

Application of Wordwall Media to Increase Learning Motivation in Learning the History of Colonialism and Imperialism in Class XI-6 SMA Negeri 5 Medan

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Abstract

This research aims to increase student motivation in studying in class XI-6 students at SMA Negeri 5 Medan in studying the history of colonialism and imperialism through the use of the Wordwall web media. The classroom action research method was applied in three stages. The research results showed a significant increase in students' learning motivation after using Wordwall. In the second stage, student learning motivation reached 81%, an increase from 50% in the initial stage. These findings indicate that Wordwall has the potential to be an effective tool for increasing student interest and engagement in history learning.

Keywords: Motivation to Learn, Instructional Media Wordwall, History Colonialism and Imperialism



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INTRODUCTION

The use of technology in education has revolutionized learning methods. Innovative learning media is not only a tool, but also a means of presenting lesson material in an interesting way and involving students. This is in line with efforts to improve educational standards as a whole. However, optimal use of technology requires support from adequate facilities and infrastructure in schools. Unfortunately, the reality in the field still shows that conventional lecture methods still dominate, especially in subjects such as history. In fact, with the help of technology, history learning can be presented more lively and relevant to students' lives. Learning media should be an inseparable component in the teaching and learning process. However, there are still many educators who do not fully realize the important role of media in increasing learning effectiveness. As a result, students often have difficulty understanding lesson material that is presented monotonously without any interesting visualizations or tools. Thus, it is hoped that the presence of innovative technology and learning media can be a solution to overcome these problems. Facing the challenge of monotonous and less interesting learning, researchers took the initiative to find more creative and effective solutions. One strategy that is considered potential is to combine elements of play in the learning process. In this effort, researchers chose Wordwall as the appropriate learning media. Wordwall, a web-based platform that offers various types of educational games, is considered capable of creating a learning atmosphere that is fun and not boring. With a wide selection of interesting games, students can choose learning activities that suit their interests and learning styles. Apart from that, Wordwall can also be an effective tool for increasing student learning motivation.

RESEARCH METHODS

This research was conducted in class XI-6 of SMA Negeri 5 Medan with the aim of increasing student learning activities through the use of Wordwall media. This research uses a cyclical approach which includes planning, implementation, observation and reflection. Data is collected on an ongoing basis to improve the learning process. The research was carried out at SMA Negeri 5 Medan, located at Jalan Siswa Number 17, Teladan Timur, Medan, North Sumatra, in the odd semester of the 2024/2025 academic year. All students in class XI-6 became research subjects. Data collection was carried out through observation, learning results tests, and reflection journals

RESEARCH RESULTS AND DISCUSSION

Wordwall is an online platform that offers various types of interactive games and quizzes. This application is specifically designed to support the learning process, especially for educators. By using Wordwall, teachers can present lesson material in a more interesting and interactive way. Apart from that, Wordwall can also be used as an evaluation tool to measure students' understanding of the material that has been taught. Another advantage of Wordwall is its ability to improve students' skills and creativity, especially in terms of understanding and memorizing lesson material. Wordwall has been proven to be able to create a more enjoyable and relaxed learning atmosphere for students. The various types of games and quizzes available on this platform, such as matching pictures, anagrams, and word searches, make the learning process more interesting and less boring. Thus, students feel more relaxed and motivated to be actively involved in learning activities. Before implementing the action, initial observations were made on students' learning motivation, especially in history subjects. Observation results show that students' learning motivation is still below the expected standards. Students tend to feel bored and fed up with learning history, so their interest in learning decreases. This can be seen from the results of measuring student learning motivation which only reached 50%, far below the minimum completeness value set at 75%. This condition indicates that there is a problem in the history learning process that needs to be addressed immediately.

The results of classroom action research in cycle I showed an increase in student learning motivation. Before implementing the action, students' learning motivation was only 50%. However, after learning interventions were carried out in cycle I, students' learning motivation increased to 55%. Even though the increase is still relatively small, this shows that the efforts made to increase student learning motivation have provided positive results. Based on observations made during the first cycle, it was seen that there was an increase in students' readiness to participate in learning. Most of the students showed high enthusiasm in carrying out the assignments and questions given. However, there are still some students who have difficulty answering questions correctly. However, overall learning outcomes have reached an average value above the KKM, namely 80.90. However, considering that there are still students who have not yet completed the KKM, it is necessary to carry out the next learning cycle to pay special attention to these students. During the implementation of cycle I, there were several technical obstacles that hampered the learning process. One of the main obstacles is that there are still students who do not understand how to use the Wordwall platform. Apart from that, the lack of devices such as smartphones and limited internet quota are also significant obstacles. This causes the implementation of learning in cycle I to not run optimally, so improvements need to be made in the next cycle.

In implementing Cycle II, researchers evaluated the learning design that had been implemented in the previous cycle. Based on the results of reflection on the implementation of

Cycle I, the researcher made a number of revisions to the learning design. This revision aims to overcome the obstacles that emerged in the previous cycle, so that the learning process using Wordwall media can run more effectively and achieve the learning objectives that have been set. In the second cycle, the researcher and colleagues again carried out the learning process by referring to the revised learning plan. The learning process still follows three main stages, namely introduction, core activities, and conclusion. The material taught is still the same, namely colonialism and imperialism in Indonesia. However, the use of Wordwall media was increased, especially at the evaluation stage. In this way, researchers can measure more accurately the increase in student motivation and learning outcomes after improvements in the learning process.

The research results showed a significant increase in student motivation and learning achievement after implementing the learning intervention in the second cycle. When compared to the first cycle, where student motivation increased by 5% and learning outcomes reached 80.90, the second cycle showed a drastic increase. Student motivation increased from 50% to 80%, while learning outcomes also increased. This proves that the integration of Wordwall media and improvements in learning design positively influence the learning process of class XI-6 students at SMA Negeri 5 Medan. Research findings show a significant increase in the learning achievement of class XI-6 students after completing two learning cycles using Wordwall media. Although some students experienced difficulties in using Wordwall in the first cycle, the second cycle recorded better achievement improvements, even exceeding the minimum competency standards. This proves the effectiveness of Wordwall in increasing motivation and achieving student learning goals. The results of research conducted in three stages, namely pre-cycle, cycle I, and cycle II, show a continuous increase in student motivation and learning achievement. Data analysis from each stage shows a positive trend. This indicates that learning interventions, especially through the use of Wordwall media, have a positive impact on the learning process.

Table 1. Comparison of students' learning motivation in the Pre-Cycle, Cycle I and Cycle II stages

value of learning motivation	Pra Cycle	Cycle I	Cycle II
	50 %	55%	81 %

Table 2. Comparison of student learning outcomes for Cycle I and Cycle II stages

Average Learning Outcomes	Cycle I	Cycle II
	80,90	85,75

Discussion

From the two tables above, it is very clear that the comparison between each cycle, starting from pre-cycle activities, cycle I, cycle II, shows an increase in learning motivation among students. This shows that learning using Wordwall media is very good and appropriate to use as a solution in increasing the learning motivation of students in class XI-6 SMA Negeri 5 Medan, as according to Handoko (1992: 59) to determine the strength of the participants' learning motivation We can see this in education from several indicators, namely (1) the strength of the ability to act, (2) the amount of time provided for learning, (3) the willingness to leave other obligations or tasks, and finally (4) the strength to complete a task. The results of this research can prove that learning motivation is one of the most important indicators in carrying out a learning or teaching-learning process. This can be seen from several factors that can influence student learning outcomes, starting from (1) student character, (2) attitude when studying, (3) learning motivation, (4) learning concentration, (5) family environment and school, and there are still many factors that can influence student learning outcomes.

CONCLUSION

A thorough analysis of the research data shows that the application of the Wordwall web media has succeeded in increasing the motivation and learning achievement of class XI-6 students at SMA Negeri 5 Medan. Comparison of data from the initial to the final stages of the research clearly shows significant improvements. This indicates the great potential of Wordwall as a learning medium that can increase student involvement and the effectiveness of the teaching and learning process. Although there are several technical obstacles, overall this research provides strong empirical evidence regarding the benefits of using Wordwalls in history learning.

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