

The Effect Interactive Media Learning Wordwall for Learning Outcomes Students Class VII on Subject PPKN in State Islamic Junior High School 3 Bogor

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Abstract: *The research aims to obtain empirical data regarding the Effect Interactive Media Learning Wordwall for Learning Outcomes Students Class VII. The method used is quantitative approaches in design ex post facto. The population is students of class VII State Islamic Junior High School. The sample is accepted with purposive sampling. The data collection technique uses an objective test. Test requirement analysis in this study uses a normality test and coefficient of determination test. It is evident from the results of the calculation hypothesis test that t-test with independent sample test obtain result $t_{count} 10,554 \geq t_{table} 2,019$ means the difference occurred on the average between the two samples. Furthermore, do coefficient of determination tests obtain value R square 0,887 and so the interactive media learning has the effect on learning outcomes of students a much 88,7%. Based on the result of the study, it can be concluded: have the effect of interactive media learning Wordwall on the learning outcomes of students in class VII in State Islamic Junior High School*

Keywords: *interactive media learning, Wordwall, learning outcomes*

Introduction

In the 21st century it is called the century of skills in various fields until the 4.0 revolution because in this century it is undergoing various kinds of changes that are quite fast. In the changes that occur during the revolution, there needs to be anticipation in mastering 21st century skills such as, thinking critically in solving problems, having creativity in innovating, communicating, and collaborating in various fields (Redhana, 2019).

The pandemic has changed the system of society, public relations, even the habits of society itself. It can also be said that the pandemic has a significant impact on various aspects of life. Be it in the economy, health to education. In an effort to prevent the spread of the COVID-19 virus, the government made new regulations and implemented a social distancing system in socializing, studying, and working which was implemented during the pandemic, such as, activities that were previously face-to-face / meeting in person became virtual / online meetings, there are also companies that require Work From Home (WFH) employees without requiring to come to the office, and there are also closures of several tourist attractions to prevent virtual / online meetings. crowds conducted by the community. In this case, the very important role of technology is as a means of supporting life for every human

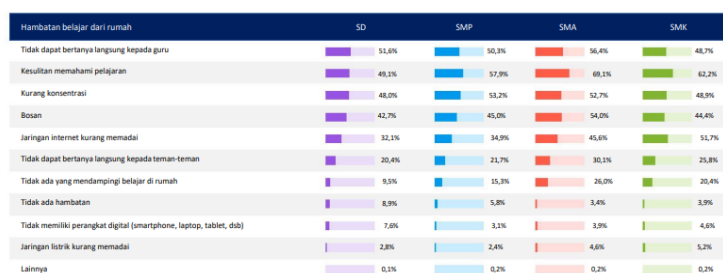
being. The use of technology during the pandemic has increased significantly and technology at this time has become a necessity in people's lives (Sudrajat, 2020).

According to data contained in the analysis of the Ministry of Education and Culture related to learning during the pandemic, in general there are obstacles that must be faced by each component of education including obstacles faced by teachers in conducting online learning which reached an index of up to 67.11%, in addition to student barriers in the internal support factor which reached an index of 14.47%, as well as student obstacles in environmental support factors that reached an index of 9.72% (Muhammad, 2020).



Picture 1 Data from the Ministry of Education and Culture
 Preparing Learning during a Pandemic: Challenges and opportunities
 (<https://spab.kemdikbud.go.id/wp-content/uploads/2020/07/Menyiapkan-Pembelajaran-di-Masa-Pandemi-1.pdf>)

If we look specifically at the obstacles to the internal support factor of students, there is data that explains that, almost 50% of students from various levels of education ranging from elementary to high school feel that there are obstacles to the learning process from home, which include, 1) the difficulty of students asking teachers when they have difficulty understanding learning. 2) difficulty understanding learning due to signals or digital devices that are not available to each student. 3) students are less able to concentrate on the learning process because they are disturbed by activities at home that clash with the learning process schedule. 4) decreased enthusiasm of students in the learning process.



Picture 2 Data from the Ministry of Education and Culture
 Preparing Learning during a Pandemic: Challenges and opportunities
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The obstacles that occur in the learning process in each student will be able to affect student learning outcomes. Here teachers have challenges in finding solutions to obstacles that occur by each student when the learning process is being carried out. A good teacher is a

teacher who can innovate when finding problems in the learning process and then find solutions and solutions to these problems by experimenting using efficient and effective learning techniques and methods in achieving learning goals (Husnani, Zaibi, & Rollies, 2019). In this case, teachers can take advantage of interesting learning media in conducting experiments when looking for solutions to student obstacles that occur during learning from home. So that the learning process can be understood by students and learning will feel more enjoyable by using learning media, and this can also be an answer to the obstacles that occur during the learning process.

Method

The design in this study is Ex Post Facto with Causal comparative research conducting surveys and identifying problems that occur in schools, then the approach is carried out by providing learning using interactive learning media in class VII with the aim that students' level of understanding of related subjects can be known. The pre-test is followed by the use of interactive learning media Wordwall and ends with a post-test (final test).

The object that will be used as a population is the students of class VII MTs Negeri 3 Bogor which amounts to 4 classes with many students 30 students per class. The data collection technique is carried out by direct observation and ppkn learning outcomes test. Each test instrument has a certain weight and test trials are carried out in the form of validity tests, reability, different power counters, and test the difficulty of the questions. As well as the existence of data analysis techniques using normality tests, homogeneity tests, t tests, and determination coefficient tests.

Results and discussion

In the process of using Wordwall media involves the activeness of all students in the classroom and the cooperation of student groups in completing the game so that this contributes to the interest and enthusiasm of students in the classroom, with the involvement of students when the learning process uses Wordwall learning media, it seems that the increase in student enthusiasm in learning, in addition to being marked by the presence of several students who ask about the material there are also students who ask how to using Wordwall learning media because previously no teacher had used this media in the learning process. The increasing enthusiasm of students in the classroom has resulted in a positive learning environment in the classroom so that this will result in an increase in student learning outcomes. This is in line with the indicators on learning interest proposed by Slameto (2010) there is a definition of indicators in learning interest, namely feelings of pleasure, interest, student involvement and acceptance (Ahmad, Ilato, & Payu, 2020).

Learning outcomes are achievements obtained by students after participating in learning activities that occur in class and outside the classroom by having a relationship with the ability of students to understand the material that has been obtained from the teacher. After the use of wordwall interactive learning media in students, it can be said that there is an increase in learning outcomes in cooperation materials in various fields where, post-test results are better than instrument results before being treated (pre-test).

In the implementation of the use of interactive media, the results of the pre-test of students in grades VII-7, VII-8, VII-9 got an average score below KKM with a score of 44.88 while KKM in PPKn subjects at school was 70. After being given the treatment of Wordwall interactive learning media in class VII, there was a significant increase in PPKn learning outcomes with an average grade score of 80.98.

Coefficient of Determination Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,942 ^a	,887	,885	4,794

a. Predictors: (Constant), PreTest

In addition, the results of the coefficient of determination test that have been described above, show that wordwall interactive learning media can affect PPKn learning outcomes as much as 88.7% so it can be said that there is an influence of Wordwall interactive media on the learning outcomes of PPKn class VII students at MTs Negeri 3 Bogor.

There is a treatment on the use of learning media in line with the theory of learning media by P. Buckley dan E. Doyle (2014) *“the use of learning media gamification in the process can generate a different positive learning environment and stimulate learning activities on desires, interests, motivation, and even bring psychological influences on students”* or it is interpreted that the use of gamification media in the learning process can create different positive learning environments and can stimulate student learning activities on desires, learning interests, motivations and influence the psychology of students (Salam, Akib, & Daraba, 2018). This Wordwall media gives new desires and interests to students in the learning process with the fact that students are increasing enthusiasm for the learning process when playing the Whack-a-Mole educational game. And this provides a stimulus to students so that students are more active and involve themselves in the learning process in the classroom. Accompanied by the fact a group of students try their best to win the game and get the highest score in class.

In addition, there is the fact that this Wordwall interactive media has an influence on the similarity of student perceptions in the focused material, namely cooperation in various fields because the use of this learning media is used in providing information about the material studied to students using the true / false statement option. This is in line with the function of the learning media, one of which is the function of the perception equation where, this learning media can equalize the perception of information between teachers and students when the implementation of learning activities takes place (Nurrita, 2018).

Conclusion

Based on the results of students in the learning process using Wordwall learning media, there is an improvement in student PPKn learning outcomes in cooperation materials in various

fields after the use of wordwall interactive learning media in students has better post-test results than instrument results before being given learning media treatment (pre-test). It is characterized by an increase in the average value by as much as 36.1 points. In addition, the results of the coefficient of determination test show that wordwall interactive learning media can affect KDP learning outcomes as much as 88.7%.

The research carried out is in line with the theory of learning media proposed by P. Buckley and E. Doyle (2014) that the use of gamification media in the learning process can create Reference positive learning environments and can stimulate student learning activities on desire, interest in learning, motivation and influence the psychology of students (Salam, Akib, & Daraba, 2018). The use of wordwall learning media will be carried out optimally with students more actively working together in completing educational games.

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