

The Effect of Educaplay-assisted Online Assessment on Student Learning Motivation in Sanskrit Lectures in the Undergraduate Hindu Religious Education Study Program

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Abstract

The purpose of this study was to determine the effect of Educaplay-assisted online assessment on student learning motivation in Sanskrit lectures in the Hindu Religious Education Undergraduate Study Program. This research was a quasi-experiment research. The population of this study were all third-semester students of the Undergraduate Hindu Religious Education Study Program in the 2023/2024 academic year. The research design used was a Nonequivalent Control Group Design (Pretest-Posttest). Hypothesis testing was carried out using the 1-way Anacova test. The results showed that the average pretest and posttest scores of the Experiment class were 69.2174 and 79.8261, respectively. The average pretest and posttest scores of the control class were 67.3043 and 69.6522, respectively. Based on hypothesis testing, a significance value of 0.000 was obtained, which is smaller than 0.05 ($0.000 < 0.05$). This means that H_0 is rejected. It can be concluded that there are differences in learning motivation between students who are given online assessments assisted by Educaplay and students who are not given the same assessment in Sanskrit lectures in the Hindu Religious Education Undergraduate Study Program.

Keywords: Educaplay; Learning Motivation; Online Assessment; Sanskrit

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh asesmen online berbantuan Educaplay terhadap motivasi belajar mahasiswa pada perkuliahan Bahasa Sansekerta Program Studi S1 Pendidikan Agama Hindu. Penelitian ini merupakan penelitian quasi experiment. Populasi penelitian ini adalah seluruh mahasiswa semester III Program Studi S1 Pendidikan Agama Hindu pada tahun akademik 2023/2024. Rancangan penelitian yang digunakan adalah Nonequivalent Control Group Design (Pretest-Posttest). Pengujian hipotesis dilakukan dengan menggunakan uji Anakova 1 jalur. Hasil penelitian menunjukkan bahwa rata-rata skor pretest dan posttest kelas Eksperimen berturut-turut adalah 69.2174 dan 79.8261. Sedangkan rata-rata skor pretest dan posttest kelas Kontrol berturut-turut adalah 67.3043 dan 69.6522. Berdasarkan uji hipotesis, diperoleh nilai signifikansi sebesar 0,000 yang lebih kecil dari 0,05 ($0,000 < 0,05$). Ini berarti H_0 ditolak. Sehingga dapat disimpulkan bahwa terdapat perbedaan motivasi belajar antara mahasiswa yang diberikan asesmen online berbantuan Educaplay dan mahasiswa yang tidak diberikan asesmen yang sama pada perkuliahan Bahasa Sansekerta Program Studi S1 Pendidikan Agama Hindu.

Kata Kunci: Asesmen Online; Bahasa Sansekerta; Educaplay; Motivasi Belajar

Introduction

Sanskrit is one type of foreign language that needs to be learned by Hindus. According to Siswadi (2021) Sanskrit is the language used to explain the sacred word (revelation) of *Brahman* or *Ida Sang Hyang Widhi Wasa* which is expressed in the Vedic scriptures. Sanskrit is widely absorbed into Balinese Tristananda (2019) and Indonesian (Sundari, 2017). The Sanskrit language that developed in Indonesia is the Sanskrit language used to write Hindu literature, such as Ramayana, Mahabharata, and Vedas (Tristananda, 2019). Sanskrit language and literature in Indonesia play an important role and have a great influence on the language and literature in Indonesia, especially Ancient Java and Bali. Sanskrit can now be seen in advertising or business logos, names of government institutions such as the names of hospitals, health schools, pharmacies, formal education institutions, foundations, TNI institutions, ABRI institutions, medical centers, studios, and even used to name people (Sundari, 2017).

Sanskrit can be learned through formal and informal education. In formal education, Sanskrit is learned through *pasraman* or other Hindu-based educational institutions, such as Hindu religious colleges. In these institutions, Sanskrit is considered important to learn because students are expected to fulfill competencies related to Sanskrit. Some of them are being able to read Sanskrit well, being able to interpret Sanskrit vocabulary, being able to string words according to grammatical rules in Sanskrit, and so on. Therefore, learners must also positively view the benefits of learning Sanskrit. Learners should be motivated to learn a language that they may think is very foreign to them just like English and other foreign languages that are also important to learn. Learners will be motivated if they can make choices that are in line with their interests (Suralaga, 2021). However, reality shows that learners are not yet motivated enough to learn Sanskrit.

As found in the Sanskrit language lectures in the Undergraduate Hindu Religious Education study program at STAHN (Sekolah Tinggi Agama Hindu Negeri) Mpu Kuturan Singaraja, most students have not shown a high level of motivation. Many students are still not active in question-and-answer activities and discussions about Sanskrit material. Students of the Undergraduate Hindu Religious Education study program are expected to understand Sanskrit when they study Hindu religious scriptures because they use Sanskrit. As prospective Hindu teachers, they are expected to be able to teach Hindu religious content by referring to Hindu scriptures with a good understanding of Sanskrit. Thus, the meaning and procedures for reading Sanskrit are not misunderstood by students later. Moreover, Sanskrit is the foundation for their understanding of the teachings of Hinduism (Siswadi et al., 2019).

Fun and motivating learning is one of the keys to achieving maximum learning outcomes. To make learning more enjoyable, the use of technology in learning is increasingly emerging in the world. This requires all components of education to be able to adapt to these developments, including the implementation of online learning. Online learning by utilizing technology is increasingly felt when the world is faced with the outbreak of the Coronavirus or COVID-19 (Aprizan et al., 2021). This change has made educators, both teachers and lecturers, be creative in utilizing technology-based learning media that can facilitate the process of delivering teaching materials to students (Wijayanti et al., 2021). In Indonesia, the COVID-19 pandemic and the development of ICT triggered the implementation of online learning. Online learning is an option for the Ministry of Education and Culture to prevent the spread of COVID-19 from becoming more widespread (Widana, Juliawan, Jaya & Juliana, 2022). The implementation of online learning also requires online assessment.

There are various kinds of online assessments applied by educators, ranging from assessments to test knowledge using various applications such as Quizizz and Google Forms to assessments for attitudinal skills such as online self-assessment (Zamista, 2022). One of the advantages of implementing online assessment is its ability to provide quick feedback on the characteristics of education in the digital era. If the answer is correct, then they will be motivated to answer other questions with more enthusiasm. Feedback given quickly will encourage learners to reflect on the answers to the questions given. Páez-Quinde et al. (2022) call these online platforms used in education collaborative tools. Some of them are Kahoot!, Mindomo, Quizizz, and Educaplay. Kahoot! allows educators to create quizzes to evaluate in the form of contests to reinforce students' knowledge. Mindomo allows mind map elaboration as well as monitoring. Quizizz is a tool that allows educators to evaluate knowledge through multiple-choice questions. At the same time, Educaplay facilitates the creation of multimedia activities framed within an educational environment, the same that enables meaningful learning for students (Páez-Quinde et al., 2022).

These collaborative tool platforms allow educators to use their creativity to integrate content knowledge, pedagogy, and technology. These three pieces of knowledge are important to integrate so that learners gain knowledge and skills that are relevant and interesting so that learners are more motivated to understand the material being learned. The integration of these three pieces of knowledge is known as the TPACK approach, namely Technological Pedagogical Content Knowledge. TPACK is an amalgamation of lecturers content knowledge, and pedagogical, and technology integration skills in the classroom learning process (Farikah & Al Firdaus, 2020). To bring technology into learning and motivate students, educators can utilize educational games other than just using platforms that can provide questions. Educational games are a fun alternative to the learning process. In today's digital era, many educational game platforms can be used, such as educaplay. Educaplay is a platform that allows users to easily create and share educational games. With the platform, educators can create educational games to teach subject matter in a fun and effective way. Games can be created using different types of media such as text, images, sound, and video. Educators can also create games together with students to promote collaboration and cooperation. Educaplay has many features that make it easy to create educational games. These features include mind map creation, quiz creation, assessment creation, and more.

With these features, educators can create educational games easily and quickly. Educaplay also has analytics that helps educators to know student learning outcomes and make effective learning decisions. These analytics allow educators to track student progress, know the difficulty level of the game, and make informed learning decisions. With all these features, Educaplay is a very useful online learning platform for educators and students. It enables fun, effective, and innovative learning. Similar to Quizizz, Kahoot!, Google Form, and others like them, Educaplay facilitates learning through formative assessment. According to Sudiyanto et al., (2015) formative assessment can be used to improve (1) The learning process by teachers or assessment for learning, and (2) The learning process by students or assessment as learning. Both of these assessment approaches are used shortly after learners learn a material in class. Formative assessment is different from summative assessment, where summative assessment is a form of assessment carried out at the end of the semester or the end of the education level, such as the Final Semester Examination, National Examination, School Examination, and the like. Formative assessment is very important to do considering the current learning system is still implementing online learning so this learner-facing assessment can provide feedback quickly and help to reflect on learning.

However, so far there has been no research on the effect of utilizing the Educaplay platform as an educational game, especially in Indonesia. Digital platforms that are more widely used both for learning and for assessment are Quizziz, Kahoot!, and Google Forms. This research was conducted to obtain an overview of the utilization of Educaplay to students, especially its effect on learning motivation. Researchers used a guidebook for using the Educaplay platform in learning which was compiled by the research team to facilitate the implementation of the learning process using the platform, especially in Sanskrit lectures. The general purpose of this study is to determine the effect of Educaplay-assisted online assessment on student learning motivation in Sanskrit lectures in the Undergraduate Hindu Religious Education Study Program.

Methods

This research is experimental research with the type of quasi-experiment. The population of this study were all third-semester students of the Undergraduate Hindu Religious Education Study Program in the 2023/2024 academic year. The population distribution in each class is in Table 1 below.

Table 1. Distribution of the Research Population

No.	Class	Number
1.	III A	21 students
2.	III B	23 students
3.	III C	23 students
Total		67 students

The sample determination in this study was carried out using a random sampling technique, meaning that the sample was drawn randomly from the population through the drawing stage. The requirement for a draw is that the population must be equal. In this study, all students in the population had not received Sanskrit lectures. However, the researcher gave an initial learning motivation questionnaire which was used to test the equality of the two classes. In the initial step of determining the sample, two classes were selected as samples by drawing lots. Through the drawing, class III B and class III C were selected. Both classes were given an initial learning motivation questionnaire. From the data above, equality testing was carried out with a t-test. The criteria for testing the equality of the sample classes is if the sig value > 0.05 then the two classes are declared equal. Table 2 below is the result of the equality test of the two sample classes with the t-test.

Table 2. Test of Equality of Sample Classes with t-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
Score Pretest	Equal Variances Assumed	3.959	.053	1.942	44	.058
	Equal variances not assumed			1.942	41.318	.059

From table 2 above, it can be concluded that the two sample classes are equivalent. Then the two classes were drawn again to determine the experimental and control classes. The experimental class is the class that will be given an Educaplay-assisted online assessment, while the control class is the class that is not given the same assessment. Based on the drawing, class III C was selected as the experimental class and class III B as the control class.

There are three variables in this study, namely the independent variable, dependent variable, and covariate variable. The independent variable in this study is Educaplay-assisted online assessment. The dependent variable in this study is student learning motivation in Sanskrit lectures after completing the lecture. The covariate variable in this study is the pretest of student learning motivation in Sanskrit lectures. The pretest was given before the research treatment was given to the research subjects. The research design used was Nonequivalent Control Group Design (Pretest-Posttest). This research design is illustrated in table 3 as follows.

Table 3. Research Design

Group	Pretest	Treatment	Posttest
Experiment	O1	X	O2
Control	O3	-	O4

In this study, one data collection technique will be used, namely tests and questionnaires. Both instruments have been tested for validity and reliability. The normality test was conducted using the Kolmogorov-Smirnov test. The variance homogeneity test for both groups was used F-test. Hypothesis testing was carried out using the 1-way analysis of covariance (Anacova) test, with the research hypothesis reading there are differences in learning motivation between students who are given Educaplay-assisted online assessments and students who are not given the same assessments in Sanskrit language lectures in the Hindu Religious Education Undergraduate Study Program.

Results and Discussion

The results of the research are in the form of pretest and posttest scores of Sanskrit learning motivation of undergraduate students of Hindu Religious Education STAHN Mpu Kuturan Singaraja. The data description in this study includes (1) Experimental class data and (2) Control class data. The experimental class is a class that is given treatment in the form of learning (lectures) with online assessments assisted by Educaplay. A total of 23 students were involved in the experimental class. The treatment was given for five meetings. The pretest was given a week before the treatment was given, while the Posttest was given a week after the treatment was given. The control class is a class that is not given treatment in the form of learning (lectures) with online assessments assisted by Educaplay. A total of 23 students were involved in the control class. Just like the experimental class, there were five meetings. The pretest was given a week before the treatment was given, while the Posttest was given a week after the treatment was given.

This study compares the motivation to learn Sanskrit of undergraduate Hindu Religious Education study program students between the experimental group and the control group. But to see further this dependent variable, this study examines one other variable that acts as a covariant. The covariance in question is the initial learning motivation which acts as a pretest. Table 4 below is a comparison or comparison of the experimental group and control group data.

Table 4. Data Comparison of Experimental Group and Control Group

Class		Score Pretest	Score Posttest
Experiment Class	Mean	69.2174	79.8261
	N	23	23
	Std. Deviation	3.74113	3.17164
Control Class	Mean	67.3043	69.6522
	N	23	23
	Std. Deviation	2.88310	2.28848

Data that will be analyzed with inferential statistics must first be tested for assumptions on the research data to obtain the fact that the data has met the prerequisites for analysis. Assumption testing is used to test the normality of data distribution and variance homogeneity. The normality test of data distribution ensures that the distribution of samples used is based on a normally distributed population. The normality test in this study was carried out with the Kolmogorov-Smirnov statistical test with a significance level of 0.05 with the help of the SPSS version 26 program.

Table 5. Pretest Data Distribution Normality Test Results

Class		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Score Pretest	Experiment Class	.161	23	.124
	Control Class	.108	23	.200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 5 above, it can be seen that the experimental class pretest data has a significance value of 0.200 and the control class has a significance value of 0.200. The significance value of the experimental class is greater than the significance level ($0.200 \geq 0.05$), so H_0 is accepted. The significance value of the control class is also greater than the significance level ($0.200 \geq 0.05$), so H_0 is accepted. So it can be concluded that the pretest data of both the experimental and control classes come from a normally distributed population.

Table 6. Posttest Data Distribution Normality Test Results

Class		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Skor_ Posttest	Experiment Class	.174	23	.069
	Control Class	.134	23	.200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 6 above, it can be seen that the experimental class posttest data has a significance value of 0.069 and the control class has a significance value of 0.200. The significance value of the experimental class is greater than the significance level ($0.069 \geq 0.05$), so H_0 is accepted. The significance value of the control class is also greater than the significance level ($0.200 \geq 0.05$), so H_0 is accepted. So it can be concluded that the posttest data of both the experimental and control classes come from a normally distributed population. Furthermore, the variance homogeneity test is used to determine whether the two groups have the same variance. If both groups have the same variance, then the group can be said to be homogeneous. The results of the variance homogeneity test of the pretest and posttest data can be seen in table 7 and 8 below.

Table 7. Test of Homogeneity of Variance of Pretest Data

Test of Homogeneity of Variances			
Score Pretest			
Levene Statistic	df1	df2	Sig.
2.292	1	44	.137

Based on Table 16, the significance value is 0.137. This significance value is greater than 0.05 ($0.137 > 0.05$). So it can be concluded that H_0 is accepted. So it can be concluded that the pretest data from the experimental class and control class have homogeneous data variance.

Table 8. Homogeneity Test of Posttest Data Variance

Test of Homogeneity of Variances			
Posttest Score			
Levene Statistic	df1	df2	Sig.
2.717	1	44	.106

Based on Table 19, the significance value is 0.106. This significance value is greater than 0.05 ($0.106 > 0.05$). So it can be concluded that H_0 is accepted. So it can be concluded that the posttest data from the experimental class and control class have homogeneous data variance. The univariate variance homogeneity test aims to determine whether there is a relationship between the independent variable, covariance variable, and dependent variable. The following are the results of the univariate variance homogeneity test in Table 9 below.

Table 9. Univariate Variance Homogeneity Test Results

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: Score Posttest			
F	df1	df2	Sig.
3.025	1	44	.089

Tests The Null Hypothesis That The Error Variance Of The Dependent Variable Is Equal Across Groups.

a. Design: Intercept + Pretest Score + Class

Based on the univariate variance homogeneity test above, a significance value of 0.089 was obtained. This means that the significance value is greater than 0.05 ($0.089 > 0.05$). So it can be concluded that the univariate variance is homogeneous. From the prerequisite analysis testing for the Anacova test above, it was found that the data was normally distributed, the variance of the two sample classes was homogeneous, and the univariate variance was homogeneous. Furthermore, hypothesis testing can be done using the 1-way Anacova test. The covariance in this study is students' initial learning motivation. The statistical hypothesis in this 1-way Anacova test can be seen in table 10 below.

Table 10. Research Hypothesis Test with 1-way Anacova test

Tests of Between-Subjects Effects					
Dependent Variable: Score Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1280.465 ^a	2	640.232	111.727	.000
Intercept	217.451	1	217.451	37.947	.000
Score Pretest	90.117	1	90.117	15.726	.000
Class	926.778	1	926.778	161.732	.000

Error	246.405	43	5.730
Total	258480.000	46	
Corrected Total	1526.870	45	

a. R Squared = .839 (Adjusted R Squared = .831)

Based on the 1-way Anacova test above, the significance value in the "Class" row is 0.000. This means that the significance value is smaller than 0.05 ($0.000 < 0.05$). This means that H_0 is rejected, and H_a is accepted. So it can be concluded that there are differences in learning motivation between students who are given Educaplay-assisted online assessments and students who are not given the same assessments in Sanskrit lectures in the Hindu Religious Education Undergraduate Study Program. This study aims to determine the effect of Educaplay-assisted online assessment on student learning motivation in Sanskrit language lectures in the Undergraduate Hindu Religious Education Study Program. There is one dependent variable, namely Sanskrit learning motivation, and one covariant variable, namely initial learning motivation. From the results of the above research, it can be seen that the data for the dependent variable and the covariance variable come from a normally distributed population, so they can be further analyzed using parametric statistical tests in the form of the analysis of covariance (Anacova).

Based on the variance homogeneity test, the variance between groups is homogeneous. Based on the univariate variance homogeneity test, also shows that the univariate variance of the research data is homogeneous. Based on the research hypothesis test using the ANOVA test, it shows that H_0 is rejected and H_a is accepted. This means that there is a significant difference in Sanskrit learning motivation on the application of Educaplay-assisted online assessment in the study. Judging from the descriptive statistics on the dependent variable, namely Sanskrit learning motivation, it can be seen that the average score of Sanskrit learning motivation in the experimental class is higher than the control class. This study uses Educaplay-assisted online assessment as an independent variable. Online assessment is an assessment strategy that is carried out when students have completed learning that is carried out online by utilizing the internet and certain digital platforms. One of the advantages of implementing online assessment is its ability to provide quick feedback on the characteristics of education in the digital era. If the answer is correct, then they will be motivated to answer other questions with more enthusiasm.

Feedback given quickly will encourage learners to reflect on the answers to the questions given. In this research, the digital platform used to conduct online assessments is Educaplay. Educaplay is an educational platform that provides learning facilities in the form of quizzes and games. Educaplay is a platform that allows users to easily create and share educational games. With the platform, educators can create educational games to teach subject matter in a fun and effective way. Games can be created using different types of media such as text, images, sound, and video. Educators can also create games together with students to promote collaboration and cooperation. Educaplay has many features that make it easy to create educational games. These features include mind map creation, quiz creation, assessment creation, and more. With these features, educators can create educational games easily and quickly.

Educaplay also has analytics that helps educators to know student learning outcomes and make effective learning decisions. These analytics allow educators to track student progress, know the difficulty level of the game, and make informed learning decisions. With all these features, educaplay is a very useful online learning platform for educators and students. It enables fun, effective, and innovative learning. This Educaplay-assisted online assessment is used as a formative assessment in Sanskrit language lectures in the Undergraduate Hindu Religious Education study program at STAHN Mpu Kuturan

Singaraja. According to Sudiyanto et al., (2015) formative assessment can be used to improve (1) The learning process by teachers or assessment for learning, and (2) The learning process by students or assessment as learning. Both of these assessment approaches are used shortly after learners have learned a material in class.

Formative assessment is different from summative assessment, where summative assessment is a form of assessment carried out at the end of the semester or the end of the education level, such as the Final Semester Examination, National Examination, School Examination, and the like. Formative assessment is very important to do considering the current learning system can still implement online learning so that this learner-facing assessment can provide feedback quickly and help them to reflect on their learning. Rahmawati et al., (2023) argued that formative assessment can spur changes in the classroom atmosphere to increase students' learning motivation with positive, supportive, and meaningful learning programs. Rahmawati, Hartono, and Nugroho (2015) also argue that formative assessment acts as a stimulus that strengthens the motivation that already exists in students. In addition, by utilizing digital platforms, students are also given technology-based learning experiences that can motivate them to learn.

To bring technology into learning and motivate learners, educators can utilize educational games other than just using platforms that can provide questions. Educational games are a fun alternative to the learning process. In the current digital era, many educational game platforms can be used, such as Kahoot! and Quizziz, but no one has ever utilized the Educaplay platform. Similar to Kahoot! and Quizziz, Educaplay is an educational platform that has interesting features that can be used for learning. This platform is used as a formative assessment, where learners (students) will get feedback from educators (lecturers) to improve the quality of learning in the future (Keumala, Zainuddin & Fauzan, 2021). A formative assessment is given when the learning/lecture is completed. Keumala, Zainuddin & Fauzan, (2021) also stated that students' learning motivation has a very high correlation with their learning achievement. Therefore, it is very important to pay attention to students' learning motivation so that they always have the urge to want to learn.

By implementing Educaplay-assisted online assessment, learning becomes more interactive and attractive. This is because the Educaplay platform provides various types of assessment formats, such as jumping frog games, hollow text, random letters, random words, matching, and so on. This platform can be used during lectures or when students learn independently, so it can be said that its use is flexible. Time and resource efficiency can also be felt when using it. In addition to its attractive appearance, this platform also provides feedback quickly, so that learners can measure their understanding. The Educaplay platform influences learning motivation. Compared to the results of research by Aulia, Komalasari & Salira, (2022) who examined the effect of Kahoot! Platform on increasing motivation for student learning motivation, Rahmawati et al., (2023) examined the use of Quizizz to increase learning interest, and Keumala, Zainuddin & Fauzan, (2021) examined the implementation of Kahoot! and Quizizz to increase student learning motivation, Educaplay is also feasible to use as digital media for formative assessment (evaluation). Educaplay also has an attractive appearance and various features. One of the differences is that in the multiple-choice game type feature, the Educaplay platform presents a froggy jump game. In this game, the frog is on a lotus leaf floating on water and the user is asked to answer multiple-choice questions by selecting one of the three leaves in front of the frog.

Once selected, the frog will jump toward the selected leaf. If the answer is wrong, the frog will be splashed into the water. This game can raise the user's confidence in the answer chosen to be more careful in answering so that the user's learning activity and

motivation can increase. The questions presented in this study are in the form of questions related to basic Sanskrit material. The materials used as teaching materials are (1) Vowels and Consonants in Devanāgarī Letters, (2) Gunita (Vocal Substitution Marks), Sañyuktavyañjana (Joining Consonants), (4) Linggaḥ (Gender), and (5) Vacanam (Number of Things). These five materials are incorporated into the Educaplay platform in the form of questions adapted to the platform features. For example, the multiple-choice form is given to Sañyuktavyañjana (Joining Consonants), then the questions on this material use the froggy jump game type. In addition, each item has a certain duration, so students need to answer carefully but not exceed the time limit. Thus, students can be encouraged to answer correctly and still be careful. This can also arouse students' motivation to learn Sanskrit, where they are diligent in facing tasks, resilient in facing difficulties, have an interest in various problems, can defend their opinions, do not easily give up things that are believed, and enjoy solving problems. Based on the explanation above, the utilization of the Educaplay platform as an online formative assessment media can generate student learning motivation in Sanskrit lectures.

Conclusion

Based on the description of the research objectives and the results of the research and discussion, it can be concluded that there are differences in learning motivation between students who are given Educaplay-assisted online assessments and students who are not given the same assessments in Sanskrit lectures in the Hindu Religious Education Undergraduate Study Program. The suggestions that can be given based on the above conclusions are as follows (1) For students, to be more motivated in learning Sanskrit as the language used in Hindu scriptures (2) For lecturers, to use the Educaplay platform as a medium for assessment, especially in Sanskrit lectures, to increase student interest, learning motivation, and learning outcomes (3) For the head of the Undergraduate Hindu Religious Education study program, to be able to complete supporting the use of web-based digital media so that lectures at the undergraduate level can be more varied and by the times and (4) For researchers, further research needs to be carried out on Educaplay-assisted online assessments so that their effect on other subjects can be known.

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