Application of Learning Models Gamification With the help of Wordwall Media on theoretical material about the entry of Hindu-Buddhist in Indonesia

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Abstract
Study done For look for answer will a problem with he gave an action in the form of a considered solution can solve problem the. Study with title Application of Learning Models Based Gamification Assisted by Wordwall Media The aims of students' history learning outcomes in theoretical material on the arrival of Hindu-Buddhism in Indonesia in class X at SMAN 14 Medan For know influence use of wordwall media with a learning model based game to improvement results student History learning. Research conducted by researchers started with arrangement formulation problems that have made based on apparition real in the field schooling place carry out introduction field schooling. As for who became background behind so that did it study is there is a number of problem studying in class which hinders the process learning so that No Again deemed optimal. Consequence from problem the make results Study participant educate experience significant decrease. Demonstrative activities problem in class is like student No capable answer question cognitive with OK, then student not enough control Study material, students No has the above Solution problems faced, values students on the material theory the arrival of Hindu-Buddhist in Indonesia is still classified low, the task is done still on the verge mark not enough until Enough. This matter happen because at the time delivery material by the teacher to participant educate not in the optimal phase, Where is the remainder No Can absorb with Good the knowledge provided and teachers are lacking appropriate select the media or model in carry out learning, planning prepared by the teacher is not can fulfil need Study participant educate so that results given ending No satisfying too. Therefore That researcher endeavor provide solutions with hit the media wordwall and play interesting game for students interested with learning and creating impression more different easy understood and remembered by participants educate. Collection, processing and analysis of data in study This done with use method quantitative, Where is the answer end in study served with systematic figures so that the result nature objective and descriptive circumstances real in the field study. Type of research used is Classroom Action Research or PTK in it through two cycles research, cycle second done For perfect values or average that does not pass the cycle first, each cycle arranged over two series each meeting 2 hour lesson duration. Compiled classroom action research on a number of stage ie planning, giving action, observing and reflecting. Subject in study This is class X 2 SMAN 14 Medan consisting of of 38 students in one class unit. Deep data analysis study This state that application of Wordwall media based learning gamification can increase results Study students on the material theory the entry of Hindu Buddhism in Indonesia in class X 2 at SMAN 14 Medan, with calculation results ie Based on the results of the data obtained above, it appears that there has been a significant change after the implementation of the gamification-based learning model assisted by wordwall media in students' understanding as seen from the learning outcomes by answering multiple choice questions with a score of 10-100. At the first and second meetings of the first cycle, the average scores were obtained. The average value was 72 with this value still below the KKM, so adjustments were given to the application of the model and media in the second cycle, where the average value obtained increased to 89, where the value had passed the KKM threshold of 75 and stated that the model and media had an influence. the positive.
Keywords: *Wordwall, Learning Gamification, Learning Outcomes, History*

INTRODUCTION

Studying and learning are two series of chain activities, learning is the activities that form the learning process, learning provides new understanding and unique and meaningful experiences that can be used as lessons and guidelines as well as provisions for facing future developments. Every child from birth will be given education even in the womb, at the next stage they will be given understandings as a form of forming and processing behavioral changes due to a person's reciprocal relationship with their living environment. The changes in attitude that result are sustainable, useful, kind, encourage active nature and have clear goals and direction. Meanwhile, learning is a process of interaction between teachers and students, in which there are several preparations that are made, namely the availability of learning materials, methods for carrying out learning, the most appropriate strategies chosen, and the existence of learning resources that are used as references. The aim of studying and learning is to increase the ability to adapt to developments over time, where success can be seen through the effectiveness of the learning process in the transfer of knowledge carried out by the relevant elements (Pane & Darwis Dasopang, 2017).

The most dominant and main teaching and learning process carried out for a child is at school, where at school students are taught general and special sciences that are able to equip them to face the progress and development of the times, students are given mature knowledge and instill moral messages. so that you are not only intelligent but also have noble character and personality. Education at school provides various learning services that can help students meet their learning needs, students are taught about their talents and interests so that they can continue to develop according to their dreams without being forced to do things they don't like, the knowledge taught has been studied beforehand so that the benefits will be felt in full by the students. students who listen and pay attention to the teacher's explanation. Education is a field in developing the process of humanizing humans, so that teaching is not limited to knowledge alone but also respects the rights of fellow human beings. Humans are social creatures who must always be equipped with knowledge in order to live life well. A change in attitude towards a positive direction is considered a good thing from education (Pristiwanti et al., 2022).

However, in reality, in the field, the implementation of ideal education in theory does not match the phenomena shown, there are several learning problems that hinder the success and continuity of the learning process which ultimately have a bigger impact, namely on education in Indonesia, the problems that arise are problems caused by the existence of students' unpreparedness in receiving learning or mistakes on the part of teachers in choosing models and media as well as techniques in mastering the class, so that students' learning needs cannot be met which results in students not understanding the meaning of the teacher's delivery of the material. This is similar to what was seen in class well, students tend to be confused in answering questions, students cannot think of a solution to a problem because their understanding of the material is not optimal, so researchers are interested in changing the use of less effective models and media by applying interesting models and media. The gamification and wordwall media-assisted learning model is a solution that can be chosen because it is interesting and unique, students will try new things and have new learning experiences so that they can increase students' understanding of the material being taught.

Game-based learning is a learning concept using game flow as a learning process, where while thinking students also play interesting games that can trigger problem solving in the material being taught, learning with gamification can add encouragement to learning achievement and high motivation so as to guarantee successful learning. seen from the increase in understanding (Heni Jusuf, 2016) . Therefore, researchers are interested in proving that the gamification learning model and wordwall media can improve the understanding of class.

RESEARCH METHODS

Approach used by researchers For answer problem is approach quantitative, the selection reasoned Because presentation of data in form numbers systematic with exact calculation can answer in a way complete and clear about influence from application of learning models gamification assisted by wordwall media in the material theory the arrival of Hindu Buddhism in Indonesia in an effort to improve understanding student class X 2 SMAN 14 Medan. Study quantitative explain in a way plain about phenomena and giving Actions taken For overcome exists problem in the activity in question. Study with type quantitative is an effort to resolve problem with started it to understanding temporary so that must processed more carry on (Mulyadi, 2013). Problems that exist in research This resolved with solution study form implementation Classroom Action Research or PTK with Pelton's method. The Pelton PTK method is applied Already through five preparatory steps ie exists identification problem, then data collection by researchers, design take action, then giving Action, and finally is assessment results. PTK carried out in study This consists of two Action cycles, Where cycle second done For do repair on cycle error previously until to criteria achieved or of course prove No is a solution. Study involve participant educate class X 2 SMAN 14 Medan and friends colleague as well as tutors as an internal observer study. Analysis descriptive in research This will clarify results in data processing and analysis with formula percentage used.

RESEARCH RESULTS AND DISCUSSION

The application of the gamification learning model assisted by wordwall media can increase the understanding of class X 2 students at SMAN 14 Medan regarding the material on the Theory of the Arrival of Hindu-Buddhism in Indonesia. This is proven by obtaining data and analyzing data on observation sheets carried out in classroom action research in accordance with the initial structure and design. It can be seen that in the first cycle the students did not show any significant improvement, in the second cycle meeting there were many changes because there had been improvements in the research carried out by the researchers. Below we will present data regarding real and concrete research evidence.

Discussion
Analysis of the Application of the Gamification Learning Model Assisted by Wordwall Media

The following are the results of observations of activities or activities observed by the teacher in implementing the gamification learning model assisted by wordwall media in an effort to increase the understanding of class Decision making is based on the second meeting of each cycle because it has passed refinement and is declared good if it has passed the completeness category of 80%

Table 1. Model and Media Implementation Activities

Indicator	Cycle I Actions	Cycle II Actions
Understand the goals and objectives of learning	75% (Enough)	85% (Good)
Determine ideas and thoughts in implementing learning	75% (Enough)	85% (Good)
Systematic and effective preparation of scenarios in the game	80% (Good)	90% (Good)
Attractive and neat wordwall model design	70%(Enough)	90% (Good)
Good group building activity	75% (Enough)	85% (Good)
Implementing wordwall media in continuous play	70% (Enough)	90% (Good)

Based on the results of the data obtained above, it can be seen that the value obtained regarding the application of the first cycle of models and media is still on the verge of sufficient with a value portion of 70-75%, the causes of the low value obtained in providing first cycle

actions are (1) unclear delivery of objectives with the delivery is too fast so that students cannot listen properly, (2) determining the learning flow using wordwall media is still confusing, and (3) the division into groups is not appropriate where there is an inappropriate composition by combining very different learning styles. In the second cycle, there was a good increase, namely with a score of 80-90% which stated that the results of the teacher's activities were in the good category. This was seen by the observer based on the appearance in class shown by the students where the students were active in learning, able to answer questions, able to complete the game well, and obtain a satisfactory final score.

Analysis of Increasing Student Understanding

In cycle I, students are given the application of models and media according to the title of the research, where the things prepared by the researcher are learning plans such as teaching modules, teaching materials, teaching materials, LKPD, wordwall media, mental readiness and steadfastness. In the first cycle of activities there were several problems which had been explained in the analysis section of the application of media and learning models, so that the learning outcomes in students' understanding of the theory of the entry of Hindu-Buddhist in Indonesia were less than optimal and there were still many incomplete ones, then in the second cycle the teacher as the researcher was more finalize preparations by providing solutions to problems found in the first cycle, while additional preparations carried out are by practicing mastering the class, conveying objectives well and straightforwardly, improving the design of the wordwall model and readjusting the stages in the game. The following are the results of obtaining data on student learning outcomes in cycle I and cycle II meetings 1 and 2

Table 2. Student Learning Results

No	Student Initials	Cycle I			Cycle II		
		Value Per 1	Value Per 2	Note	Value Per 1	Value Per 2	Note
1	A.M	65	70	BT	75	80	Q
2	AW	65	70	BT	75	85	Q
3	A A	65	70	BT	70	80	T
4	AD	70	75	BT	75	80	T
5	AS	70	75	BT	75	80	T
6	AQ	65	70	BT	80	85	T
7	BE	70	75	BT	75	85	T
8	BB	65	70	BT	80	80	T
9	BT	70	75	BT	85	85	T
10	BR	65	70	BT	80	85	T
11	CA	70	70	BT	80	90	T
12	CC	75	75	T	80	90	T
13	DR	75	75	T	75	90	T
14	DU	60	75	BT	75	85	T
15	DZ	65	70	BT	80	85	T
16	EN	70	70	BT	80	90	T
17	FJ	75	75	T	75	85	T
18	FL	70	75	BT	80	85	T
19	MM	60	65	BT	80	90	T
20	MT	60	65	BT	80	90	T
21	MQ	65	70	BT	75	90	T
22	MZ	65	70	BT	80	85	T
23	MZS	65	70	BT	80	85	T
24	NS	70	75	BT	80	85	T
25	NY	70	75	BT	85	8	T
26	NZ	75	75	T	85	80	T
27	PU	70	75	BT	80	85	T

28	SU	65	70	BT	80	85	T
29	SW	65	70	BT	85	85	T
30	SY	60	70	BT	85	85	T
31	YOU	65	70	BT	85	85	T
32	ARE	65	70	BT	80	8	T
33	UL	65	70	BT	85	80	T
34	UM	60	70	BT	85	90	T
35	QA	70	70	BT	80	90	T
36	ZA	70	70	BT	80	90	T
37	ZY	60	70	BT	85	90	T
38	ZYA	60	70	BT	85	90	Q

Information :
BM   = Not Completed
T   = Complete
KKM   = 75

Based on the results of the data obtained above, it appears that there have been significant changes after the implementation of the gamification-based learning model assisted by wordwall media in students' understanding as seen from the learning outcomes by answering multiple choice questions with a score range of 10-100. At the first and second meetings of the first cycle, an average score of 72 was obtained, with this score still below the KKM, so adjustments were made to the application of the model and media in the second cycle, where the average score increased to 89, where the score had already passed the threshold. KKM is 75 and states that models and media have a positive influence.

CONCLUSION

Based on results obtaining the data above, then can seen acquisition mark about application of cycle models and media First Still is at on the verge Enough with portion value 70-75%, cause from low acquisition value in giving action cycle First is (1) transmitter lack of purpose clear with too much delivery fast so that student No can listening with good, (2) determination channel learning using wordwall media Still confusing, and (3) division less group appropriate Where exists the composition is not in accordance with mix in styles study far away different. on cycles second then experience good rise ie with acquisition mark 80-90 % said that results teacher activities already to category OK, p This seen by the observer based on apparition in class indicated by students Where student active in learning, capable answer question, capable finish game with good, and gain mark satisfying ending. Based on the results of the data obtained above, it appears that there have been significant changes after the implementation of the gamification-based learning model assisted by wordwall media in students' understanding as seen from the learning outcomes by answering multiple choice questions with a score range of 10-100. At the first and second meetings of the first cycle, an average score of 72 was obtained, with this score still below the KKM, so adjustments were made to the application of the model and media in the second cycle, where the average score increased to 89, where the score had already passed the threshold. KKM is 75 and states that models and media have a positive influence.

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