Improving the Activities and Learning Outcomes of Class IV B Students Using Wordwall Media at SDN SN.

Wahyu Diantoro Hidayat[1*], Irham Taufiq[2], Oktarina Itsnaini Rohmah[3], Dwi Antoro[4]

[1,2]Sarjanawiyata Tamansiswa University, Indonesia
[3]SDN Sindurejan, Indonesia
[4]SDN Sindurejan, Indonesia
*Corresponding Author e-mail: wahyudiantorohidayat09@gmail.com

1. Abstract

This research is an attempt to find out if learning activity is increased by the use of wordwall media and if this action affects learning outcomes. It is a collaborative classroom action research using Kemmis and McTaggart's model conducted through planning, action, observation, and reflection. Data collection was done through observation forms, interviews, tests, and documentation. This study was conducted in IV B SDN SN Yogyakarta class with 24 children as subjects. The results of the study show that the useof Wordwall media in learning can increase students' learning activities. The percentage of students who had learned 58.83% of Cycle I before the cycle increased from 87.5% to 65.5% by Cycle II. In addition, students feel comfortable with the interactive game media presented by the teacher and enthusiastically try to solve the tasks on the word wall. The learning outcomes of students using the Wordwall media also improved, from 50% in Cycle I to 58.33% and from II to 87.5%. This confirms that the use of Wordwall media can improve student learning outcomes.

Keywords: activity, wordwall, learning outcomes, learning, education

2. Introduction

Education is one aspect of life that is directly related to the development of human resources that affect the quality of a country's development. Education in the 21st century emphasises attitudinal, cognitive and skills aspects in line with the development of technology and information, thus creating a new paradigm in the learning system. Curriculum changes also change learning patterns that were previously teacher-centred to student-centred and passive learning patterns to active learning (Faatin, 2022) .

The existence of activities carried out by students in the learning process is an indicator of the desire of students to learn. With the activities that must be carried out in the teaching and learning process, it is hoped that it can provide an optimal learning experience. For this reason, teachers need to play a role as supporters of their students' learning activities or facilitators. So that if this is fulfilled, student learning outcomes have the potential to increase (Afandi & Samsudin, 2021).

Based on the results of observations made in class IV b SDN SN on 11 April 2023, at the beginning of learning the teacher gave several apperception questions which were answered by several students from previous learning. At the time of delivering the material the teacher still used the classical model, meaning that the teacher explained the material using the lecture method and gave assignments to students to work on assignments in theme book 8 in groups of front and back benches but only a few students did the task seriously. During learning the teacher also has not prepared supporting media. From the results of these observations, it can be concluded that the learning process on theme 8 of the Region where I Live still applies conventional methods so that students are less actively involved in participating in learning. Low learner involvement can be seen in students who are not involved in lessons, apathetic, and passive (Lathifaturrohmah & Yunikawati, 2022).

Based on the results of interviews on the day with the homeroom teacher IV b SDN SN on 11 April 2023 why he did not use learning media when teaching because at that time the material discussed and the tasks to be given to students were able to be fulfilled with the Student Book so he only used the book.

The development of information and communication technology teachers must be able to keep up with current developments. This means they must continue to develop new ideas and continue to use advances in information technology as a learning medium. By using information and communication technology, learning innovation allows optimal use of online media. One way to be a creative teacher is to use media in the learning process, because media can help students learn (Kuswanto & Radiansah, 2018).

"One of the interactive learning media that can be used is wordwall, as explained (Imanulhaq & Prastowo, 2022) the use of edugame wordwall media in learning grade II mathematics can increase student learning motivation. Wordwall (Pradani, 2022) is an application that is easy to use and interactive so that it can increase student interest and motivation in learning science material. (Arrosyad et al, 2023) the use of Wordwall can increase the attractiveness of student learning in elementary schools because it is creative and interactive. Wordwall learning media (X) has a significant effect on the learning outcomes of students in class XI IPS 1 MAN Lamongan (Y) (Minarta, 2022). From the research that has been done focuses on the use of wordwall can increase interest and motivation to learn. Therefore, this research is important to do to see the relationship between the use of wordwall media in increasing students' activities and learning outcomes at SDN SN Yogyakarta.

3. Methods

3.1. Participants and context

The research subject was class IV B with a total of 24 students, 13 boys and 11 girls. The research was conducted at SDN SN Yogyakarta in semester 2 of the 2022/2023 academic year with the duration of the research time from March to May 2023.

3.2. Materials

This research uses the Collaborative Classroom Action Research (PTK-K) method using the research design of Kemmis and Mc. Taggart. (Maghfiroh, 2018) The stages start from planning, implementation and observation, as well as reflection of the implementation of classroom action. The implementation of actions in this PTK was carried out in two cycles, namely the first and second cycles. Each cycle was carried out in two meetings. The researcher acts as the party who carries out the action, while the teacher acts as an observer during the action process and provides input and collaborates in determining the planning of providing follow-up.

3.3. Data Collection and analysis

The data collection technique used to obtain the data and information needed in this study is using:

a. Observations were carried out using an observation sheet instrument filled in by the collaborator.

b. Interviews were conducted with teachers and learners to find out the general

description and initial problems faced.

c. Tests are conducted to determine the learning outcomes of students whetherthere is an improvement from the actions that have been taken.

d. Documentation is done by recording or photographing learning activities during the implementation of the action process.

There are two forms of data collected in this study, namely:

a. Quantitative data

    Quantitative techniques are used to determine the improvement of studentlearning outcomes during the learning process obtained from taking tests.

b. Qualitative data

    Qualitative data was obtained from observations using observation sheets,interviews, and documentation.

In analysing the data and the percentage of learning completeness, quantitative data analysis was used with the following formula: (Azizah, 2018).

$$\% \, Tuntas = \frac{\Sigma \, \text{TB}}{\text{N}} x \, 100\%$$

Ket:

$\Sigma \, TB$: Number of students who have completed learning

N : Total number of students

3.4. Ethical Considerations

In information to the participants, we made efforts to be transparent with the aim and procedure of the action research study, and what it could potentially achieve. We informed

the participants that they could contact us, and choose to opt out of the study, at any time, should they find this necessary. To ensure the anonymity of the participating students and lecturers, pseudonyms have been used. To further cater for individual participants' integrity in terms of gender, the pronouns 'they' and 'their' have been used. These practices are in accordance with the recommendations for good research practice published by the Swedish Research Council (Swedish Research Council, 2017).

3.5. Limitations to the Study

This research has been running and in accordance with the planning that has been prepared by the researcher, but there are several limitations in the research that has been carried out including the following:

a. This research was carried out only focusing on class IV SDN SN Yogyakarta so that the results obtained may not necessarily be applied elsewhere.

b. Economic factors from the parents of different students so that not all students can work on the wordwall questions that have been distributed.

4. Results and Discussion

a. Research Results

The implementation of this collaborative classroom action research (PTK-K) begins with conducting observations and interviews first with the class IV b teacher of SDN SN Yogyakarta to find out the activities and learning outcomes of students. The implementation of the action was carried out for 2 cycles in which each cycle had 2 meetings. To find out the learning outcomes, researchers used post-test questions given at the end of learning in

each cycle.

1) Description of initial pre-cycle conditions

This activity was observed during learning in class IV B SDN SN on 11 April 2023, at the beginning of learning the teacher gave several apperception questions which were answered by several students from previous learning. During the delivery of the material the teacher still uses the classical model, which means that the teacher explains the material using the lecture method and gives assignments to students to do the assignments in theme book 8 in groups of front and back benches but only a few students really do the assignments. During learning, the teacher also has not prepared supporting media.

Table 1. Data on Activity Observation Results and Pre-Cycle Learner Learning Outcomes

Learner Number	Score Activities	Learning Outcomes	
		Tutas	Not Completed
Total score	335	12	12
Percentage	58,83%	50%	50%

Based on table 1, the results of observing the activities and learning outcomes of students during the pre-cycle obtained the results of the learning activity score of students as much as 335 with a percentage of 58.83% and the learning outcomes of students who completed according to the criteria were 12 children with a percentage of 50% while those who did not complete were 12 children with a percentage of 50%.

2) Description of Cycle I Implementation

At the beginning of the implementation of cycle I, the researcher compiled a Learning Implementation Plan (RPP) by adjusting the material that had been running and adjusting

to the applicable curriculum at SD SN because it was still using the 2013 curriculum. In addition, in the implementation of cycle I practice, researchers also used wordwall learning media and used student-centred learning methods using the Problem Based Learning (PBL) method.

Table 2. Data on Observation Results of Student Activity Cycle I

Learner Number	Score Meeting 1	Meeting 2 score
Total score	351	435
Percentage	76,83%	78,17%
Average number of scores	351+435=786:2=393	
Percentage	393:600x100=65,5%	

Table 3. Data on Post Test Results of Cycle I students

Criteria	Completed	Not completed	total
Learners	14	10	24
Percentage	58,33%	41,67%	100%
Average	84	56,85	69,67

Based on table 2, the results of observations of student activity in cycle I obtained an activity score of 393 with a percentage of 65.5%. And the results of the cycle 1 post test in table 3 students who met the criteria were complete 14 with a percentage of 58.33% and those who did not complete 10 children with a percentage of 41.67%.

3) Description of Cycle II Implementation

Because it has not yet reached the criteria for completeness, cycle II action is carried out, using the results of the reflection obtained from the implementation of cycle I. The results of the implementation of cycle II areas follows:

Table 4. Observation Data of Student Activity Cycle II

Learner Number	Score Meeting 1	Meeting 2 score
Total score	506	544
Percentage	84,5%	88,17%
Average number of scores	506+544=1050:2=525	
Percentage	525:600x100=87,5%	

Table 5. Data on Post Test Results of Cycle II students

Criteria	Completed	Not completed	total
Learners	21	3	24
Percentage	87,5%	12,5%	100%
Average	86,16	57,25	78.67

Based on table 3, the results of observations of student activity in cycle II obtained an activity score of 525 with a percentage of 87.5%. And the results of the cycle 1 post test in table 3 students who met the criteria werecompleted 21 with a percentage of 87.5% and those who were not completed 3 children with a percentage of 57.25%.

b. Discussion

From the data that has been obtained and presented, it shows an increase in the activity and learning outcomes of students by using wordwall media. In the learning activity section, it shows an increase percentage from pre-cycle 58.83% cycle I to 65.5% to cycle II of 87.5%. This is also in accordance with the results of research that says there is an effect of wordwallapplication media on grade IV science learning outcomes (Savira & Gunawan, 2022) In addition, students feel happy with the interactive game media presented by the teacher, they are enthusiastic about trying to do the tasks inthe wordwall displayed via laptop in turn and supervised by the teacher. Thisis in line with the results of the opinion (Dhika and Destiawati, 2022) that in using online media for learning there needs to be an adult role so that the benefits of the media used can provide good benefits.

Meanwhile, from the learning outcomes of students, the use of wordwallmedia is also able to improve the learning outcomes of students from the pre-cycle percentage of 50% in cycle I to 58.33% and cycle II to 87.5%. So this reinforces that the use of wordwall media is able to improve student learningoutcomes.

5. Conclusion

The use of wordwall media in learning can increase student learning activities,there is a percentage increase from pre-cycle 58.83% cycle I to 65.5% to cycle I of 87.5%. In addition, students feel happy with the interactive game media presented by the teacher, they are enthusiastic about trying to do the tasks in thewordwall. Meanwhile, from the learning outcomes of students, the use of wordwallmedia was also able to improve the learning outcomes of students from pre-cyclethe percentage obtained was 50% in cycle I to 58.33% and cycle II to 87.5%. Sothis reinforces that the use of wordwall media is able to improve student learningoutcomes.

6. Acknowledgement

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