

Wordwall Learning Media: The Effect On Student Learning Outcomes In Elementary School

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ABSTRACT

This research was motivated by the lack of learning outcomes due to student inactivity, low student learning outcomes after the pandemic, and the use of ineffective learning media. The learning outcomes and the lack of achievement of learning outcomes in accordance with expectations, researcher interested in conducting research on wordwall application media that can increase student interest and motivation so that student learning outcomes increase. This study aims to determine the effect of the use of wordwall media on student learning outcomes and to determine the difference in the use of wordwall applications on student learning outcomes with students who use conventional media. This research used quantitative experimental method. The result of the study was that there were significant differences and influences between classes that used wordwall media and classes that used conventional media. The t-test value at Sig. (2-tailed) values of $0.000 < 0.05$ is said to have a significant difference and the regression test by obtaining a calculated result of $2.946 > \text{ttable} 2.021$ is said to have an effect, then H_0 is rejected and H_a is accepted. Based on these results, researchers concluded that the use of wordwall media affects the learning outcomes of students in elementary schools.

Keywords: Wordwall, Learning Media, Learning Outcomes

1. INTRODUCTION

Increasingly massive technological advances has an impact on many fields of human activity, including education. Education is an important element for changing attitudes and behavior as well as a place for self-development through the learning process. Teni Nurrita (2018) Education is an effort to prepare the younger generation to face the global era. That way, education must be carried out as well as possible in order to produce quality human resources.

Based on the experience of researchers at SDN 020 Lengkong Besar, it was found that learning media had not been used effectively. In addition, another problem is students who are not involved in learning process. This has an impact on students' ability to solve the problems and the learning outcomes as well as unsatisfactory. To improve student learning outcomes, teachers can use appropriate media. Because the use of methods and media in learning has a huge influence on students (Anggianna P Lubis & Ishaq Nuriadin, 2022).

Media in learning process is a tool used by teachers to convey learning material to students so that it is easier to understand. Media is one of the success factors of the learning process because it can clarify the learning process and improve learning outcomes (Unik Hanifah S, et al, 2020).

Using interactive media in learning encourages students to be more active in learning activities. One of the interactive media that can be used in learning is the wordwall application. Wordwall is a game-based learning media that can be used in learning, either for quizzes or for closing activities in learning. Wordwalls can also be used as an interesting evaluation and assessment instrument for students (P.M. Sari & Yarza in Siti F Nissa & Novida Renoningtyas, 2021). Applying wordwall media in learning is an effort to use information technology in education.

This study aims to determine the effect of using wordwall learning media on student learning outcomes in elementary schools. Thus, it can explain the question whether there are differences in the learning outcomes of students who use

wordwall media and those who use conventional media, and whether there is an effect of using wordwall learning media on student learning outcomes.

2. METHOD

This study used a quantitative research method with a quasi-experimental research design with a non-equivalent group pretest posttest design. consists of an experimental class and a control class. Data were collected with pretest and posttest techniques, observation sheets, and documentation.

3. RESULT AND DISCUSSION

The research was conducted at SDN 083 Babakan Surabaya, Bandung City, which was conducted in VA group as the control class and VC group as the experimental class. This study observes three indicators. Cognitive, affective and psychomotor aspects. Cognitive aspects are seen using tests, while affective and psychomotor aspects are using observation sheets. The observation results showed that there were significant differences between the control class and the experimental class. the observation results of the experimental class averaged a score of 8.9 and the control class got an average score of 7.5. So that the experimental class gets a higher score than the control class.

Students in the experimental class were 22 students and 21 students in the control class. both classes get material on Multiplication and Division of Fractions. The pretest is given at the beginning of learning on the first day and the posttest is carried out on the final results at the end of learning.

In the control class the learning process went well, but the students did not show high actuation, because the learning conditions were monotonous so that students were bored. Whereas in the experimental class, the teacher carried out learning using the media, so that students were enthusiastic and active in learning.

Pretest and posttest in the control class using conventional media and in the experimental class using wordwall media. Wordwall learning media in learning activities can be used as an assessment tool (Arif Agus M, et al, 2021).

The pretest results in the control class was the average value of 41.43 and in the experimental class it was 55.59. after being given a pretest, the learning process is carried out using the respective media. At the end of the research session, the researcher gave a posttest to the two classes to assess learning outcomes after the process was carried out. The average posttest result in the control class was 60.24 while in the experimental class it was 88.18. This means that wordwall media is able to significantly improve student learning outcomes compared to the use of conventional learning media. Lina Novita (2019) said learning outcomes can increase if supported by the use of learning media, one of them is wordwall.

Based on the results of the pretest and posttest in the control class and the experimental class, it shows that there are differences in the learning outcomes of students in the control class and the experimental class, this can be seen through the independent sample t-test with a sig value of 0.000. That way, H_0 is rejected and H_a is accepted. This was said by Josse Andres Naibaho (2022) in his research stating that there was a significant difference proven in the results of the t test by obtaining a Sig value. (2-tailed) of $0.000 < 0.05$ so that it can be said that there are differences in the learning outcomes of students who use wordwall-based learning media. After that, a simple linear regression test was carried out which aims to determine whether there is an influence between the variables used. In the regression test, the results obtained were $t_{count} 2.946 > t_{table} 2.021$, which means that there is a significant effect between the use of wordwall media on the learning outcomes of students in elementary schools. Thus, H_0 is rejected and H_a is accepted. This is in line with the results of research conducted by Annisa Savira and Rudy Gunawan (2022) who said that the use of wordwall media had an effect on improving student outcomes in elementary schools by obtaining a Sig. of 0.05. Likewise with research conducted by Umar Abdul Azis and Mubarak Ahmad (2022) who said in their research "the interactive digital learning media wordwall has an effect on learning outcomes of elementary school students", which means that interactive digital learning media wordwalls effect learning outcomes students in elementary schools based on the results of statistical tests.

From these results, the differences and influences on the use of wordwall media on student learning outcomes, it can be concluded that the using of wordwall learning media has a significant effect on student learning outcomes in class V SDN 083 Babakan Surabaya.

4. CONCLUSION

In the final discussion the researcher will provide conclusions on the results of research that has been conducted at SDN 083 Babakan Surabaya, it can be concluded that:

1. Based on test results and observations of students in the control class and the experimental class in multiplication and division of fractions materials. There were differences in the learning outcomes of students using wordwall media and conventional media.
2. There is an effect on the use of wordwall learning media which is significantly analyzed by the regression test of the test results of students in the control class and the experimental class. Found the effect of the use of wordwall media on student learning outcomes.

Based on these conclusions, it can be said that the use of wordwall learning media in multiplication and division of fractions learning materials for fifth grade students at SDN 083 Babakan Surabaya shows success. based on the results of statistical tests that have been analyzed. The results of the average value of the experimental class that used wordwall learning media had a higher increase than the control class.

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