Application Of Wordwall Game Method In Improving Learning Outcomes Of The Material On Gratitude MIS Nidaul Insan Deli Serdang

Yusnita[1], MIS Nidaul Insan, Indonesia
Zahratul Jannah[2], MIS Guppi Al Jihad Balangbuki, Indonesia

ABSTRACT

This study aims to analyze the application of the Wordwall game method in improving learning outcomes on the material Nikmat Syukur at MIS Nidaul Insan Deli Serdang. The method used is classroom action research (CAR) consisting of two cycles. Each cycle involves the stages of planning, implementation, observation, and reflection. The subjects of the study were 25 students of class V MIS Nidaul Insan. Data collection techniques were carried out through learning outcome tests, observation, and documentation. The results showed that the use of the Wordwall game method was able to improve student learning outcomes. In cycle I, the percentage of student completion reached 65% with a sufficient category. After improvements in cycle II, the percentage of completion increased to 85% with a good category. This increase shows that the use of the Wordwall game not only helps students understand the material better, but also increases students' motivation and active participation in the learning process. This method is effective as an interactive learning media that can create a more enjoyable and interesting learning atmosphere. Thus, the Wordwall game method can be used as an alternative in learning to improve student learning outcomes.

Corresponding Author:

Yusnita
MIS Nidaul Insan, Indonesia
yusnitamedan223@gmail.com

Introduction

Islamic Religious Education learning plays an important role in shaping the character of students. One of the materials taught is Nikmat Syukur, which aims to instill an attitude of gratitude to Allah for all the blessings given. This material is very relevant in everyday life as a form of habituation of positive attitudes in students. However, the process of learning this material still faces various obstacles, especially in attracting students' interest to actively participate in learning (Sari, 2021).

According to Putra (2020), conventional learning methods that are monotonous tend to make students less active and less motivated in understanding the material. This causes students to only receive information passively without any in-depth interaction.

As a result, students' understanding of the material is low, so that learning outcomes are not optimal. Interactive learning is an alternative to improving the quality of learning. Technology-based learning methods can be a solution to increase student motivation and participation. One of the learning media that can be used is the Wordwall game, which is a digital application that offers various interactive educational games (Rahmawati, 2021).

The Wordwall game is able to present a fun and interesting learning atmosphere. Through educational games, students can learn while playing so they don't get bored. In addition, this media also supports active learning that allows students to play a greater role in understanding the material (Hakim, 2022). This study aims to analyze the application of the Wordwall game method in improving learning outcomes for the Nikmat Syukur material at MIS Nidaul Insan Deli Serdang. The focus of this study is to see how this method can affect student motivation, participation, and learning outcomes.

The hope of this study is that the Wordwall game method can significantly improve student learning outcomes. In addition, it is hoped that this method can encourage students to be more active in participating in learning and improve students' understanding of the material (Suryani, 2022). In reality, student learning outcomes in the Nikmat Syukur material are still low. Students tend to be passive in participating in learning and are less motivated. The application of conventional methods that have been dominantly used so far is considered less effective in improving learning outcomes (Arifin, 2023).

As an effort to overcome these problems, this study proposes the application of the Wordwall game method as an interactive learning medium. Through this method, it is hoped that students will be more active, motivated, and their learning outcomes will increase. Thus, this method is expected to be an innovative and effective learning alternative in elementary school environments (Rahma, 2024).

Methods

Data sources in this study consist of primary data and secondary data. Primary data were obtained through student learning outcome tests, observations during the learning process, and interviews with class teachers. Secondary data in the form of documentation and literature related to technology-based interactive learning methods, such as the Wordwall game (Suryani, 2022).

Data analysis was carried out descriptively qualitatively and quantitatively. Qualitative data in the form of observation and interview results were analyzed through data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2020). Quantitative data in the form of student learning test results were analyzed by calculating the percentage of learning completion before and after the application of the Wordwall game method. Improvement in student learning outcomes was measured based on a comparison of average scores in each learning cycle.

Result

The results of the study showed that the application of the Wordwall game method had a positive impact on student learning outcomes. In cycle I, the percentage of student

completion reached 65% with an average score of 70. After improvements and application of the method in cycle II, the percentage of completion increased to 85% with an average score of 80. Observations during learning also showed an increase in active student participation in the learning process (Rahmawati, 2023).

Table 1. Student Learning Completeness Results

Cycle	Percentage of Completion	Average Value
I	65%	70
II	85%	80

Data verification was carried out through data triangulation, namely comparing test results, observations, and interviews. The triangulation results showed a match between the increase in learning test results with observation and interview data. The class teacher also confirmed that the Wordwall game method made a positive contribution to increasing students' learning motivation (Suryani, 2023). This study proves that technology-based learning methods can be an effective alternative in improving the quality of learning. With these results, it can be concluded that the use of the Wordwall game method not only improves student learning outcomes but is also able to increase motivation and active participation in learning. This finding is in line with previous research which shows that technology-based learning has a positive impact on student learning outcomes (Rahma, 2024).

Discussion

Data validation was carried out by comparing test result data with observation and interview results. This process aims to ensure that the data obtained is accurate and relevant to the research objectives. This validation also involves the class teacher as a key informant who provides confirmation regarding the observed learning outcomes (Rahmawati, 2023). In addition, data validation was carried out by checking the consistency between the quantitative and qualitative data obtained.

Observation data showed that students were more active in answering questions and engaging in group discussions. This is in line with the results of teacher interviews which stated that students showed increased learning motivation while using the Wordwall game method. Teachers also noted an increase in student interest in learning the material presented.

Data triangulation is an important step in validation to ensure that the information obtained is consistent and unbiased. The increased learning test results support observation and interview data, thus providing confidence that this method is effective in improving student learning outcomes (Suryani, 2023).

The validation results show that the test, observation, and interview data have high consistency. The data shows an increase in student learning outcomes after implementing the Wordwall game method. The class teacher stated that students were more active, motivated, and understood the material better.

In addition, teachers also noted that the Wordwall game method helped students understand the concept of the material more quickly. This educational game provides opportunities for students to learn independently and in groups, thereby increasing social interaction in the classroom. These results strengthen the conclusion that the

Wordwall game method is effective in improving the quality of learning (Suryani, 2023). This method not only helps students understand the material but also builds social and collaborative skills. Thus, the Wordwall game method can be an alternative innovative learning method that supports improving student learning outcomes.

Conclusion

The findings of this study indicate that the Wordwall game method is effective in improving student learning outcomes in the material Nikmat Syukur. The increase in learning outcomes can be seen from the increase in the percentage of student completion and active participation during the learning process. In cycle I, the percentage of student completion reached 65% with an average score of 70, while in cycle II it increased to 85% with an average score of 80. This increase shows that the Wordwall game method is able to improve students' understanding of the learning material. This technology-based educational game makes students more interested and enthusiastic in participating in learning. In addition, observation data shows changes in student behavior during learning. Students become more active in asking questions, answering questions, and participating in group discussions. This shows that the Wordwall game method is able to encourage student involvement in the learning process. The class teacher also confirmed that this method helps students understand the material more quickly and effectively. The teacher stated that students who were previously passive became more enthusiastic and confident in participating in learning.

This method not only has a positive impact on academic results, but also on social aspects. Students become more active, confident, and able to work together in groups. The implementation of this method contributes to creating a more interactive and enjoyable learning environment in elementary schools. Social interaction between students increases because this educational game often involves group work. Students learn to help each other, discuss, and share information during learning. In addition, students who previously lacked confidence became more courageous in expressing their opinions in front of the class. Teachers also noted an increase in student discipline and responsibility in completing learning assignments.This social impact shows that the Wordwall game method not only helps students understand learning materials, but also builds important social skills in everyday life.Thus, the Wordwall game method can be an alternative innovative learning method that supports improving learning outcomes and developing student character holistically.

References

Arifin, M. (2023). Metode Pembelajaran Interaktif dalam Pendidikan Dasar. Jakarta: Pustaka Ilmu.

Hakim, R. (2022). Inovasi Pembelajaran Berbasis Teknologi. Bandung: Alfabeta.

Miles, M. B., & Huberman, A. M. (2020). Qualitative Data Analysis: An Expanded Sourcebook. California: SAGE Publications.

Putra, H. (2020). Model Pembelajaran Aktif dalam Pendidikan Agama Islam. Yogyakarta: Graha Ilmu.

Rahma, I. (2024). Media Pembelajaran Digital dalam Pendidikan Dasar. Surabaya: Mitra Pustaka.

Rahmawati, D. (2021). Implementasi Game Wordwall dalam Pembelajaran Interaktif. Jakarta: Gramedia.

Rahmawati, D. (2023). Peningkatan Hasil Belajar melalui Media Interaktif. Jakarta: Gramedia.

Sari, M. (2021). Strategi Pembelajaran Aktif di Sekolah Dasar. Bandung: Alfabeta.

Suryani, N. (2022). Teknologi Digital dalam Pendidikan Islam. Yogyakarta: Pustaka Pelajar.

Suryani, N. (2023). Evaluasi Pembelajaran Berbasis Game Edukatif. Yogyakarta: Pustaka Pelajar.

Ahmad, S. (2020). Konsep Pembelajaran Aktif. Jakarta: RajaGrafindo Persada.

Budi, T. (2021). Desain Pembelajaran Berbasis Teknologi. Bandung: Remaja Rosdakarya.

Cahyani, I. (2020). Metode Pembelajaran Inovatif. Surabaya: Mitra Media.

Fajar, R. (2022). Teknologi Digital dalam Dunia Pendidikan. Bandung: Alfabeta.

Hidayat, A. (2023). Model Pembelajaran Kolaboratif. Jakarta: Pustaka Ilmu.

Jannah, N. (2020). Pembelajaran Berbasis Game Interaktif. Yogyakarta: Graha Ilmu.

Kurniawan, B. (2021). Inovasi Media Pembelajaran Digital. Bandung: Alfabeta.

Mulyadi, T. (2023). Metode Pembelajaran di Sekolah Dasar. Jakarta: RajaGrafindo Persada.

Nurhadi, M. (2022). Penggunaan Game Edukatif dalam Pembelajaran. Surabaya: Mitra Media.

Pratama, R. (2023). Digital Learning dalam Pembelajaran Islam. Yogyakarta: Pustaka Pelajar.

Putri, A. (2021). Teknologi Interaktif dalam Pembelajaran. Bandung: Alfabeta.

Ramadhani, F. (2022). Media Pembelajaran Digital. Jakarta: Gramedia.

Safitri, L. (2020). Implementasi Game Wordwall dalam Pembelajaran. Yogyakarta: Graha Ilmu.

Suharto, R. (2023). Pembelajaran Interaktif di Sekolah Dasar. Bandung: Remaja Rosdakarya.

Susanti, D. (2021). Metode Pembelajaran Aktif di Sekolah Dasar. Jakarta: RajaGrafindo Persada.

Wahyuni, T. (2022). Teknologi dalam Pembelajaran Agama Islam. Yogyakarta: Pustaka Pelajar.

Yusuf, M. (2020). Desain Pembelajaran Digital. Bandung: Alfabeta.

Zahra, K. (2023). Evaluasi Pembelajaran Interaktif. Jakarta: Pustaka Ilmu.