



Wordwall Game Method as an Effort to Improve Student Learning Outcomes at MI Ulul Azmi Makassar

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ABSTRACT

This research seeks to examine the effectiveness of the Wordwall game method in enhancing learning outcomes on the topic of Nikmat Syukur at MI Ulul Azmi Makassar. The study employs a Classroom Action Research (CAR) approach, conducted in two cycles, each comprising the stages of planning, implementation, observation, and reflection. The participants consisted of 25 fifth-grade students from MI Ulul Azmi Makassar. Data were gathered through tests on learning outcomes, observations, and documentation. The findings revealed that implementing the Wordwall game method led to improved student performance. In the first cycle, the student mastery level was 65%, categorized as sufficient. After making improvements in the second cycle, the completion rate rose to 85%, classified as good. This improvement indicates that the Wordwall game not only enhances students' understanding of the material but also boosts their motivation and engagement in the learning process. As an interactive learning tool, this method contributes to a more enjoyable and engaging classroom environment. Therefore, the Wordwall game method can serve as an effective alternative for improving student learning outcomes.

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Introduction

Islamic Religious Education plays a crucial role in shaping students' character. One of the topics taught is Nikmat Syukur (Gratitude for Blessings), which aims to cultivate a sense of thankfulness to Allah for all the blessings received. This material is highly relevant to daily life, as it fosters the development of positive attitudes in students. However, the learning process still encounters several challenges, particularly in engaging students to participate actively in class (Sari, 2021).

According to Putra (2020), traditional teaching methods that are monotonous tend to make students less active and less motivated in understanding the subject matter. As a result, students often become passive recipients of information without meaningful interaction, leading to a low level of comprehension and suboptimal learning outcomes.

To address this issue, interactive learning approaches have emerged as a way to enhance the quality of education. Technology-based methods are seen as potential solutions to increase student motivation and engagement. One such method is the Wordwall game, a digital platform offering various interactive educational games (Rahmawati, 2021).

The Wordwall game creates a fun and engaging learning environment. Through educational games, students can learn while playing, which helps prevent boredom. Additionally, this media supports active learning by encouraging students to take a more participatory role in understanding the material (Hakim, 2022). This study aims to examine the implementation of the Wordwall game method in improving learning outcomes on the Nikmat Syukur topic at MI Ulul Azmi Makassar. The main focus of this research is to explore how this method affects student motivation, participation, and academic achievement.

It is expected that the Wordwall game method can significantly enhance student learning outcomes. Moreover, this approach is anticipated to encourage students to be more actively involved in the learning process and to improve their understanding of the subject matter (Suryani, 2022). In reality, students' performance on the Nikmat Syukur material remains relatively low. Many students tend to be passive and lack motivation during lessons. The dominance of conventional teaching methods is considered ineffective in boosting academic achievement (Arifin, 2023).

To overcome these challenges, this study proposes the use of the Wordwall game method as an interactive learning medium. Through this approach, it is hoped that students will become more active, motivated, and experience improved learning outcomes. Therefore, the Wordwall game method is expected to serve as an innovative and effective learning alternative in elementary school settings (Rahma, 2024).

Methods

The data sources in this research include both primary and secondary data. Primary data were collected through student learning outcome tests, classroom observations during the teaching process, and interviews with homeroom teachers. Meanwhile, secondary data consisted of documentation and literature related to interactive, technology-based learning strategies, such as the *Wordwall* game (Suryani, 2022).

Data analysis employed both qualitative and quantitative descriptive methods. Qualitative data, derived from observations and interviews, were analyzed using the processes of data reduction, data display, and conclusion drawing, as outlined by Miles and Huberman (2020). Quantitative data, obtained from the students' learning outcome tests, were analyzed by calculating the percentage of students who met the learning criteria before and after implementing the *Wordwall* game method. The improvement in

student performance was evaluated by comparing the average scores from each cycle of learning.

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

To ensure the accuracy and relevance of the data to the research objectives, data validation was conducted by comparing the results of student tests with findings from observations and interviews. This process also involved the class teacher as a key informant to confirm the learning outcomes observed (Rahmawati, 2023). Additionally, the validation process included checking for consistency between the qualitative and quantitative data collected.

Observational data indicated that students were more engaged in answering questions and participating in group discussions. This observation aligned with the teacher interviews, which revealed that students demonstrated increased motivation during lessons involving the *Wordwall* game method. Teachers also observed heightened interest among students in learning the presented material.

Data triangulation played a crucial role in the validation process, helping to ensure that the collected information was consistent and free from bias. The improved results from student learning assessments supported the observational and interview findings, reinforcing the effectiveness of the method in enhancing learning outcomes (Suryani, 2023).

The validation process revealed strong consistency across test scores, observation notes, and interview responses. The data demonstrated a noticeable improvement in student learning outcomes following the implementation of the *Wordwall* game method. Teachers reported that students became more active, showed higher motivation, and had a better grasp of the subject matter.

Furthermore, teachers noted that the *Wordwall* game helped students understand concepts more quickly. The use of this educational game allowed students to learn both independently and collaboratively, fostering increased social interaction in the classroom. These findings further support the conclusion that the *Wordwall* game method is effective in improving the quality of learning. Beyond enhancing understanding of the material, this method also promotes the development of students' social and cooperative skills. As such, the *Wordwall* game stands out as an innovative learning alternative that supports the improvement of student learning outcomes.

Conclusion

The results of this study demonstrate that the *Wordwall* game method is effective in enhancing student learning outcomes, particularly in the *Nikmat Syukur* material. This improvement is reflected in the increased percentage of student mastery and more active participation during lessons. In the first cycle, student mastery reached 65% with an average score of 70, which then rose to 85% with an average score of 80 in the second cycle. These improvements indicate that the *Wordwall* game supports better comprehension of the subject matter. As a technology-based learning tool, this educational game successfully captures students' interest and enthusiasm for learning.

Observation data revealed positive changes in student behavior. Learners became more engaged—asking and answering questions, and actively contributing to group discussions. This suggests that the *Wordwall* method effectively fosters greater student involvement in the learning process. The class teacher also confirmed that the method made it easier for students to understand the material, noting that previously passive students became more eager and confident in class. Beyond academic achievement, the *Wordwall* game method also positively influences students' social development. Learners became more confident, communicative, and cooperative in group settings. Its application helps create a more dynamic and enjoyable classroom atmosphere. Since many of the activities involve collaboration, social interaction among students increased. They learned to support one another, engage in discussion, and exchange ideas during

lessons. Moreover, students who initially lacked self-confidence began to express their opinions more openly in front of the class. Teachers also observed improvements in student discipline and responsibility in completing assignments. These social benefits highlight that the *Wordwall* method not only improves academic understanding but also nurtures essential life skills. In conclusion, the *Wordwall* game method presents itself as an innovative and effective alternative that supports both academic achievement and holistic character development in students.

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