



Improving Students' Learning Enthusiasm for the Islamic Education Subject Using Wordwall

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Abstract: The subject of Islamic Religious Education at Muhammadiyah 1 Senior High School (SMAMSA) Malang looks less attractive to students due to conventional methods and lack of learning media, which causes low enthusiasm for learning. To overcome these conditions, it is necessary to innovate learning to become more attractive, active, and not dull. This research tries to apply word wall as a learning media to increase students' learning enthusiasm. This classroom action research followed the model proposed by Kemmis et al., with two cycles, including planning, implementation, observation, and reflection. Research data were collected through observation, questionnaires, and documentation and analyzed using descriptive statistics. The results showed a significant increase in students' learning enthusiasm in class XI IPS at SMAMSA Malang. Based on the observation, results showed that the average scores of the first and second cycles were 78% and 91%. Similarly, the questionnaire results increased from 85% in cycle 1 to 90% in cycle 2. In conclusion, word walls can increase students' learning enthusiasm in class XI social studies major in Islamic Education.

Abstrak: Mata pelajaran Pendidikan Agama Islam (PAI) di Sekolah Menengah Atas Muhammadiyah 1 (SMAMSA) Malang terlihat kurang menarik bagi siswa karena guru masih menggunakan metode pembelajaran konvensional dan kurang melibatkan media pembelajaran, yang menyebabkan rendahnya antusiasme belajar siswa terhadap mata pelajaran tersebut. Untuk mengatasi kondisi tersebut, perlu adanya inovasi pembelajaran agar pembelajaran menjadi lebih menarik, aktif, dan efektif dan efisien. Peneliti menerapkan wordwall sebagai media pembelajaran untuk meningkatkan antusiasme belajar siswa. Penelitian ini didesain dalam bentuk tindakan kelas dengan mengikuti model yang yang dikembangkan oleh Kemmis dkk., yakni melalui 2 siklus, meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Data penelitian dikumpulkan melalui observasi, kuesioner, dan dokumentasi kemudian dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada antusiasme belajar siswa kelas XI IPS di SMAMSA Malang pada mata pelajaran PAI. DIBuktikan dengan hasil skor rata-rata observasi dari siklus pertama dan kedua adalah 78% dan 91%. Demikian pula, hasil rata-rata kuesioner menunjukkan peningkatan, dari 85% pada siklus 1 menjadi 90% pada siklus 2. Kesimpulannya, word wall dapat digunakan untuk meningkatkan antusiasme belajar siswa kelas XI jurusan IPS pada mata pelajaran PAI.

A. Introduction

The term learning enthusiasm represents one's encouragement, passion, and interest in learning activities. It reflects students' psychological states indicating their seriousness, assiduity, hardiness, and activeness in learning processes. Learning enthusiasm is also reflected in attention, emotional inclination, and assiduity in learning activities (Gao & Fu, 2017). Learning enthusiasm drives students to learn and focus on their goals continuously. It has been reported to contribute to students' successful academic and future lives significantly. In other words, learning enthusiasm may promote students' motivation and prevent them from being easily discouraged from achieving their learning goals.

Students with enthusiasm for learning will enjoy every process they go through in teaching and learning activities. The higher the enthusiasm for students' learning, the greater the possibility of achieving high achievement. Enthusiastic students are also strongly willing to participate actively in learning activities (Afdhal & Sugiman, 2017). So, enthusiasm for learning is one of the positive attitudes that must be fostered when learning takes place. Arrifal stated that enthusiasm for learning is one of the positive attitudes that can support optimization in learning (Arrifal et al., 2021).

Students with learning enthusiasm would likely exhibit different performances during the learning process. Such students may be noticed through some indicators: 1) Active, passionate, and responsive involvement during the learning activity, 2) their attention to teachers' explanations and making notes on essential materials, 3) Willingness to ask questions related to unclear materials, and 4) seriousness in accomplishing the given tasks (Afdhal, 2015). In addition, Safari mentions four indicators of students' learning enthusiasm: 1) a feeling of happiness, 2) a students' interest, 3) a students' attention, and 4) a students' involvement (Safari, 2003). Meanwhile, Samuel mentions two indicators: 1) students' persistence in practicing listening to educators' explanations. 2) Enthusiasm to answer questions, enthusiasm for asking questions, and students eager to record something new while learning took place (Santosa, 2017).

Only some indicators are noticed during the Islamic education subject in SMAMSA Malang. The preliminary observation (21/08/2022) showed that students' enthusiasm for Islamic education was low. They tended to be passive and less responsive and overlooked the teachers' explanations during the learning process. Thirteen students in Class XI IPS showed that 58% agreed that the Islamic education subject was boring, 56% agreed that the subject was less interesting, and 60% were not interested in the learning model applied by teachers. Students were bored and uninterested in the Islamic Education Subject because the teacher used a conventional learning model, i.e., teacher-centered lecturing, lack of learning innovation, and minimum use of learning media.

Similarly, previous studies have reported students' low enthusiasm due to tedious learning processes. In Afdhal (2015) study, the tedious, teacher-centered learning process accounted for students' low enthusiasm. Similarly, (Rahmah & Hidayat, 2022) found that minimum use of creative and innovative learning media causes students' lack of enthusiasm.

Grounded on the issue described above, it is necessary to design innovative student-centered learning and media capable of stimulating students' active participation in learning. During the teaching orientation, using learning media would be significantly helpful in improving the effectiveness of learning presentations (Khotimah, 2021). Teachers are tasked with planning learning, implementing learning activities, and assessing the process and results of student learning (Nupus et al., 2021). To deal with existing problems, a teacher needs to develop information in order to make learning enjoyable, active, easy to remember the material and not dull because learning media is a tool used in order to further streamline communication and interaction between teachers and students in the teaching and learning process at school (Nabila et al., 2021). So that teachers can create a conducive and exciting learning atmosphere by using interesting approaches, methods, learning models, and teaching materials so that students will be more motivated to learn and easily understand the subject matter.

In Industrial Revolution 4.0, teachers should leave their traditional educational systems, as they must use It-based media during the learning process. Teachers should be able to adapt to technological development, mastery, and knowledge in order to improve the learning process. Technological mastery could facilitate students' thinking processes, science, and technological ability (Irwan et al., 2019). The regulation of the Minister of Education and Culture of the Republic of Indonesia number 65 of 2013 concerning technology containing Information and Communication Technology (ICT) can improve the efficiency and effectiveness of learning. With the existence of this policy, teachers are required to use ICT-based media in the learning process.

In this study, an online game, i.e., word wall, was used to address issues on students' enthusiasm because it is considered an attractive learning medium (Putri et al., 2021) Wordwall is an online game website providing various educational games used as fun learning sources, media, and assessments. The word wall is a scoring tool with various game templates to facilitate the teachers' daily assessment. Students can also use it because it is accessible anytime and anywhere through gadgets or computers.

Using word walls as learning media may encourage students to compete and gain the best score, thus improving their learning motivation (Lestari, 2021). Previous studies have scrutinized the feasibility of word walls as learning media. (Zeda & Muliati, 2022) Suggest that word wall-based learning media is efficient and feasible for supporting interactive learning media. Similarly Gusman et al (2021) also report the effectiveness of word walls in Islamic Education Subjects in MAN 4 Kebumen .

These studies prove that word wall is effective for Islamic education subjects. However, studies examining senior high school students learning enthusiasm for Islamic education still need to be completed. The following figure presents the Bibliometric analysis of eighty articles on the word wall and learning enthusiasm published between 2011-2022.

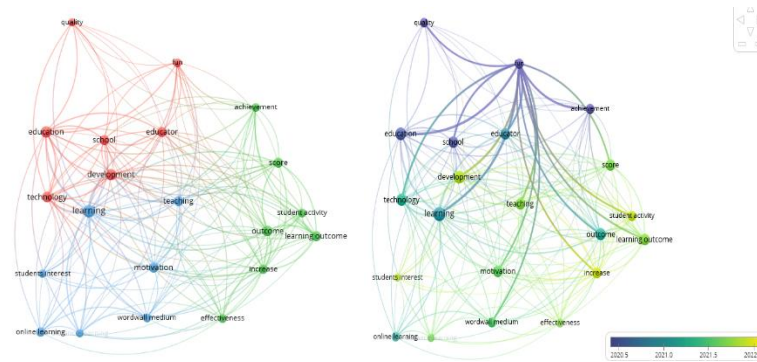


Figure 1. Vosviewer Bibliometric Result

The vosviewer result demonstrates a direct relationship between word wall and student interest, motivation, effectiveness, increase, and outcome. The study on word walls in Islamic education still needs to be explored. Vosviewer analysis did not find Islamic Education Subjects and faded color on the word wall and student interest topics.

B. Method

This study was categorized as Classroom Action Research (CAR), i.e., A Reflective study involving specific actions to improve classroom learning practices. This approach allows teachers to study their students through interactions during learning. Thus, teachers may improve their teaching practice effectiveness (Mahmud & Priatna, 2008).

This CAR was conducted in SMAMSA during the 2023/2024 academic year. The study object was the word wall used for improving learning enthusiasm among 11th-grade students of the social science department of SMAMSA. It was conducted following the CAR design proposed by Kemmis and Mc Taggart, described in the form of a self-reflection spiral: a cyclical spiral of planning, action, observation and reflection, then re-planning, further action, and so on (Kemmis et al., 2014). The following figure presents the research flow.

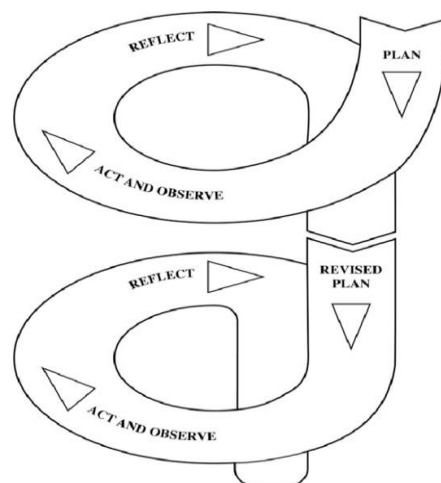


Figure 2. Kemmis & McTaggart's CAR Spiral Model

This study collected data through observation, questionnaires, and documentation. The instrument included observation and questionnaire sheets. The collected qualitative and quantitative data were analyzed using qualitative and statistical analysis.

C. Result and Discussion

Result

The final analysis demonstrated an improved learning enthusiasm for the Islamic education subject among 11th-grade students when word wall was used as the learning media. The improvement was indicated by comparing the precycle, cycle 1, and cycle 2. The mean score of each cycle was obtained from observation and questionnaires, as shown in Tables 1 and 2.

Table 1. Observation Mean Score

Variable	Mean Score		
	Precycle	Cycle 1	Cycle 2
Enthusiasm	53%	78%	91%

Students learning enthusiasm exhibited significant improvement when comparing precycle, cycle 1, and cycle 2 stages. During the precycle, students still exhibited low enthusiasm (53%), which improved during cycles 1 and 2 (78% and 91%, respectively). Table 4 shows the questionnaire results:

Table 2. Students' Questionnaire Result

Variable	Mean Score		
	Precycle	Cycle 1	Cycle 2
Enthusiasm	58%	85%	90%

The questionnaire result supports the observation during the precycle, cycle 1, and cycle 2. Based on the score of questionnaire responses, students' learning enthusiasm during the precycle was 58%, which increased to 85% after cycle 1 and further increased to 90% after cycle 2. Figure 3 displays the mean score improvement of students' learning enthusiasm.

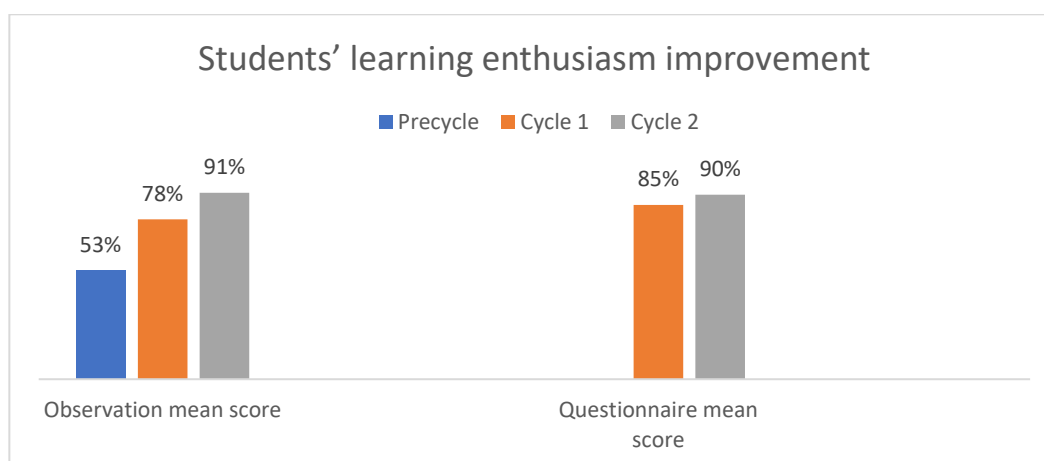


Figure 3. Students' Learning Enthusiasm Improvement

As shown in Figure 3, the Word Wall website improved students' learning enthusiasm for Islamic Education, as indicated by students' observation and questionnaire results in each cycle. During the precycle (before applying the word wall), students were less enthusiastic about Islamic Education Subject, as indicated by the observation score of 53%. During Cycle 1 (after applying the word wall), students' enthusiasm increased to 78%, which increased to 91% in Cycle 2. The observation result shows that using web word walls can increase students' learning enthusiasm. This improvement was also supported by students' responses to the questionnaire, which shows improvements in each cycle.

The result shows that using word walls may improve students' learning enthusiasm in the 11th grade of the social science department in SMAMSA Malang during the 2023-2024 academic year.

Discussion

The boredom of something monotonous can happen anytime and anywhere, like the boredom felt by students due to monotonous learning. Therefore, creating and innovating in learning media needs to be done to foster enthusiasm for learning in students. We can use various learning media.

Researchers use word walls to overcome these problems. Wordwall is an application that can be used as learning media, learning resources, and assessment tools for teachers and students (Sherianto, 2020). This learning media can also be interpreted as a web application to create fun quiz-based games (Hanafi, 2018).

This classroom action research was conducted in two cycles, each with four activity stages: planning, acting, observing, and reflecting. Before conducting the two cycles, precycle stage was performed, during which initial information relevant to the study was collected. The results obtained from the precycle were used as a baseline for comparison, improvement, and determining the criteria of a successful study. The following sections describe the result of each cycle:

Precycle

The precycle (preliminary observation) was conducted on Wednesday, 21 August 2022, during the Islamic Education subject hour in Class XI IPS of SMAMSA Malang. The preliminary observation noticed the issue of students need for learning and enthusiasm for Islamic education subject. They tended to be passive and less responsive and ignored the teachers' explanations during the learning process. Based on the observation result, the students' learning enthusiasm was 53%. Such a condition appeared to be caused by the conventional learning model, i.e., teacher-centered lecturing, lack of innovative learning strategies, and minimum media used. Thirteen students in Class XI IPS showed that 58% agreed that the Islamic education subject was boring, 56% agreed that the subject was less interesting, and 60% were not interested in the learning model applied by teachers. Based on the precycle stage, it was concluded that students' learning enthusiasm was still low. To address this issue, a word wall was applied to cycles 1 and 2 to improve learning enthusiasm.

Cycle 1

Cycle 1 was carried out following the lesson plan designed during the planning stage. The learning process was done in one 45-minute meeting on Monday, 13 March 2023. In this cycle, researchers presented the material of admirable characters using a word wall with a Game Show Quiz. Students' enthusiasm was assessed by an observer during the learning process, showing that 78% of students were enthusiastic. The observation was conducted based on several criteria: students are passionate about learning, students listen to teachers' explanations, students' activeness, and students' seriousness in accomplishing tasks.

The reflective analysis showed that 22% of students were less enthusiastic about the Islamic Education Subject, implying the need for adjustment to address shortcomings identified in the first cycle. In this regard, the following improvement was made: 1) Making more interactions with students to boost their active participation in the learning process. 2) Using another attractive, fun game template, i.e., Whack-A-Mole, for the materials of shady characters. 2) Motivating students to pursue the first rank in the game. After conducting the reflective analysis, Cycle 2 was performed.

Cycle 2

The reflective analysis data from Cycle 1 was used as a reference for implementing Cycle 2, as the latter primarily addresses shortcomings in Cycle 1. Cycle 2 was performed on Wednesday, 15 March 2023. It was conducted for one 45-minute meeting. In this cycle, researchers presented the materials of shady characters using a word wall with the "Whack-A-Mole" game. The observer identified an increased learning enthusiasm, from 78% to 91%. The reflective result after conducting cycle 2 exhibited that cycle 2 was applied following

the improvement plan in cycle 1. This significant improvement indicated that the next cycle was unnecessary.

The study results in cycles 1 and 2 showed that word wall improved students' enthusiasm for Islamic Education Subjects in Class XI IPS SMAMSA Malang in the 2023-2024 academic year.

However, the students' enthusiasm does not necessarily mean better learning outcomes. While previous studies (Safitri et al., 2022; Nadia et al., 2022; Rahayu et al., 2022) reported an improved learning outcome in each cycle when using the word wall, the present study found a decreased learning outcome when using the word wall. This decreased outcome was accounted for by the game selected in each cycle. Game Show Quiz in cycle 1 exhibited a mean score of 870.5, with the highest score of 1388. After that, Whack-A-Mole in cycle 2 exhibited a mean score of 665.3, with the highest score of 1228. The following figure presents the mean score difference between cycle 1 and cycle 2:

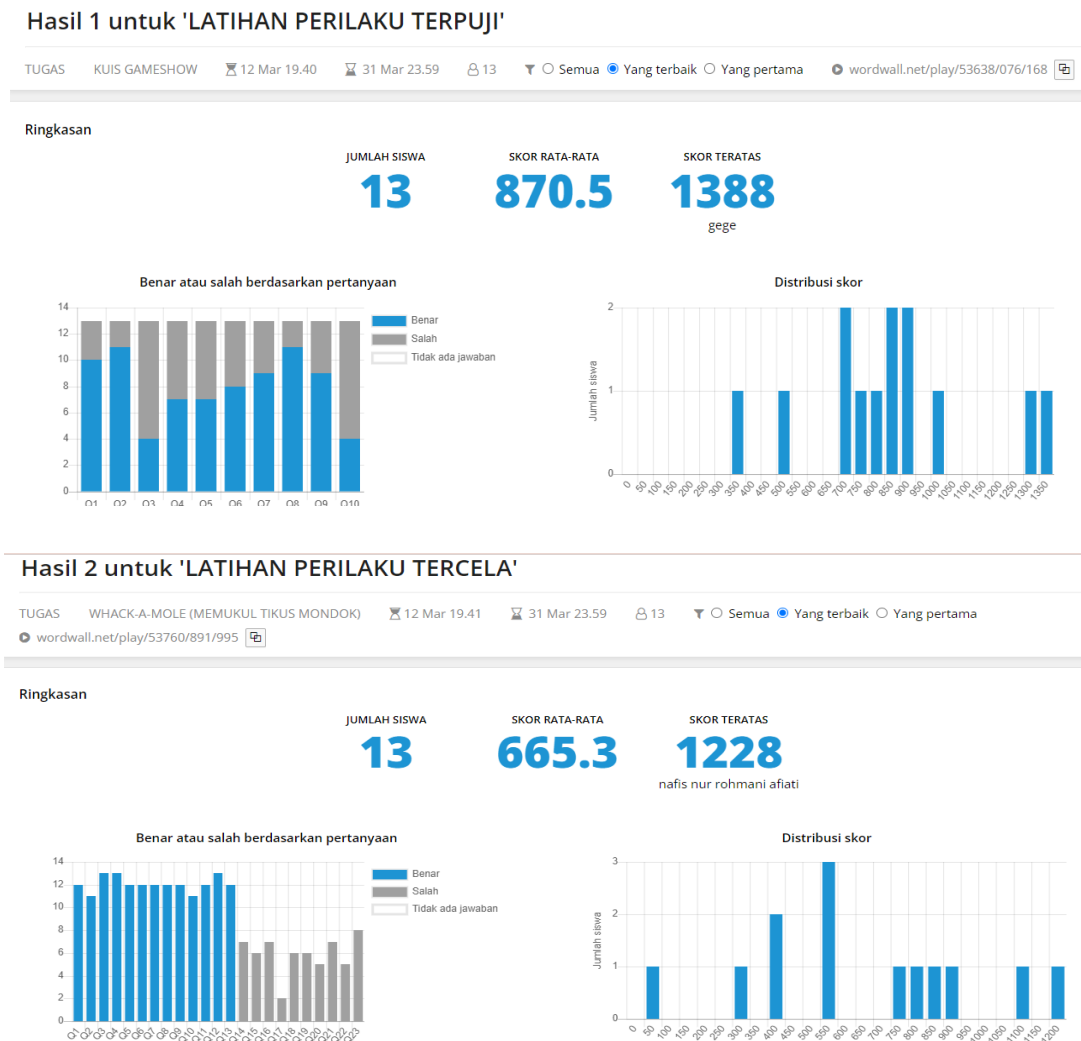


Figure 4. Mean Score Difference

The result shows that the word wall can improve students' learning enthusiasm but does not necessarily increase their learning outcomes. In order to improve students' learning enthusiasm and outcome using the word wall, it is necessary to pay attention to the game selection in each cycle.

D. Conclusion

Wordwall learning media is one of the interactive media that is easy to use and can increase students' learning enthusiasm. The results of this study show an increase in students' learning enthusiasm in PAI subjects, which is indicated by the average score of observation and questionnaire of 91% and 90%, respectively, at the end of Cycle 2. Based on these results, it is known that word wall media has a significant effect on students' learning enthusiasm. Using word walls as a learning medium made the learning atmosphere more enjoyable to make students more active and motivated to participate in the learning process.

However, the increase in students' learning enthusiasm did not necessarily result in better learning outcomes in each cycle. The increase or decrease in student learning outcomes is influenced by the game patterns and materials chosen at each meeting. Every game used in learning can affect student interest, motivation, and learning outcomes. Therefore, teachers are expected to adjust the use of media on other materials in order to increase students' enthusiasm for learning.

The benefits of this research for other studies are that it can be used as reference material, a source of information, a reference, and as a material consideration to deepen further the research for future researchers who will conduct similar research or conduct a continuation of this research so that it can be developed on other materials to improve the quality of learning. In addition, researchers hope that this research can motivate other researchers to do better in designing learning designs by using and developing other innovative learning approaches.

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