

## Efforts to Improve Student Learning Outcomes on Asmaul Husna Material Through *Wordwall* Media

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**Abstract:** This study aims to improve the learning outcomes of fourth-grade students on the topic Asmaul Husna material through Wordwall media at UPTD SD Negeri 2 Maddukkelleng. This Classroom Action Research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection phases. The results showed that Wordwall media could improve students' learning outcomes, as evidenced by an increase in the class average score from cycle I to cycle II and improved student activity and participation during the lessons. Based on these findings, Wordwall can be an effective alternative teaching media for Islamic Education subjects.

**Keyword :** Wordwall Media, Asmaul Husna, Learning Outcomes, Islamic Education

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### Introduction

Education is an important means to improve the quality of human resources, which is the key to building a generation that is intelligent, qualified, and ready to face future challenges. In the education process, teachers play a central role, especially in creating an interesting and effective learning atmosphere. (Abdurrochim et al., 2022) However, although the role of teachers is very vital, there are various challenges in learning Islamic Education (PAI). Some of the problems that are often faced include limited learning time, low student motivation, and the lack of variety of learning media that support learning effectiveness. (Agustina et al., 2020)

One effort to overcome this problem is to adopt innovation in learning methods. The use of digital media is an effective alternative to improving the quality of learning. (Sinaga & Soesanto, 2022) Digital media not only makes it easier to access information but can also provide a more interactive and interesting learning experience for students. (Safitri et al., 2022a) One of the digital media that can be used in learning is Wordwall. This media offers various technology-based learning features that can be adapted to various types of materials and learning objectives. (Azizah et al., 2023)

Wordwall is a platform that allows teachers to create various interactive learning games, such as crosswords, quizzes, and other educational games. (Aeni et al., 2023a) The main advantage of Wordwall is its ability to present fun and technology-based learning, which can increase student active involvement in the learning process. (Aeni et al., 2023b) Thus, students not only receive material passively but are also directly involved in the learning process through fun and challenging activities.

Previous studies have shown that the use of Wordwall-Based Learning media has a positive impact on improving student interest and learning outcomes in Islamic Religious Education (PAI) subjects. Research conducted by Setiawan and Andrianto (2024) at SMPN 02 Abung Pekurun found that the use of Wordwall significantly increased students' interest in learning compared to conventional methods (Setiawan & Andrianto, 2024). Similarly, a study by Khusna (2024) at SMPN 4 Gadingrejo showed that students who studied with Wordwall media had higher average learning outcomes compared to those using traditional methods.

In addition, Fitri (2024) in his research at SD Negeri 5 Benteng Kab. Sidrap reported that the use of Wordwall can increase the interest of Class V students in PAI subjects (Anisah Fitri, 2024). Another study by Melvi et al. (2024) at Al Muttaqin Sawahlunto Islamic elementary school also showed that the implementation of Wordwall increases student learning motivation in PAI subjects (Melvi, Martin Kustati, Rezki Amelia, 2024).

Although these studies show the effectiveness of Wordwall in PAI learning in general, there is no research that specifically examines the application of Wordwall on Beautiful Names material at the elementary school level. Therefore, this study focuses on the application of Wordwall media in improving the learning outcomes of fourth grade students on the material beautiful names in UPTD SD Negeri 2 Maddukkelleng. Thus, this study is expected to fill the void of literature and provide empirical contributions regarding the effectiveness of Wordwall in Learning Beautiful Names, which have not been widely studied before.

This study aims to examine the application of Wordwall media in improving the learning outcomes of fourth-grade students on the Asmaul Husna material at UPTD SD Negeri 2 Maddukkelleng. Asmaul Husna material, which is an important part of Islamic Education subjects, requires a fun and easy-to-understand approach for students. Therefore, the use of media such as Wordwall which is interactive can help students understand and remember the names of Allah more effectively. By presenting fun learning, students are expected to be more motivated to learn and understand the material.

This study is expected to find empirical evidence that shows that Wordwall media can improve student learning outcomes, both in terms of understanding the material, learning activities, and student participation in class. The results of this study are expected to be a reference for Islamic Education teachers in developing more interesting and effective learning and can be used as a reference for other schools in utilizing technology to improve the quality of education. In the digital era like today, the use of technology-based learning media such as Wordwall is very relevant to help students overcome learning challenges and achieve optimal learning outcomes. (Safitri et al., 2022)

## Methodology

This study uses a qualitative approach by utilizing the Classroom Action Research (CAR) model, which aims to improve student learning outcomes through the application of Wordwall media (Azizah et al., 2023). CAR is a participatory research methodology that allows educators to implement immediate improvements in the learning process through an iterative cycle of planning, action, observation, and reflection (Slameto, 2015).

This study consists of two cycles, each of which includes the stages of planning, implementation, observation, and reflection. This cycle is designed to iteratively refine teaching practices based on insights gained from previous cycles, thereby improving teaching quality and student learning outcomes (Tunissa et al., 2022).

Participants in this study consisted of 21 fourth grade students from UPTD SD Negeri 2 Maddukkelleng, were selected because they needed to improve their learning results on Beautiful Names. In each cycle, the process begins with careful planning of learning integrating Wordwall media, followed by the implementation of the plan, systematic observation of the activities of students and teachers, and reflective analysis of the processes carried out. The purpose of each cycle is to evaluate and improve the effectiveness of Wordwall media in strengthening students' understanding and motivation.

Data collection methods include observation, assessment of learning outcomes, and documentation. Observation focused on the activities of teachers and students during the learning process, while the assessment measures the extent to which students' understanding of the material Beautiful Names (Hidayatul Masrurroh, 2021). Documentation, including field notes that capture the dynamics of class interactions, serves as an additional source of data. The instruments used in this study consist of observation sheets for teacher and student activities, formative tests to evaluate learning achievement, and field notes that provide a comprehensive overview of classroom development throughout the cycle. The collected Data were analyzed descriptively, with a focus on comparing student learning outcomes before and after the application of Wordwall media to identify significant improvements (Dini Siswani & Suwarno, 2016).

## Result and Discussion

### 1. Result

#### A. Cycle I

In cycle I, learning using Wordwall media begins with the material orientation stage to provide students with an initial understanding of the learning objectives, followed by dividing them into study groups. Wordwall media is designed to support interactive learning, so teachers integrate it into various group activities to increase student participation and understanding. (Lathifatus & Iyah, 2020) Student activity during learning is quite good, with a percentage of activeness reaching 87.5%. Students seem enthusiastic about participating in this technology-based learning activity, although their level of confidence in contributing still needs to be improved. Some students seem hesitant to participate actively, especially in answering questions or giving opinions in their groups.

During the implementation of Cycle I, several obstacles affected learning outcomes. One of the main obstacles was the uneven division of study groups, where there were differences in abilities among group members which resulted in some students not being able to contribute optimally. In addition, some students were less confident in using Wordwall media, especially those who were not familiar with technology or were less skilled in completing digital-based tasks. These obstacles affected the effectiveness of group learning and individual performance in understanding the material.

The evaluation results through formative tests showed that the average class score in cycle I only reached 60, with 52% of students achieving the Minimum Completion Criteria (KKM). This figure shows that the majority of

students have not met the established competency standards so strategy improvements are needed in the next cycle. Reflection from cycle I identified the need for adjustments in group division to be more even and to provide special attention to students who lack confidence through intensive guidance. These steps are expected to increase the effectiveness of learning in the next cycle, both in terms of student activity and achievement of learning outcomes.

From the implementation of Cycle I that has been carried out and by providing a post-action ability test at the end of the meeting, the average data on the learning outcomes of class IV students was obtained namely 60. The detailed results of the learning outcome test for fourth-grade students in cycle I are presented in the following table.

Table 1.1  
Learning outcomes of students in cycle I

Highest Score	80
Lowest Score	30
Average Score	60
Number of students who reach KKM	11
Number of students who did not reach KKM	10
Percentage of students who reach KKM	52%
Percentage of students who did not reach KKM	48%

Based on the 1.1, it can be seen that out of 21 fourth-grade students of SD Negeri 2 Maddukkelleng, the highest score obtained by students was 80, while the lowest score was 30. The average score from cycle I was 60. The number of students who achieved the KKM has not reached the success criteria set, with percentage of 70%, but there are still 11 students who have not completed it or are still less than 70% of the number of students who have completed it.

#### B. Cycle II

Reflection on the implementation of cycle I provides important input for improving learning strategies in cycle II. Several obstacles found in cycle I, such as low self-confidence of some students and uneven group division, are the main concerns in planning the next cycle. To overcome this, the teacher provides additional motivation to students through individual and group approaches. This motivation aims to increase students' self-confidence in actively participating during learning, especially for students who previously lacked confidence in expressing opinions or interacting with group members. In addition, group division in cycle II is designed to be more balanced by considering the academic abilities and characteristics of each student. This approach ensures that each group has a composition that supports cooperation and active participation of all members.

The implementation of learning in cycle II showed significant improvements in various aspects. Student activity increased to 95%, reflecting

higher student enthusiasm for participating in Wordwall-based learning. Interactive features in this media, such as games and quizzes involving healthy competition between groups, have been proven to encourage students to be more involved and actively participate. Teachers also provide more intensive guidance to students who have difficulty understanding the material or using Wordwall media, so that they feel more confident and motivated to contribute during learning.

In terms of learning outcomes, the average class score increased from 60 in cycle I to 75 in cycle II. In addition, the percentage of students who achieved the Minimum Completion Criteria (KKM) increased significantly from 52% in Cycle I to 85% in Cycle II. This increase indicates that the improvement of the strategies carried out, such as providing additional motivation and designing more balanced groups, succeeded in optimizing the effectiveness of learning. From the implementation of cycle II that has been carried out and by providing a post-action ability test at the end of the meeting, the average data on the learning outcomes of class IV students was obtained, 75. The detailed results of the learning outcome test for class IV students in cycle II are presented in the following table.

Table 1.2  
Learning outcomes of cycle II students

Highest Score	100
Lowest Score	50
Average Score	75
Number of students who reach KKM	17
Number of students who do not reach KKM	4
Percentage of students who reach KKM	81%
Percentage of students who do not reach KKM	19%

Based on the table 1.2, it can be seen that out of 22 students in the fourth grade of UPTD SD Negeri 2 Maddukkelleng, the highest score obtained by students was 100, while the lowest score was 50. The average score obtained by fourth grade of UPTD SD Negeri 2 Maddukkelleng was 75. The average learning outcomes obtained in cycle II have increased quite well and exceeded the success criteria limit set, namely with an average score of  $\geq 70$ . In addition, 17 students achieved KKM with a percentage of 81% and only 4 students did not achieve KKM with a percentage of 19%. These results have shown a fairly good increase because in cycle I, 10 students achieved KKM with a percentage of 52% and 11 students did not achieve KKM with a percentage of 48%.

Based on the table and graph of student learning activity from the test results in cycle I and cycle II, there is a significant increase in student activity

and learning outcomes, with an average activity value in cycle II reaching 75 which is included in the complete category. The number of students who achieved learning completion increased from 10 students in cycle I to 17 students in cycle II, while students who had not completed decreased from 11 to 4 people. This increase shows the positive impact of the implementation of Wordwall media which is supported by improvements in learning strategies based on reflection in each cycle. Reflections carried out by teachers include evaluating obstacles such as student confidence, active participation, and group division, which are then used as a basis for improvements such as providing additional motivation, intensive guidance, and more proportional group division.

With this strategy, students are more motivated, active, and involved in learning, indicating that Wordwall media combined with a reflective approach is an effective learning model to improve the quality of learning and student learning outcomes. (Azizah et al., 2023) These results also indicate that the use of Wordwall media is not only able to increase student engagement but also contributes positively to the achievement of their learning outcomes. Thus, Wordwall media has proven to be an effective learning tool to support Islamic Education learning, especially in the Asmaul Husna material, by creating an interactive, fun, and results-oriented learning atmosphere.

## 2. Discussion

This classroom action research (CAR) aims to improve the activeness and learning outcomes of fourth-grade students in Islamic Education through the use of Wordwall media. The results of the study showed that this media was able to create a more interactive, enjoyable, and results-oriented learning atmosphere. In cycle I, learning began with material orientation and group division. However, obstacles such as uneven group division and low student self-confidence affected the effectiveness of learning. The average class score in cycle I was 60, with only 52% of students achieving the Minimum Completion Criteria (KKM). This emphasizes the importance of reflection in each cycle to find solutions to the obstacles faced.

Through reflection on cycle I, the teacher designed an improvement strategy for cycle II. One of the steps taken was to provide additional motivation to students, both individually and in groups, to increase their confidence in participating actively. In addition, the group division was arranged more balanced by considering the academic abilities and characteristics of the students, so that each student has an equal opportunity to contribute. This approach has proven effective in increasing student involvement in learning, as seen from the increase in student activity in cycle II to 95%.

The success of cycle II was also supported by the interactive features offered by Wordwall media, such as technology-based games and quizzes. This feature can encourage students to be more active and enthusiastic during learning. In addition, teachers provide intensive guidance to students who have difficulty using digital media or understanding the material. This approach helps students who previously lacked the confidence to be more involved and feel the benefits of learning. The increase in learning outcomes in cycle II is reflected in the average

class score which increased to 75, with 85% of students achieving the KKM. Significant improvement from cycle I to cycle II indicates that reflection and adaptation of learning strategies are the keys to success. Obstacles such as low self-confidence and uneven group division can be overcome through a more planned approach. Thus, continuous improvement in each cycle has a positive impact not only on student learning outcomes but also on their involvement in the learning process.

The results of this study are in line with previous findings showing that the use of digital media can improve the quality of learning. Wordwall media is not only effective in attracting students' interest but also provides an in-depth learning experience through an interactive approach. This finding is relevant in the context of Islamic Education, where fun and technology-based learning can improve students' understanding of religious concepts such as Asmaul Husna.

Overall, this study confirms that Wordwall media can be an effective learning tool in improving student activity and learning outcomes. By utilizing technology in learning, teachers can create a learning atmosphere that is more interesting and relevant to the needs of students. (Tunissa et al., 2022) This success also shows that innovation in learning, if supported by reflection and appropriate strategies, can have a significant impact on improving the quality of education.

## Conclusion

Based on the results of Classroom Action Research (PTK) conducted in two cycles with the application of Wordwall learning media, it can be concluded that the use of this media has succeeded in improving student learning outcomes in Islamic Education subject and Character Education in fourth-grade students at UPTD SD Negeri 2 Maddukkelleng. In cycle I, the average value of student learning outcomes was recorded at 52%, which indicates that students are classified as less active in learning. However, in cycle II, there was a significant increase with the average value of student learning outcomes reaching 81%, which is included in the fairly active category. This increase shows the effectiveness of Wordwall media in supporting a more interactive and enjoyable learning process.

Thus, the application of Wordwall learning media in Islamic Education and Character Education learning can have a positive impact on improving student learning outcomes, both in terms of understanding the material and the level of class participation. This media can be an effective alternative to create a more interesting learning atmosphere and can increase student motivation and involvement. Therefore, the use of technology-based learning media such as Wordwall can be used as one method that can be applied in schools to support improving the quality of education.

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