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THE IMPLEMENTATION OF WORDWALL AS A DIGITAL LEARNING TOOL TO INCREASE STUDENT LEARNING MOTIVATION: IN CLASS 7H UPT SMP NEGERI 37 MEDAN

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ABSTRACT

This study looks at the use of Wordwall as a digital learning aid to increase student motivation in Class 7H at UPT SMP Negeri 37 Medan. Traditional teaching approaches frequently result in a lack of student involvement, which reduces motivation and learning results. Wordwall, an interactive educational platform, includes engaging activities including quizzes, word searches, and matching games that encourage students to actively engage in the learning process. To examine student perspectives and learning results, a quantitative study approach was used, which included observations, pre- and post-test evaluations, questionnaires, and documentation. The findings show a considerable increase in students' desire and knowledge, as evidenced by an increase in average score from 60.93% (pre-test) to 81.25% (post-test), a 33.34% improvement. Furthermore, questionnaire results indicated that the majority of students chose Wordwall over traditional ways of learning because it is more participatory and engaging. The study finds that Wordwall is a useful digital learning tool for increasing student motivation, engagement, and academic success. Educators should include Wordwall into their teaching practices to foster a more dynamic and collaborative learning environment. Future study might investigate Wordwall's long-term influence and compare its efficacy to other digital learning aids.

Keywords: Wordwall, digital learning, student motivation, interactive learning, education technology

INTRODUCTION

Education is the process of changing the attitudes and behaviors of individuals or groups in an effort to mature humans through teaching, training, processes, and educational methods. Education is one of the main elements in shaping individuals who are qualified and highly competitive (Mardhiyah et al., 2021). In general, everyone has the right to receive educational opportunities with the aim of acquiring knowledge and skills. Knowledge can be obtained from various sources, especially through learning in schools. In today's digital era, knowledge can be easily accessed in many ways, one of which is by utilizing technology. Technology is a scientific method used to achieve practical goals or applied science. It can also be understood as any means used to provide goods necessary for the sustainability and comfort of human life. The use of technology in education is crucial for organizing effective learning in schools.

Technology's role is not limited to the social environment but is also important in the educational context, where students need access to various sources of knowledge and information from the internet (Meilinda, 2018:56). One of the tools that has been increasingly developed and used in education is digital media. Digital media is a learning tool created through digital technology that can help make the teaching and learning process more effective and efficient. Digital technology simplifies all the necessary tasks involved in the teaching process, as well as the outcomes of the learning process (Ula, S., Afifa, A. N., & Azizah, S. A., 2021). Technology-based learning provides students with a different experience, where they are no longer entirely dependent on teachers during the learning process (Rahmanita, F., 2020). For instance, technology-based learning can be achieved through the use of learning media. Learning media in today's digital era has greatly evolved and has proven to have significant benefits for education. Digital technology has opened up new opportunities in the learning process, and one interesting tool in this regard is Wordwall (Lailia et al., 2023).

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Wordwall is a digital media tool used in education to help educators create fun and varied learning activities, making the learning process more interactive, effective, efficient, and engaging in the classroom. Wordwall is a technology-based learning platform that provides various tools, such as word games, puzzles, and other interactive activities (Sari et al., 2023).

This web-based digital media can be used to create learning materials such as quizzes, matching games, pairing activities, anagrams, random words, word searches, grouping, and more. Interestingly, in addition to allowing users to share the media they have created online, these materials can also be downloaded and printed on paper. This digital media offers 18 free templates that can be easily accessed, and users can quickly switch between activity templates with just one click, making it a highly useful resource for educators. The easy-to-use features and quick feedback can enhance student motivation and participation during learning. This media is especially valuable in high schools, where it can be challenging to keep students engaged as their learning experiences evolve and they exhibit varying levels of involvement. It helps students participate and collaborate more effectively. Wordwall is also accessible on various digital devices such as computers, tablets, and smartphones, providing students the flexibility to learn anytime and anywhere, whether in the classroom or at home. However, there are challenges to using digital tools like Wordwall effectively. Variations in the technical skills of students and teachers, limitations in the paid version beyond the 18 templates, and potential issues with devices and internet access can impact how well the tool functions. It is important for both educators and students to understand how to use Wordwall effectively and troubleshoot any problems that may arise.

At UPT SMP Negeri 37 Medan, we observe that many educators still use traditional teaching methods as usual. This method is also known as the conventional teaching model. Generally, traditional teaching methods rely

on simple approaches, such as the lecture method**.** The lecture method is a monotonous teaching approach that focuses on the educator as the primary source of information during lessons. Typically, the teacher explains the material directly to students without using technology-based learning tools, such as Wordwall and others. As a result, the teacher appears more active than the students. Educators play a crucial role in the learning process. However, the continued use of the lecture method can make students feel bored, preventing them from fully absorbing the material. This type of teaching approach is less engaging and effective, which leads to shallow and narrow learning outcomes. This issue is reflected in the limited use of various digital media, such as educational videos, interactive simulations, and e-learning platforms, which provide students with a more dynamic and engaging learning experience (Fatimah, 2023).

Based on the results of pre-research observations of Class 7H students at UPT SMP Negeri 37 Medan, it was found that many students showed a lack of interest in learning when traditional teaching methods were used. Among them, many students felt bored and disengaged, lacked enthusiasm for learning, and had low levels of interaction or feedback during the lessons. Therefore, considering the importance of student enthusiasm and motivation as key factors for achieving success in learning, the author is interested in researching: "The Implementation of Wordwall as a Digital Learning Tool to Increase Student Motivation in Class 7H at UPT SMP Negeri 37 Medan."

This study will examine how Wordwall is used as a digital tool to help Class 7H students at UPT SMP Negeri 37 Medan stay motivated in their learning. The study aims to understand students' perspectives on the implementation of Wordwall during the learning process. Additionally, it will explore how the use of Wordwall affects student engagement and learning outcomes throughout the learning process, and aims to provide concrete evidence regarding the contribution of Wordwall in creating a more positive and meaningful learning experience for both educators and students.

RESEARCH METHOD

Research Design

According to Sugiyono (2017:2), research methods are scientific ways to obtain data with specific objectives and purposes. A research method is the way to carry out research that has been planned based on the approach adopted, as stated by Heryadi (2014:42). The research will be conducted using a quantitative design. Quantitative approaches include collecting and analyzing data using numbers and statistics. According to John W. Creswell (2021), quantitative techniques are ways that use numerical data to better comprehend social processes. Meanwhile, Sugiyono (2023) defines quantitative data as data that has been turned into numbers. This sort of data may often be studied utilizing statistical methods or procedures. The data can also take the shape of numbers or scores, which are often gathered by data collecting tools, with responses in the form of a range of scores or questions assigned a specific value. The author used quantitative approaches in this study because we wishes to gather objective and measurable data on the efficiency of Wordwall in learning. Utilizing a One Group Pre-Test and Post-Test design, the author may statistically compare results before and after utilizing Wordwall to evaluate how students' knowledge improves. Furthermore, the quantitative technique allows for number-based analysis, such as the computation of average scores, percentage improvement, and questionnaire response distribution, resulting in clearer and more scientifically interpretable study findings. This strategy also aids in the presentation of data that can be evaluated by other researchers, as well as providing solid proof of technology's usefulness in increasing students' learning outcomes.

Time and Place of the Research

This research will be conducted in the odd semester of the 2024/2025 academic year. The study will take place at UPT SMP Negeri 37 Medan, located at Jl.

Timor No.36B, Gaharu, Medan Timur, Kota Medan, Sumatera Utara, and will be carried out from September 2024 until completion.

Subject of the Research

The subjects of this study will be the students of UPT SMP Negeri 37 Medan for the 2024/2025 academic year, specifically Class 7H, which consists of 32 students, with 16 male students and 16 female students. This research will be conducted in this class due to the observed low motivation and interest among the students in the lessons being taught. Therefore, the researcher is keen to conduct a study using digital media as a learning tool to increase students' motivation and interest in learning in this class.

Technique in Collecting Data

According to Sugiyono (2017:224), "Data collection techniques are the most strategic step in research, as the main goal of research is to obtain accurate data. Therefore, without understanding the data collection techniques, researchers will not obtain data that meets the established standards."

a. Observation

   According to Sutrisno Hadi in (Sugiyono, 2018:145), "Observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory." On the other hand, according to Morissan (2017:143), "Observation is a daily activity of humans using their five senses as the main tools. In other words, observation is the ability of a person to use their senses to make observations based on sensory input."

b. Pre-Test and Post-Test

   One of the techniques or methods that can be used to motivate students is by administering tests and giving grades. Tests play an important role in teaching, as they not only help increase motivation but also measure the level of students' understanding

of the material being taught. According to Costa (2014), PreTest/Post-Test is one of the three assessment tools highly recommended for use because it is a direct, concise, and effective evaluation that can be used to improve students' learning outcomes.

c. Questionnaire

Sugiyono (2017:142) defines a questionnaire as a data collection method carried out by providing a set of written questions or statements to respondents for them to answer. A questionnaire is a tool for collecting and recording information about a specific issue of interest. A questionnaire typically consists of a list of questions, clear instructions, and space for responses or administrative details. Widoyoko (2016) defines a questionnaire as a data collection method carried out by giving a set of written statements or questions to respondents, who are then expected to provide responses according to the user's request.

d. Documentation

Sugiyono (2018:240) explains that documents are records of past events. Documents can take the form of writing, images, or monumental works created by an individual. Written documents, for example, include diaries, life histories, stories, biographies, regulations, and policies. Documents in the form of images may include photographs, live images, sketches, and so on. Documents in the form of works can refer to artistic creations, such as paintings, sculptures, films, and others. Document study is a complement to the use of observation, tests, questionnaires, or interviews in quantitative research.

RESULT AND DISCUSSION

Result

The research results are a synthesis of the data that has been processed, give a thorough picture of the phenomena under study, and serve as a basis for making conclusions and research implications (Kumar, 2018). This study employed a One Group Pre-Test and Post-Test design, in which one group of students was given a pretest before the application of Wordwall media and a posttest after the application.

Table 3.1 Pre-Test and Post Test Score

NO	NAME INITIALS	PRE-TEST	POST-TEST
1	AD	90	100
2	AH	50	60
3	AL	60	90
4	AM	70	50
5	AP	70	50
6	AQ	60	100
7	BM	60	100
8	DM	30	50
9	EA	80	90
10	FP	100	80
11	GA	60	90
12	GF	100	90
13	I	60	100

14	IC	60	70
15	JA	60	50
16	JF	60	90
17	JM	60	100
18	KA	60	70
19	KP	70	90
20	KR	20	60
21	MF	20	40
22	MI	60	90
23	MW	60	100
24	NH	50	80
25	RK	80	90
26	RO	20	70
27	SK	70	90
28	SL	60	70
29	SN	50	100
30	SR	70	100
31	SS	70	100
32	WA	60	90

TOTAL	**1.950**	**2.600**
AVERAGE	**60,93**	**81,25**

The table above shows the results of the pretest and post-test, demonstrating the large difference between the pre-test and post-test scores and underlining the usefulness of Wordwall as a learning tool. The study was done on 32 students from class 7H at SMP NEGERI 37 Medan, who first took a pre-test before accessing the learning materials. The results revealed that the average pre-test score was 60.93, indicating a reasonable degree of comprehension prior to utilizing Wordwall. Following the use of this digital tool, the students performed a post-test, and their average score climbed to 81.25, indicating significant progress.

Table 3.2 Research Questionnaire

NO	STATEMENT	YES	NO
1.	Is learning using Wordwall more fun than traditional learning?	21	11
2.	Do you find it easier to understand the lesson material when using a Wordwall?	24	8
3.	Does learning using Wordwall increase your enthusiasm for learning?	21	11
4.	Is traditional learning more boring compared to using application like Wordwall?	28	4

5.	Do you feel more engaged in learning when using a Wordwall?	23	9
6.	Does learning using Wordwall help you remember the lesson material faster?	16	16
7.	Do you prefer using technology, such as a Wordwall, rather than just listening to a teacher explain the material directly?	29	3
8.	Does learning with Wordwall make you more active in asking questions and discussing in class?	23	9
9.	Do you feel like you ineract more with your friends when using Wordwall compared to traditional learning methods?	25	7
10.	Do you often find it more difficult to study using traditional methods than using Wordwall?	26	6

Table 3.2 displays the results of surveys completed by students in class 7H; based on these findings, the majority of students picked "Yes" over "No" for 10 questions on the usage of Wordwall in classroom learning. This demonstrates that the majority of students believe Wordwall is an effective learning tool. The large number of "Yes" responses indicates that Wordwall is useful and interesting to students when used in the classroom teaching and learning process.

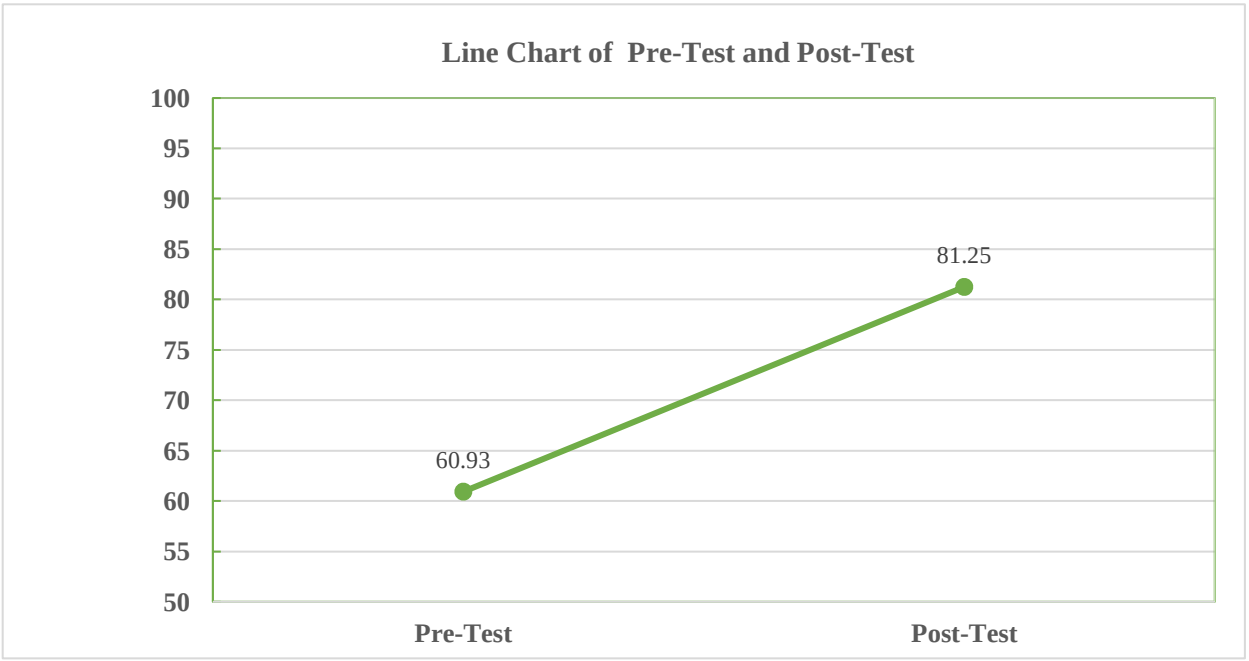
One of the primary reasons for the large percentage of "Yes" responses is that Wordwall offers a more dynamic and enjoyable learning experience for students. Students may learn more effectively by using features like quiz games, word matching, and puzzles. This interaction encourages students' participation in learning, making it simpler for them to absorb and remember what they've learned. Furthermore, the use of technology in learning allows

for different methods of conveying content, making it less repetitive and more fascinating for students.

Discussion

Table 3.1 shows the results of the pretest and posttest replies, with an estimated post-test score - pre-test score difference of 20.32 points (81.25-60.93), indicating that students profited from using Wordwall. This improvement demonstrates how the use of interactive learning media may dramatically raise students' engagement and comprehension of the subject matter. The rise in scores from Pre-Test to Post-Test indicates that Wordwall has an essential role in increasing the quality of learning. It encourages students to be more active and involved in the learning process, which improves their comprehension of the content.

3.1 Line Chart of Pre-Test and Post-Test



The line chart above depicts the change in scores from Pre-Test (60.93) to Post-Test (81.25) as shown in table 3. This figure employs a scale ranging from 40 to 100 to make changes in scores more visible. The line graph above shows a considerable rise between the Pre-Test average score

and the Post-Test average score. This is seen in the graph, where the pretest score is 60.93 and the post-test score is 81.25, representing a 20.32 point rise. This increase might be due to enhanced knowledge, the efficiency of the learning approach, or other variables that contributed to the superior Post-Test results.

The Pre-Test and Post-Test scores are already in percentage from :

- Pre-Test : 60,93%
- Post-Test : 81,25%

If mean to calculate the percentage increase, the formula is :

$$\text{Percentage increase} = \frac{\text{Post-Test} - \text{Pre-test}}{\text{Pre-Tes}} \times 100\ \%$$

$$= \frac{81{,}25 - 60{,}93}{60{,}93} \times 100\ \%$$

$$= \frac{20{,}32}{60{,}93} \times 100\ \%$$

$$= 33{,}34\ \%$$

The results show a 33.34% increase in student scores between the Pre-Test and Post-Test, demonstrating a significant improvement in student understanding. This upward trend indicates that utilizing Wordwall as a learning resource has a substantial impact on the learning process. The percentage increase is more than a numerical change; it is compelling evidence that interactive learning technology may boost student engagement and knowledge. It means that when students interact with dynamic and engaging content, their ability to comprehend and recall

information improves considerably. Before Wordwall, the average Pre-Test scores were moderate, suggesting that students had a basic understanding of the material but lacked deeper comprehension. Traditional teaching methods may not have fully engaged their attention or generated enough passion for active learning. The moderate scores suggest that students required a more involved and engaging approach to increase their comprehension of the subject. This underlines the need of developing technology-driven teaching techniques that are aligned with contemporary learning needs.

According to chart 3.1, the majority of students answered "YES" to all questions on the use of Wordwall in learning. This demonstrates that Wordwall has a significant positive effect on improving students' learning experiences when compared to traditional learning strategies. The explanation for the ten questions is given below:

1. Wordwalls Increase the Fun of Learning

   Learning Is More Fun with WordPress According to the survey's results, 21 students claimed that utilizing Wordwall to study was more enjoyable than sticking to the traditional method. This illustrates how students may find the learning environment more interesting and less boring if interactive technology is used in the classroom. The educational activities and visual aids offered by Wordwall most likely help students become more interested in the material.

2. Wordwall facilitates easier comprehension of the content

   Overall, 24 students agreed that using Wordwall helps them understand the topic better. Wordwall's dynamic presentation and game-based methods help pupils comprehend the information more quickly. Wordwall provides a more interesting and effective learning environment than traditional lecture formats.

3. Wordwall Increases Student Enthusiasm and Engagement

   A total of 21 students felt more passionate about studying after using Wordwall, while 23 claimed to be more engaged in asking

questions and talking in class. This demonstrates how technology-based learning material may improve student involvement in the teaching and learning process. Motivating challenges or games motivate pupils to actively participate in class.

4. Wordwall is more engaging than traditional learning.

   28 students in all concurred that using Wordwall is more engaging than traditional learning. This suggests that conventional techniques that rely entirely on texts and lectures are less interesting to most pupils. Students desire a more visible and interactive approach, which Wordwall provides, in the current digital environment.

5. Wordwall Helps Social Interaction and Retention of Material

   28 students agreed that utilizing Wordwall is more interesting than traditional learning. This shows that traditional teaching methods based only on books and lectures are less appealing to the majority of students. In today's digital environment, students choose a more visible and engaging approach, such as Wordwall.

6. Wordwall Eases the Learning Process

   A total of 25 students said that utilizing Wordwall increased their interaction with their peers as compared to the traditional technique. In addition, 16 students reported that Wordwall helped them recall the subject content more quickly. Social connection is vital in learning because it helps students to exchange ideas and collaborate to better grasp the content.

7. Prefer Technology in Learning

   29 students choose to use technology, such as Wordwall, rather than just listening to the teacher's explanation. This suggests that a technology-based learning strategy is more appropriate for today's learners.

8. Increases Class Participation

   A total of 23 students felt that Wordwall encourages students to raise questions and engage in discussions. Students feel more comfortable asking questions and sharing their thoughts in class when the learning technique is more interesting.

9. Increased Interaction with Friends

   The findings of a questionnaire distributed to 25 students demonstrate that they believe that Wordwall promotes students to connect more with their classmates while learning. This suggests that Wordwall not only increases individual comprehension, but also fosters student collaboration and communication.

10. Traditional Methods Are More Difficult Than Wordwall

    A total of 26 students believed that studying via traditional techniques was more challenging than using Wordwall. This demonstrates that interactive media, such as Wordwall, is more successful at helping students comprehend and master the subject matter in a more entertaining manner.

CONCLUSION AND SUGGESTION

Conclusion

The findings of this study show that using Wordwall is more successful than traditional techniques since students are more engaged and involved in the learning process. This is further supported by the Post-Test findings, which revealed a substantial rise of 33.34% after utilizing Wordwall as a learning medium. This increase indicates that students perceive the learning experience to be more interesting and dynamic, making it easier for them to absorb and remember knowledge. Wordwall allows students to actively participate in learning activities that reinforce concepts through repetition, competition, and immediate feedback. Furthermore, the improvement in students' scores after using Wordwall demonstrates that this medium not only boosts motivation but also improves comprehension of the topic. This

suggests that students gain a better grasp of the content, which is critical for long-term information retention.

The majority of students choose Wordwall as a learning medium, as indicated by the results of the questionnaire they completed, because its interactive elements make learning more interesting and less tedious. Wordwall creates a more engaging and dynamic learning environment by including interactive games and exercises, allowing students to actively engage rather than passively receive knowledge. It may be stated that the employment of Wordwall in the classroom has been shown to improve student motivation to study. Thus, Wordwall can serve as an excellent alternate learning medium for improving student learning outcomes and classroom activities.

Suggestion

Based on the outcomes of this study, teachers should include Wordwall into their teaching practices to increase student engagement and motivation. The large rise in post-test results implies that Wordwall helps to reinforce learning by making it more engaging and entertaining. Teachers can think about using Wordwall's different elements, such as quizzes, matching games, and flashcards, to create a dynamic learning environment that fosters active engagement. This gives students additional opportunity to connect with the information in a way that promotes understanding and long-term retention. Additionally, educators should investigate how to incorporate Wordwall into various courses and lesson plans. The study demonstrates the usefulness of Wordwall in boosting learning outcomes, so teachers may adjust existing classes to add interactive activities that.

Because the study demonstrates Wordwall's usefulness in enhancing learning outcomes, teachers may adapt current classes to add interactive

activities that appeal to various learning styles. For example, visual learners may benefit from drag-and-drop exercises, whereas competitive learners may find incentive in timed quizzes and leaderboards. Teachers may guarantee that all students have an equal opportunity to achieve by experimenting with different educational styles using Wordwall.

Furthermore, schools and educational institutions should equip instructors with training and materials to help them make the most use of Wordwall in the classroom. While the platform is easy to use, professional development classes may assist instructors learn about advanced capabilities and best practices for effortlessly incorporating Wordwall into their teaching. Schools should also encourage instructors to share their experiences and techniques with colleagues in order to stimulate educational innovation through a collaborative learning environment. Finally, more study is needed to determine the long-term influence of Wordwall on student learning and information retention. While this study confirms its usefulness, further research might look into how Wordwall compares to other digital learning aids and if its effects remain over time. Additional, researchers might look at how Wordwall impacts different age groups and individuals to establish its usefulness in a variety of educational contexts. Educators can guarantee that students have the most effective and interesting learning experiences by continuing to research and improve the usage of digital learning tools such as Wordwall.

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