outcomes in the topic of flat-sided three-dimensional shapes (cubes and rectangular prisms) in the 9th grade at MTs Negeri 1 Probolinggo using the action research (PTK) method with quantitative and qualitative descriptive analysis. The results showed an increase in students' average scores from 49.57 to 67.57 in Cycle I and to 80.14 in Cycle II, leading to the conclusion that the Wayground game medium is effective in improving students' mathematics learning outcomes.⁸ This study shares similarities with the current study in the use of the Wayground game to actively engage students and improve understanding through game-based learning; however, they differ in educational level (9th grade at MTs vs. 4th grade at MI), subject

⁵ D. S. Sayadi and H. K. Pangandaman, "Technology-Enhanced Science Teaching For 21st-Century Learning: A Systematic Review Of Evidence-Based Strategies And Their Alignment With SDG 4," *Jurnal Pendidikan IPA Indonesia* 14, no. 3 (September 2025): 585-98, <https://doi.org/10.15294/jpii.v14i3.29379>.

⁶ Hasnawiah and maslena, "Dampak Penggunaan Media Pembelajaran Interaktif Terhadap Prestasi Belajar Sains Siswa," *Jurnal Review Pendidikan Dasar* 10, no. 2 (2024): 167-72.

⁷ Roichatul Jannah and Tri Linggo Wati, "Board Game Media Increased Elementary Student Learning Motivation: Media Permainan Papan Meningkatkan Motivasi Belajar Siswa Sekolah Dasar," *Academia Open* 10, no. 1 (2025): 1-12, <https://doi.org/10.21070/acopen.10.2025.12636>.

⁸ Ika Rizqiyanti, Moh Syadidul Itqan, and Babun Babun, "Peningkatan Hasil Belajar Siswa Melalui Media Game Wayground Pada Mata Pelajaran Matematika Kelas IX MTsN 1 Probolinggo," *Laplace: Jurnal Pendidikan Matematika* 9, no. 1 (2026): 31-42.

(Mathematics vs. Integrated Natural Sciences), and content focus (3D shapes vs. Cultural Diversity and Local Wisdom).

Furthermore, as part of efforts to support educational development at the madrasah, the researcher felt compelled to make a tangible contribution through this study both as an evaluation of existing teaching practices and as a reference for teachers in designing more creative, enjoyable, and student-centered lessons. This study was conducted using non-participant observation of the learning process. Therefore, this study focuses on “Wayground Game Media for Understanding the Material in Science and Social Learning for Student in Elementary School” with the aim of increasing student participation, understanding of learning concepts, as well as student motivation and interest in learning.

METHOD

This study was designed using a qualitative approach, specifically a descriptive qualitative design. Descriptive qualitative research aims to systematically, factually, and accurately describe the facts and characteristics of the phenomenon under study in accordance with the conditions observed in the field.⁹ This approach was used because the researchers wanted to gain an in-depth understanding of the use of the Wayground game in IPAS instruction on the topics of cultural diversity and local wisdom without applying any treatments or manipulating the research variables.

This study was conducted at MI Miftahul Huda Sukobubuk, an Islamic-based elementary school located in Sukobubuk Village RT 03 RW 01, Margorejo Subdistrict, Pati Regency, Central Java Province. The study was conducted on Saturday and Sunday, March 7–8, 2026. The research sample consisted of 4th-grade students, the selection of students to be interviewed and used as data sources was conducted purposively based on specific criteria, namely students who actively participated in IPAS lessons using the Wayground game, had a good level of participation in class. In addition, informants were selected to represent a range of students’ levels of understanding (high, moderate, and low) of the material on cultural diversity and local wisdom.

This study employed three complementary data collection techniques: semi-structured interviews, observation, and documentation.¹⁰ Semi-structured interviews were conducted face-to-face with the IPAS teachers of classes 4A and 4B as the primary informants, several 4th-grade students, and the Madrasah Principal as additional informants, to gather in-depth information regarding the use of the Wayground game as well as students’ understanding of cultural diversity and local

⁹ Hanif Hasan et al., *Metode Penelitian Kualitatif*, ed. Sri Nursanti and Maya Ustia Sitorus, 1st ed. (Sumatera Barat: Yayasan Tri Edukasi Ilmiah, 2025).

¹⁰ Dina Awwalya Fauziyah and Heny Kusmawati, “Clash of Champions Gamification and Mathematics Learning Motivation among Elementary School Students,” *Muallimun: Jurnal Kajian Pendidikan Dan Keguruan* 6 (2026): 65–80, <https://doi.org/https://doi.org/10.23971/muallimun.v6i1.11463>.

wisdom. Systematic observations were conducted of the classroom learning process to directly observe student responses, teacher-student interactions, and classroom dynamics that could not be revealed through interviews alone, the results of these observations were recorded in the form of detailed field notes. Meanwhile, supporting documentation including the syllabus, lesson plans, photographs of learning activities, examples of student work, and school profiles and archives was collected to validate the findings from the interviews and observations, as well as to assess the alignment between instructional planning and implementation.¹¹ These three techniques were used in an integrated manner to strengthen the credibility of the data through triangulation, thereby providing a comprehensive and valid understanding of the use of the Wayground game platform in IPAS instruction at MI Miftahul Huda Sukobubuk.

Data analysis in qualitative research generally employs the techniques proposed by Miles and Huberman, known as the interactive data analysis method. This qualitative data analysis is conducted in three stages: data reduction, data presentation, and drawing conclusions.¹²

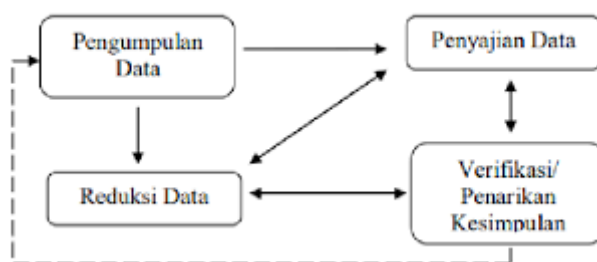


Figure Data Analysis Diagram Based on the Miles and Huberman Model

RESULTS AND DISCUSSIONS

Strategies for Utilizing Wayground in Cultural Diversity and Local Wisdom Content in IPAS Instruction for 4th-Grade Students at MI Miftahul Huda Sukobubuk

Digital learning activities utilizing the Wayground game platform to teach cultural diversity and local wisdom as part of the IPAS curriculum, as implemented by a 4th-grade teacher at MI Miftahul Huda Sukobubuk, were carried out in several stages: the planning stage, the implementation stage, and the evaluation stage.

¹¹ Satish Prakash Chand, "Methods of Data Collection in Qualitative Research: Interviews, Focus Groups, Observations, and Document Analysis," *Advances in Educational Research and Evaluation* 6, no. 1 (2025): 303–17, <https://doi.org/10.25082/aere.2025.01.001>.

¹² Qomaruddin and Halimah Sa'diyah, "Kajian Teoritis Tentang Teknik Analisis Data Dalam Penelitian Kualitatif: Perspektif Spradley, Miles Dan Huberman," *Journal of Management, Accounting and Administration* 1, no. 2 (2024): 77–84, <https://doi.org/https://doi.org/10.52620/jomaa.v1i2.93>.

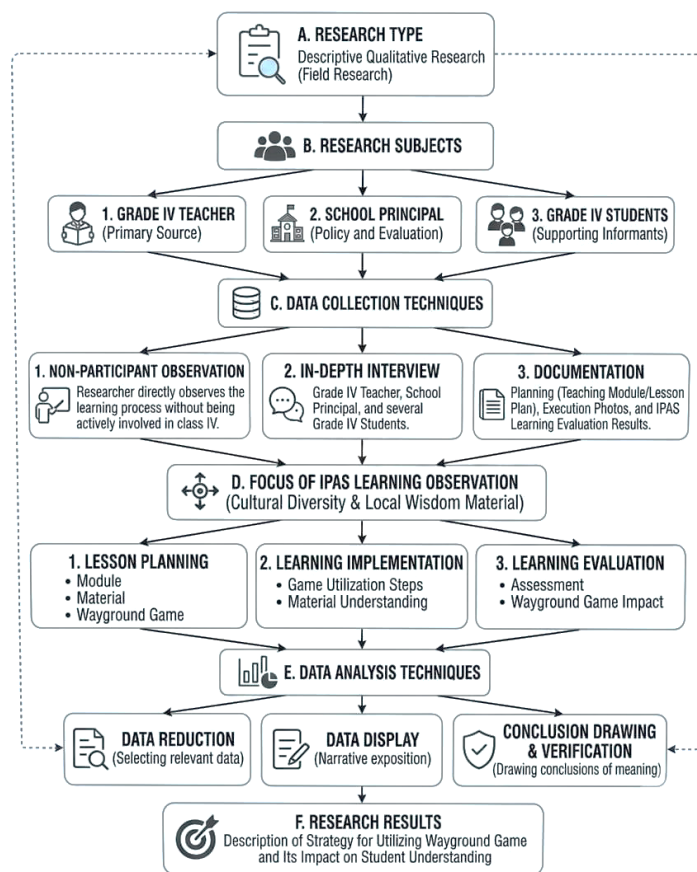


Figure Conceptual Diagram of the Research on Strategies for Utilizing the Wayground Game Platform to Enhance Understanding of Cultural Diversity and Local Wisdom in IPAS Education

Based on interviews conducted with the 4th-grade A and B teachers at MI Miftahul Huda Sukobubuk, the data revealed that lesson planning is a crucial first step before teaching and learning activities take place. According to the 4th-grade Class A teacher, lesson preparation is very important because teachers must understand the learning objectives to be achieved and ensure that the material presented aligns with the content in the textbook. As the teacher explained:

“The first step is to prepare the lesson materials before starting this is very important, because we need to know the learning objectives, and what is taught must also align with the material in the textbook.”

That statement is the same as the explanation given by the 4th-grade B teacher:

“Before starting a lesson, it’s important to prepare a lesson plan first, because that makes it easier for teachers to present the material, and students are better able to grasp the material since the teacher already understands it before teaching. Nowadays, it’s a good idea to create teaching modules to make it easier for teachers to teach; these modules certainly include the CP, TP, and ATP as well.”

From the two statements above, it can be concluded that effective lesson planning serves as the primary foundation for implementing interactive media-based learning, including the use of the Wayground game. Planning that encompasses an understanding of learning objectives, appropriate content, and the development of teaching modules based on CP (Learning Outcomes), TP (Learning Objectives), and ATP (Learning Objective Sequence) is a prerequisite for ensuring that the learning process proceeds in a focused, effective, and enjoyable manner.¹³

In addition to the teachers' preparation for teaching, the availability of these facilities indicates that MI Miftahul Huda Sukobubuk has sufficiently adequate infrastructure to support the implementation of digital learning media, including the use of the Wayground game in IPAS lessons on Cultural Diversity and Local Wisdom for 4th-grade students. As explained by the school principal:

"Whatever activities teachers engage in during class as long as they're for the children's growth and the school's development especially in today's digital age, the school fully supports and facilitates those activities."

The school also fully supports the use of digital learning media by providing adequate facilities and infrastructure. To support the implementation of digital based learning, the school has provided various facilities that can be used by teachers and students. This was reinforced by what the madrasah principal said:

"For the time being, we have set up internet access, and we have provided a TV in each classroom for teaching purposes. If any teachers need a projector, we have one available, and we also have a computer lab."

Based on the results of interviews conducted with the madrasah principal, it is evident that the school has made efforts to provide adequate facilities and infrastructure to support the use of digital learning media, including televisions installed in every classroom, projectors, and a computer lab.

Based on the results of interviews regarding teaching practices conducted with the 4th-grade A and B teachers, it can be concluded that the implementation of IPAS instruction using the Wayground game at MI Miftahul Huda Sukobubuk has proceeded in accordance with a systematic instructional structure. Both teachers have applied the three main stages of instruction introduction, core, and conclusion as mandated by the Merdeka Curriculum through the development of teaching modules. The use of the Wayground platform during the core activity demonstrates that the teachers have made a concerted effort to integrate digital technology into the learning

¹³ Irda Rahmadhani et al., "Implementasi Kurikulum Merdeka Melalui Integrasi CP, TP, Dan ATP Dalam Meningkatkan Kualitas Pembelajaran Dan Profesionalisme Guru," *Jurnal Riset Rumpun Matematika Dan Ilmu Pengetahuan Alam* 4, no. 3 (2025): 427-35, <https://doi.org/10.55606/jurrimipa.v4i3.7793>.

process in a tangible way. This was reinforced by statements from both 4th-grade teachers the 4th-grade A teacher said:

“Before starting the first lesson, as usual, we begin with an opening greeting; second, we take attendance Ms. Ulil usually counts from one onward to determine the number of students present. Next, she explains the lesson objectives, then provides the material she has prepared on Wayground to the students, and finally, she evaluates the lesson.”

Statement from the 4th Grade Class B teacher:

“First, before presenting the lesson material, I greet the students and take attendance just in case anyone is absent. Then I present the material that was prepared earlier in Wayground to the students. During the lesson, I incorporate a few questions here and there, and finally, I conduct a learning assessment.”

The approach taken by the 4B teacher interweaving questions throughout the presentation of the material reflects the implementation of an interactive and dialogic learning approach, shifting the focus from a teacher-centered approach toward a student centered one.¹⁴ This was reinforced by the researchers’ direct observations, which revealed high levels of enthusiasm among students in both classes throughout the learning process. The students appeared enthusiastic and actively competed to answer the questions displayed on the TV screen in class 4A and on the computer screen in class 4B, indicating that the Wayground platform successfully created an enjoyable learning environment while also encouraging active student participation.¹⁵

Based on interviews with four students from classes 4A and 4B, it can be concluded that the use of the Wayground game in IPAS lessons on Cultural Diversity and Local Wisdom has a significant positive impact on students’ learning experiences. As the four students explained,

Student 1 : “Yes, because I can answer questions on TV, and learning this way keeps me from getting bored.”

Student 2 : “I enjoy learning with Wayground because it helps me understand the lessons easily.”

Student 3 : “Yes, because we learn while playing it’s not like the usual, boring way.”

Student 4 : “Yes, learning is more fun because it’s easier to understand the material.”

¹⁴ Rosni Othman et al., “The Questioning Techniques of Primary School Mathematics Teachers in Their Journey to Incorporate Dialogic Teaching,” *Southeast Asian Mathematics Education Journal* 12, no. 2 (2022): 125–48, <https://doi.org/10.46517/seamej.v12i2.198>.

¹⁵ Andi Suhendra Siregar, Juli Andriyana, and Fauziah Humairoh, “Strategi Pembelajaran Pendidikan Agama Islam Berbasis Literasi Digital Di Madrasah Ibtidaiyah,” *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 1 (2024): 14–28, <https://doi.org/https://doi.org/10.61082/bunayya.v5i1.516>.

At least four positive aspects can be identified from the students' statements: increased motivation to learn, improved understanding of the material, an enjoyable learning atmosphere, and the emergence of a positive competitive spirit.¹⁶

After conducting lessons using Wayground, the two classroom teachers evaluated the learning process. Learning evaluation plays a crucial role in the continuity of the educational process. Evaluation serves not only as a tool for measuring the achievement of learning objectives, but also as a reflective instrument for educators to analyze the effectiveness of the methods they have implemented.¹⁷ This was reinforced by statements from two 4th-grade teachers at MI Miftahul Huda Sukobubuk. The 4th Grade Class A teacher stated:

"It's important to conduct assessments after a lesson why? So we can determine whether students have understood the material presented, and through these assessments, teachers can decide on the next steps or methods for future lessons. To assist with assessments, Wayground offers quiz games and other features; after students complete a game, their scores are immediately available on Wayground itself, so there's no need for additional grading."

This statement echoes what the 4th-grade Class B teacher said:

"In my opinion, post-lesson assessment is absolutely necessary so that teachers can gauge how well students have understood the material taught. Based on the assessment results, teachers can also consider more appropriate strategies or approaches for future lessons. On Wayground, the scores appear immediately at the end of the game, which is very helpful for assessment."

Based on the opinions of these two sources, it can be concluded that Wayground greatly assists the learning assessment process because it displays students' results or scores immediately after a learning activity takes place. Through the available quizzes and games, teachers can easily gauge students' level of understanding of the material taught without having to grade assignments manually.¹⁸ In addition, the evaluation results can serve as a reference for teachers in determining more appropriate learning strategies, methods, or approaches for the next session, so that the learning process can proceed more effectively and in line with students' needs. This consistently emphasizes that evaluation data serves as an empirical basis for teachers in making

¹⁶ Cikita Fadila, Harsono, and Anatri Desstya, "Study on the Influence of Positive Learning Environment on Student Motivation and Achievement in Elementary Schools," *Jurnal Penelitian Pendidikan IPA* 11, no. 4 (2025): 830-33, <https://doi.org/10.29303/jppipa.v11i4.10701>.

¹⁷ Adinda Putri Wiyogo et al., "Evaluasi Pembelajaran Sebagai Sarana Refleksi Dan Peserta Didik," *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat* 5, no. 3 (2025): 1391-97.

¹⁸ Olga Pishchukhina and Angela Allen, "Supporting Learning in Large Classes: Online Formative Assessment and Automated Feedback," *Proceedings of the 2021 30th Annual Conference of the European Association for Education in Electrical and Information Engineering, EAEEIE 2021*, 2021, 1-3, <https://doi.org/10.1109/EAEEIE50507.2021.9530953>.

decisions regarding the teaching process.¹⁹ Particularly in designing and adapting learning strategies that are more relevant and responsive to students' needs and level of understanding in the next stage of learning.

According to Bloom's theory, Bloom viewed assessment as part of the triangle of learning objectives—learning experiences—assessment, in which assessment provides empirical evidence of the effectiveness of teaching strategies and serves as the basis for improvement.²⁰ Based on Bloom's Taxonomy, student learning outcomes can be grouped into three domains of education. First, the cognitive domain, which relates to thinking processes or mental activities (the brain). Second, the affective domain, which relates to attitudes and values, where a person's attitudes can change as their cognitive mastery increases. Third, the psychomotor domain, which relates to manual and motor skills.²¹ Bloom's Taxonomy and its variants emphasize that the assessment of learning outcomes is used to measure the achievement of objectives and to improve the quality of the learning process. The learning assessments conducted by these two teachers are theoretically supported by the concept of formative assessment (assessment for learning) as well as Bloom's evaluation model and taxonomy of educational objectives, which view assessment as a tool for reflection and decision-making aimed at improving the learning process, rather than merely as a final measurement.

The Positive and Negative Impacts of Using the Wayground Game Platform on 4th-Grade Students' Understanding of Cultural Diversity and Local Wisdom in the IPAS Curriculum at MI Miftahul Huda Sukobubuk

The Positive and Negative Impacts of Using the Wayground Game-Based Learning Platform on 4th-Grade Students' Understanding of Cultural Diversity and Local Wisdom in the IPAS Curriculum at MI Miftahul Huda Sukobubuk is intended as a study that seeks to comprehensively identify and analyze the various effects resulting from the use of the Wayground digital game-based learning platform on students' level of understanding regarding cultural diversity and local wisdom. In the Natural and Social Sciences curriculum, both constructive effects such as increased learning motivation, active participation, and a deeper understanding of local cultural concepts and dysfunctional effects such as the potential for a loss of focus in learning

¹⁹ Intan Pramudya Agustina and Orchida Aprila Yuana, "Al-Fatih: Jurnal Pendidikan Dan Keislaman," *Jurnal Pendidikan Dan Keislaman* 8, no. 1 (2025): 251-72, <https://doi.org/https://doi.org/10.61082/alfatih.v8i1.450>.

²⁰ Mauridhatul Kasanah and Arga Putra Pratama, "Taksonomi Tujuan Pendidikan Dan Evaluasi Hasil Belajar," *PEDAGOGIK Jurnal Pendidikan Dan Riset* 2, no. 2 (2024): 146-62.

²¹ Darliana Sormin et al., "Pengaruh Model Teacher Centered learning terhadap Hasil Belajar Pendidikan Agama Islam Di SMP Negeri 2 Sosopan Kabupaten Padang Lawas," *Al-Fatih: Jurnal Pendidikan Dan Keislaman* 8, no. 2 (2025): 519-31, <https://doi.org/https://doi.org/10.61082/alfatih.v8i2.497>.

and disparities in access to technology.²² The results of this study are expected to provide an objective and comprehensive overview that educators can use to evaluate and optimize the use of the Wayground game in an appropriate, measurable, and responsible manner in the learning process in the 4th-grade class at MI Miftahul Huda Sukobubuk.

Based on the results of the interviews conducted, it can be concluded that the use of the Wayground game in IPAS lessons on cultural diversity and local wisdom has had a significant positive impact on 4th-grade students at MI Miftahul Huda Sukobubuk. This was confirmed by the 4th-grade A and 4th-grade B teachers, who both stated that the use of the Wayground game created a more-lively classroom atmosphere, increased students' motivation and enthusiasm for learning, improved their understanding, and encouraged previously passive students to actively participate in the learning process. As a result, the presentation of material on cultural diversity and local wisdom became easier to understand and did not feel monotonous.²³ The 4th-grade Class A teacher said:

"It's more engaging, ma'am. Using the Wayground game platform really helps me teach the children about cultural diversity and local wisdom, because I feel the classroom atmosphere becomes much livelier and the children seem more enthusiastic. Since Wayground is an online game, it's more engaging than traditional learning methods; the children are more motivated, and learning becomes more fun."

This statement echoes what the 4th-grade Class B teacher said:

"Lessons that use Wayground usually make students more active in participating in learning activities. In addition, this platform can also foster a passion for learning, self-confidence, and the ability to work together."

This statement is also in line with the support expressed by the principal of MI Miftahul Huda Sukobubuk, who emphasized that the use of technology-based media such as Wayground is an appropriate and innovative step in addressing the challenges of the digital age while adapting to the demands of a curriculum that is more contextual and relevant to the needs of today's students.²⁴ Here is what the madrasah principal said:

²² Yulia Lukman Marlina, "Penerapan Model Game Based Learning Berbantuan Wordwall Meningkatkan Motivasi Belajar IPAS Siswa Kelas V Barru," *JUARA SD: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 4, no. 2 (2025): 137-43.

²³ Jodi Sadam Ibrahim et al., "Development of Gamification-Based Wayground Learning Media on Geographical Conditions Material in Junior High School," *Edukasi IPS* 8, no. 2 (2025): 92-100, <https://doi.org/10.21009/EIPS.009.2.05>.

²⁴ Raudah Lestari, "Meningkatkan Prestasi Belajar Siswa Sekolah Dasar Dengan Menggunakan Media Gambar Pada Materi Wudhu," *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 4 (2025): 187-97, [https://doi.org/https://doi.org/10.61082/bunayya.v6i4.333](https://doi.org/10.61082/bunayya.v6i4.333).

“I personally support this; moreover, with the implementation of a love-based curriculum, teachers must keep up with the times and current developments in education.”

In addition to the positive impacts of the Wayground game platform, there are certainly drawbacks or negative impacts. Based on the results of the interviews conducted, it can be concluded that the most significant negative impact of using the Wayground game platform in IPAS lessons on cultural diversity and local wisdom for 4th-grade students at MI Miftahul Huda Sukobubuk is internet connectivity issues. This was revealed by the 4th-grade A and 4th-grade B teachers, who both stated that signal stability is a determining factor in the smoothness of learning using the Wayground game. The following is a statement made by the 4th-grade A teacher:

“The challenge is the signal; if the signal is good, the learning process goes well, but if the signal is poor, that becomes a challenge when using Wayground for learning.”

Here is a statement from the 4th-grade B teacher:

“As for the challenges, the most common one is signal issues. When the signal is strong and stable, learning with Wayground runs smoothly and the students can follow along well, but when the signal is poor, that becomes a problem because it automatically hinders the learning process and makes it less effective.”

Based on that statement, it can be concluded that if the internet connection is good, the learning process can proceed smoothly and optimally, however, if the signal is weak, learning is hindered and cannot proceed effectively. Consequently, the Wayground game’s reliance on an internet connection is a weakness that requires serious attention and an appropriate solution so that its use in the learning process can be consistent and comprehensive.²⁵

CONCLUSIONS

Based on the research findings, it can be concluded that thorough lesson planning which incorporates CP, TP, and ATP along with adequate digital infrastructure support from MI Miftahul Huda Sukobubuk, serves as a crucial foundation for implementing IPAS instruction on the topic of Cultural Diversity and Local Wisdom using the Wayground game in 4th grade. Its implementation, which follows an interactive structure of introduction, main body, and conclusion, successfully increased student motivation, understanding of the material, competitive spirit, and a pleasant learning atmosphere, while also facilitating the teacher’s evaluation process since learning outcomes can be displayed in real time. This

²⁵ Abdul Aziz et al., “Pemanfaatan Quizizz (Wayground) Sebagai Bahan Ajar Model Inovasi Pembelajaran PAI Berbasis Teknologi Informasi : Studi Literatur” 21, no. 1 (2026): 2445–49.

evaluation aligns with Bloom's theory, which views assessment not merely as a final measurement but as a reflective tool for improving future learning strategies; thus, the use of Wayground has proven effective as a digital learning medium that supports student-centered learning.

The use of the Wayground game platform in IPAS lessons on cultural diversity and local wisdom has had a significant positive impact, resulting in increased motivation, enthusiasm, understanding, and active participation among 4th-grade students at MI Miftahul Huda Sukobubuk. It also represents a technology-based learning innovation that aligns with the requirements of the contextual curriculum.²⁶ However, the effectiveness of its use still faces technical challenges, namely dependence on internet network stability; if this is not met, it can hinder the smooth learning process. Therefore, this connectivity issue requires serious attention in efforts to optimize the sustainable use of this medium.

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²⁶ Nadifa Salsabilah and Wapiatul Khairiah, "Inovasi Media Pembelajaran Berbasis Digital Di Madrasah Ibtidaiyah," *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 1 (2025): 57–69, <https://doi.org/10.61082/bunayya.v5i1.518>.

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