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Application of Wordwall Learning Media in Improving Students' Interest in Islamic Religion Education at State Senior High School 1 Talaga Raya

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A B S T R A C T

A significant contributing factor to the lack of interest in learning Islamic Religious Education at SMA Negeri 1 Talaga Raya is the absence of interactive learning materials used in the classroom. The purpose of this study was to determine how well Wordwall learning materials could increase the interest of Class XI students at SMA Negeri 1 Talaga Raya in learning Islamic Religious Education. The methodology employed in this study was Classroom Action Research (CAR), which was conducted in two cycles. Each cycle included planning, implementation, observation, and reflection. The study's findings revealed that, after using Wordwall learning materials, students' enthusiasm for learning increased. This is evident from the comparative results of the learning interest percentage indicators in Class XI at SMA Negeri 1 Talaga Raya. The indicators reached the success threshold, with results exceeding the researcher's benchmark of 70%.

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INTRODUCTION

The level of education of a nation is very important. Without education, the quality of a nation will decline in various fields. Therefore, it is hoped that the Indonesian government can pay more attention to the country's education system. According to Law Number 20 of 2003, education is a deliberate effort to create a positive learning environment and learning process to help students achieve their maximum potential and acquire intellectual, spiritual, self-control, and personality traits that are useful for society, the state, and their country. The main foundation for the development of students' knowledge, behavior, and skills is the learning process.

Islamic religious education is defined as a learning process organized by individuals or educational institutions that provide knowledge about Islam to those who are interested in studying it further, both in terms of subject matter and its application in everyday life.

Islamic Religious Education (PAI) has a great influence on how students develop their morals and personalities. Furthermore, in reality, PAI learning is considered boring, and the learning resources used are less interesting, thus reducing students' motivation to learn. High interest in learning is very important for learning achievement because it increases students' motivation to understand the subject matter. Furthermore, an educator needs to be creative in creating methods that motivate students to fully participate in the educational process.

In today's era, technology and communication are developing rapidly, offering various innovations in the learning process, for example, the use of digital-based learning media. Wordwall is a digital learning media that has various interactive game templates that can be used during the teaching and learning process. To increase students' interest in learning, wordwall provides more interesting and fascinating content. Furthermore, wordwall learning materials are available for free on the internet. The materials are designed to facilitate learning in a group and individual setting, encouraging students to actively participate in their education.

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In addition, there are a number of educational games available on the wordwall web platform that can be used to communicate learning. Quizzes, word searches, machines, and other games are among the games offered on wordwall to enhance the learning environment and encourage student participation. Then wordwall can also be used to measure student abilities, this is very helpful in increasing student learning motivation which will then affect student learning interest.

The results of the researcher's observations show that a lack of teacher creativity in selecting teaching materials is one of the reasons Class XI students at SMA Negeri 1 Talaga Raya are less interested in studying Islamic Religious Education. Teachers still often rely on the lecture method in class, causing students to become bored quickly and prefer chatting with their deskmates rather than focusing on the lesson. Based on the results of interviews conducted with Islamic Religious Education teachers and Class XI students at SMA Negeri 1 Talaga Raya, interactive teaching materials are considered very important for improving the quality of learning. These students are unfamiliar with the Wordwall learning media. Therefore, the researcher is interested in creating interactive Wordwall learning materials to increase students' interest in studying Islamic Religious Education.

The learning process is less effective because many teachers in Indonesia apply new learning media. The use of monotonous models, learning techniques, and learning media makes students quickly bored, thus affecting their interest in learning. Students become slow and unenthusiastic when the teaching and learning process is less enjoyable. Curiosity or interest in educational materials that arise naturally and not because of external pressure is known as learning interest.

METHODS

The Classroom Action Research (CAR) approach used in this study is two cycles. Each cycle has four stages: planning, implementation, observation, and evaluation. Classroom Action Research examines the causal relationship between teacher and student behavior during the learning process. To improve the quality of learning which in turn can improve teacher and student competence, Classroom Action Research aims to solve problems using techniques, tactics, and references to teaching materials. Students of class X1 of SMA Negeri 1 Talaga Raya became the subjects of the study, and used the Kemmis and Mc. Taggart cycle model, which consists of two cycles with one meeting for each cycle. This means that there are two meetings in total.

Before implementing the 2 cycles, the researcher conducted initial observations first to find out the initial conditions of the students. Such as asking the Islamic Religious Education subject teacher at SMA Negeri 1 Talaga Raya about the media that are often used during learning, then discussing with the teacher to determine when the implementation of cycles 1 and 2 will begin and introducing the media that will be used by the researcher during the learning process.

Cycle I

Planning

This stage is the initial phase conducted before implementing the Cycle 1 actions. Several key components are prepared during this planning stage, including arranging the teaching materials or learning topics to be taught, preparing teaching modules, providing observation sheets for teachers (educators), providing observation sheets for students, and determining the method for measuring final results in each cycle.

Implementation

Actions will begin to be implemented at this stage. The actions in question are the use of word wall learning materials in the educational process in accordance with the teaching module created methodically by the researcher.

Observation

Seeing what is being learned is the next step. According to the tools provided by the researchers, subject teachers will observe the teaching and learning process as researchers observe students as they learn.
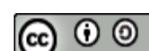
Reflection

At this stage, based on the data collected, the researcher re-observes each step that has been completed. At this stage, an assessment of the results of the Action is also carried out, which will be a guide to maximizing the results of the Action.

Cycle II

By focusing on achievements that have not been achieved based on indicators in all teaching and learning activities and maintaining those that have been achieved based on indicators, cycle II will be implemented in accordance with the results of the assessment of cycle I.

Planning

Based on the results of reflection in cycle I, at this stage the researcher re-drafted the learning plan.

Implementation

Researchers implemented learning actions using wordwall learning media that had been designed in accordance with the previous stage.

Observation

Re-observation was carried out by the researcher as in cycle 1, namely the course instructor observed the researcher's teaching and learning process and the researcher observed the students during the learning process.

Reflection

The researcher reflected on the implementation of Cycle II Action, assessed the effectiveness of the wordwall learning material, and came to the conclusion that the material increased interest in obtaining Islamic religious education.

To examine the achievements obtained after the implementation of actions during the learning process, this study uses qualitative data analysis techniques through classroom action research. By using quantitative data analysis techniques of the Miles and Huberman model consisting of three points, the researcher did the following:

Data Reduction

Filtering, summarizing, and focusing on material relevant to the research are part of the data reduction stage in qualitative data analysis. The filtered data will then produce more concrete data, so that the data collection procedure becomes simpler.

Display Data

After data reduction, the next step is data presentation or display. At this stage, data presentation can be in the form of networks, matrices, graphs, and diagrams. The goal is to make it easier for someone to understand what is happening so they can plan their next actions.

Conclusion and Data Verification

Conclusions are drawn from the description of the data that explains the research achievements and data verification using data triangulation to support the research findings. The process of collecting data from various sources to provide reliable data is known as data triangulation. To collect data in this study, the researcher used observation sheets and documents such as open modules and student attendance lists.

FINDING AND DISCUSSION

Media serves as a link between educators and learners, which encourages positive and mutually beneficial interactions during the educational process. The quality of learning can be improved by communicating lesson content effectively through the use of appropriate media during the learning process.

Following the development of the times, digital-based learning media is very much needed by teachers to improve the quality of learning. Students' interest in learning can be increased by using interesting educational materials such as wordwalls with games that encourage active participation during lessons. Students who are motivated to learn are said to be interested in learning.

This study uses assessment indicators in measuring learning interest during the learning process. Each category of indicators used in measuring learning interest is

MR= Still Low, MM= Starting to Increase, MSP= Increasing as Expected, MS= Increasing Once. The researcher's observation sheet serves as the basis for categorizing. The researcher found that 70% of students managed to show interest in what they were learning, or up to the M = Increasing section.

Table 1. Standard Levels of Student Learning Interest

Category	Success Percentage (%)
Very high	90 – 100%
High	80 – 89%
Enough	70 – 79%
Low	60 – 69%
Very low	0 – 50%

Based on the results of observations made by researchers during the learning process, there was an increase in interest in learning in each cycle.

Table 2 Shows the Results of the Percentage of Learning Interest of Class X1 Students in Cycle I

Indicator	Number of students who meet the indicator criteria			
	MR	MM	MSP	MS
Feeling Happy	5	21	4	0
	16.67%	70%	13.33%	0%
Interested	6	18	6	0
	20%	60%	20%	0%
Attention	7	18	5	0
	23.33%	60%	16.67%	0%
Involved	15	9	6	0
	50%	30%	20%	0%

Starting from table 1 above, the researcher presents the percentage data on students' interest in learning in cycle I as follows:

The results of the percentage of learning interest of class X1 students of SMA Negeri 1 Talaga Raya who have a feeling of pleasure during the learning process MR = Still Low 16.67%, MM = Starting to Increase 70%, MSP = increased according to estimates 13.33%, and MS = increased once 0%. The results of the percentage of learning interest of class X1 students of SMA Negeri 1 Talaga Raya which show interest during the learning process MR = Still Low 20%, MM = Starting to Increase 60%, MSP = increased according to estimates 20%, and MS = Increased Once 0%. The results of the percentage of learning interest of class X1 students of SMA Megeri 1 Talaga Raya which show attention during the learning process MR = Still Low 23.33%, MM = Starting to Increase 60%, MSP = Increased According to Expectations 16.67%, and MS = Increased Once 0%.

The following are the results of the percentage of learning interest of class X1 students of SMA Negeri 1 Talaga Raya which show involvement during the learning process MR = Still Low 50%, MM = Starting to Increase 30%, MSP = Increased According to Expectations 20% and MS = Increased Once 0%.

Table 2 Shows the Percentage Results of Students' Learning Interest in Class X1 in Cycle II.

Indicator	Number of students who meet the indicator criteria			
	MR	MM	MSP	MS
Feeling happy	2	3	23	2
	6.67%	10%	76.67%	6.67%
Interested	0	2	24	4
	0%	6.67%	80%	13.33%
Attention	1	1	24	4
	3.33%	3.33%	80%	13.33%
Involved	2	1	25	3
	6.67%	3.33%	83.33%	10%

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Based on table 2, the researcher presents the findings of the proportion of students' learning interest in cycle II which has achieved the level of success that the researcher has set, namely 70%. in detail as follows: The results of the percentage of learning interest of class X1 students of SMA Negeri 1 Talaga Raya which showed feelings of pleasure during the learning process were MR = Still Low 6.67%, MM = Starting to Increase 10%, MHP = Increased according to Expectations 76.67%, MS = Increased Once 6.67%.

The results of the percentage of learning interest of class X1 students of SMA Negeri 1 Talaga Raya who showed interest during the learning process MR = Still Low 0%, MM = Starting to Increase 6.67%, Increasing According to Expectations 80%, and Increasing Once 13.33%. The results of the percentage of learning interest of class X1 students of SMA Negeri 1 Talaga Raya which show their attention during the learning process are MR = Still Low 3.33, MM = Starting to Increase 3.33%, MSP = Increased according to Expectations 80%, and MS = Increased Once 13.33%. The results of the percentage of learning interest of class X1 students of SMA Negeri 1 Talaga Raya which show their involvement during the learning process are MR = Still Low 6.67%, MM = Starting to Increase 3.33%, MSP = Increased According to Expectations 83.33 and MS = Increased Once 10%.

CONCLUSION

Through the Application of Wordwall Learning Media in increasing interest in learning Islamic Religious Education of class X1 students of SMA Negeri 1 Talaga Raya with a success percentage of 70%. Seen from the indicators of Pleasure: MR = 16.67% to 6.67%, MM = 70% to 10%, MSP = 13.33% to 76.67%, MS = 0% to 6.67%. Interested: MR = 20% to 0%, MM = 60% to 6.67%, MPS = 20% to 80%, MS = 0% to 13.33%. Attention: MR = 23.33% to 3.33%, MM = 60% to 3.33%, MSP = 16.67% to 80% and MS = 0% to 13.33%. Involved: MR= 50% to 6.67, MM= 30% to 3.33%, MSP= 20% to 83.33 and MS 0% to 10%. Based on the data, the researcher concluded that there was an increase in learning interest in the application of Wordwall learning media in class X1 students of SMA Negeri 1 Talaga Raya as seen from the percentage of MSP (Increased According to Expectations) which is increasing and has reached the percentage of success that has been determined by the researcher, namely 70% from cycle 1 to cycle 2.

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