

# The Use of Wordwall Media to Improve Islamic Education Learning Outcomes at Imama Kedungpane Islamic Elementary School, Semarang City

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**Abstract:** This study aims to determine how to establish a favorable learning environment and attain the best possible outcomes. To do this, educators must understand the significance of this and be able to modify their teaching methods. Using learning materials that are efficient, engaging, enjoyable, and significant for students is one of the innovative approaches to education. This study looks at how utilizing Wordwall as a teaching tool affects elementary school students' learning outcomes. The quasi-experimental design with post-test-only control group design is the methodology employed in this study. The 46 participants in the study were all fifth-grade pupils at SD Islam Imama Kedungpane. With a total sample size of 28 students for the experimental group and another 28 for the control group, saturation sampling was the sampling method employed in this investigation. Data was gathered using a post-test with multiple-choice exam questions. The findings demonstrated that using Wordwall learning resources was superior to traditional learning methods that did not employ learning resources. Thus, it can be concluded that the use of Wordwall learning media has a positive effect on the learning outcomes of grade V students at SD Islam Imama Kedungpane, Semarang City.

**Keywords:** Wordwall; Islamic Education Learning Outcomes; quasi-experimental design; Elementary School

## Introduction

Improving the quality of a nation is significantly determined by the quality of its education system. (Kurniawati, 2022). The use of Wordwall media has proven to be an effective tool in improving the learning outcomes of Grade 5 Islamic Religious Education (PAI) students at Imama Kedungpane Islamic Elementary School, Semarang City. Through the utilization of the interactive platform, teachers are able to create a variety of engaging learning games and activities in the form of quizzes, word puzzles, or challenging matches. (Setiawan & Andrianto, 2024). Not only do learners actively participate in the learning

process, but they also feel the excitement and satisfaction of successfully answering questions or completing games. Thus, the use of Wordwall media not only helps to improve the understanding of academic concepts but also inspires a higher spirit of learning among students. (Rulviana, 2024).

In addition, the use of Wordwall media can also create an inclusive and collaborative learning environment. With features such as team game settings and the opportunity to share answers, students are encouraged to work together in completing learning tasks. (Permana & Kasriman, 2022). This not only trains students' social and cooperation skills, but they also feel more confident

when they can help achieve a common goal. The use of Wordwall media makes learning a fun and student-centered experience. It stimulates students' intrinsic ability to learn and achieve better results in their educational process. (Safitri et al., 2022)

The use of Wordwall media can significantly improve PAI learning outcomes of grade 5 students at Imama Kedungpane Islamic Primary School, Semarang City. This research shows that the use of this platform in learning not only increases students' engagement in the learning process but also results in a high level of satisfaction and greater passion for learning among them. The interactive and challenging activities offered by Wordwall can create a fun and fruitful learning environment, which in turn strengthens students' understanding of academic concepts and social skills (Wildan et al., 2023). Therefore, the literature confirms that the use of Wordwall media is an effective strategy to encourage students' intrinsic outcomes and improve their learning outcomes in primary schools. (Tinesia Alifa et al., 2024)

Learning outcomes for Islamic Religious Education (PAI) show that both intrinsic and extrinsic factors play a key role in influencing the level of student outcomes for this subject. Intrinsically, students' desire to understand religious teachings, enhance spirituality, and develop moral values is often a key driver in their outcomes for learning Islamic Education. (Permana & Kasriman, 2022). On the other hand, extrinsic factors such as support from teachers, a conducive learning environment, and the use of innovative teaching methods also have a significant impact on improving student outcomes in PAI learning. (Pradani, 2022). This study highlights the importance of using a holistic and diverse approach in PAI learning design because this approach can fulfill the various needs of students, encourage their interests, and improve their learning outcomes in understanding Islamic teachings. Therefore, learning outcomes also convey and arouse children's interest and enthusiasm in learning and can help in directing attitudes or behaviors taken in achieving a goal. (Khofifah Indra Sukma & Trisni Handayani, 2022).

According to the preceding explanation of the research findings, using Wordwall learning materials is thought to be a good way to enhance student learning outcomes. As a result, researchers are eager to find out how using Wordwall media might enhance the learning results of Islamic Religious Education (PAI) for fifth-grade elementary school pupils.

## Materials and Methods

The method applied in this research is quantitative experiment with quasi-experimental design type Post-test only control group design. This research involved two class groups, namely the experimental class and the control class. The experimental class received treatment using Wordwall learning media, while the control class followed conventional learning that did not involve learning media.

**Table 1 Research Design**

Group	Treatment	Post-Test
Experiment Class	X	Q1
Control Class	-	Q2

Description:

Q1: Post-test in the experimental class

Q2: Post-test in the Control class

X: The treatment given is the use of word wall media

-: Not given treatment using word wall media

This research was conducted in class V of SD Islam Imama Kedungpane, Ngaliyan Sub-district, Semarang City. The subjects of this study consisted of all fifth grade students at SD Islam Imama Kedungpane. The sampling technique applied was saturated sampling, which means that all members of the population were used as samples in this study. (Nadia, 2022). The sample used in this study consisted of 28 students of class V.1 as the experimental group and 28 students of class V.2 as the control group.

The instrument used in this research is a test question in the form of multiple choice, with data collection techniques in the form of a post-test given at the end of learning. (Magdalena et al., 2021) This post-test aims to identify the effect of

Wordwall learning media on student learning outcomes. This research consists of three stages, namely: 1) The preparation stage, in which researchers conducted preliminary studies through observations, compiled learning devices which included Learning Implementation Plans (RPP), Learner Worksheets (LKPD), and learning media, as well as compiled research instruments and conducted validity tests; 2) The implementation stage, which includes giving treatment to the experimental class using Wordwall learning media, while the control class does not use learning media, followed by giving post-test questions to assess student learning outcomes; 3) The final stage, in which the researcher analyses the research data, including normality test (Liliefors) and homogeneity test (Fisher), followed by hypothesis testing and conclusion drawing. (Hikmah, 2023).

The hypothesis is a temporary answer or conjecture that needs to be tested. (Zaki & Saiman, 2021). The hypothesis in this study is stated as follows:  $H^0$  = There is no effect of using Wordwall learning media on student learning outcomes, while  $H^1$  = There is an effect of using Wordwall learning media on student learning outcomes.

### Results and Discussion

The results of the research obtained from the Post-test scores of the learning outcomes of the experimental class and control class can be seen in the table below:

**Table 2 Data Description**

HASIL ANALISIS STATISTIK DESKRIPTIK UNTUK VARIABEL: Hasil belajar PAI							
Wordwall	N	MINIMAL	MAKSIMAL	RERATA	VARIAN	SIMPANG BAKU	GALAT BAKU
Kelas Eksperimen	28	76	96	87,321	44,819	6,695	1,265
Kelas Kontrol	28	60	90	74,893	60,396	7,771	1,469
Total	56	60	96	81,107	90,970	9,538	1,275

From Table 2 above, we can see the difference in learning outcomes between the experimental and control classes, where the average value of the experimental class is higher than the control class.

Before conducting the hypothesis test, the prerequisite test of analysis, namely the normality and homogeneity test, was conducted using W-Stats Walisongo software.

Based on the results of the prerequisite test, showed that the population in the experimental class and control class were normally distributed

and homogeneous. Furthermore, hypothesis testing was carried out using the Independent Sample T-test, with testing criteria where  $H_0$  is accepted if the sig value  $> 0.05$  and  $H_1$  is accepted if the sig value  $< 0.05$ . The test results are presented as follows:

**Table 3 Hypothesis Test Results**

RANGKUMAN HASIL ANALISIS UJI-t INDEPENDEN*						
Wordwall **	RERATA	RERATA PERBEDAAN	DERAJAT KEBEBASAN (d.k.)	t	t-KRITERIA PD TARAF SIGN. 0%	KESIMPULAN
Kelas Eksperimen ***	87,321	12,429	54	6,412	3,704	Signifikan
Kelas Kontrol ****	74,893					

A sig value of 0.000, which is less than the significance level of 0.05, was determined based on the hypothesis test results. Since  $H_0$  is rejected, it can be said that the learning outcomes of grade V students at SD Islam Imama Kedungpane are impacted by the use of Wordwall learning materials. The test's findings suggest that variations in student learning outcomes are not coincidental but result from different approaches taken by each class—the experimental class using Wordwall learning materials and the control group not using the learning materials.

When Wordwall learning media is applied, there is a significant difference between the experimental and control classes. Students in the experimental class showed a higher level of activeness in learning activities. The increased interaction between students and teachers, as well as between students and each other, had a positive impact on the level of comprehension and learning motivation. This better interaction between students ultimately contributed to improved learning outcomes.

In this context, the use of Wordwall as a learning medium is proven to have an effect on students' learning outcomes and improve the learning process. This can be seen from students' attitudes during the lesson, where students' interest and enthusiasm increased, as well as their participation in discussions during the learning process. Thus, this study makes a positive contribution through the application of Wordwall learning media which has never been applied before.

However, the limitation of this study is that the research was only conducted on grade V students at SD Islam Imama Kedungpane, Semarang City,

so the results cannot be generalized to other grade levels.

### Conclusions

The findings demonstrated that student learning outcomes were impacted by the utilization of Wordwall learning resources. According to post-test results, the experimental group that utilized Wordwall learning resources outperformed the control group that did not. The control group's students tended to be more submissive and less inclined to voice their opinions. They were also more willing to speak in front of the class and with group mates about the material which had an impact on subsequent learning outcomes. Thus, the learning outcomes of fifth-grade students at SD Islam Imama Kedungpane, Semarang City, were influenced by the use of Wordwall as a learning medium.

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