

THE INFLUENCE OF WORDWALL MEDIA IN ENHANCING LEARNING MOTIVATION OF FIRST-GRADE STUDENTS AT SD ISLAM PLUS YLPI PEKANBARU

Putri Yani^{1*}, Febrina Dafit²

¹² Universitas Islam Riau

putriyani@student.uir.ac.id

(*) Corresponding Author

putriyani@student.uir.ac.id

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ABSTRACT

Technological advances require the world of education to innovate in creating interesting and interactive learning. One of the media that can be used to increase student learning motivation is Wordwall, a digital platform based on educational games. This study aims to determine the effect of using Wordwall media on the learning motivation of class I C students of SD IP YLPI Pekanbaru. The method used is quantitative with a quasi-experimental design of the Nonequivalent Control Group Design type. The research sample consisted of two classes: class IC as the experimental group (29 students) and class IB as the control group (29 students), which were selected through purposive sampling techniques. The research instrument was a Likert scale questionnaire consisting of 20 statement items and pretest and posttest tests to measure student learning motivation. The results of the independent sample t-test showed that there was a significant difference between the average student learning motivation before and after treatment. The average posttest score of the experimental class was 85.41, while the control class only reached 72.76. The results of the analysis showed a significance value of Sig. (2-tailed) = 0.000 < 0.05, which means H_a is accepted and H_0 is rejected. Thus, the use of Wordwall media has a significant influence in increasing students' learning motivation.

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INTRODUCTION

Learning motivation is one of the crucial factors that determine the success of the learning process. However, in practice, the problem of low student motivation to learn is still often encountered, especially at the basic education level. At SD IP YLPI Pekanbaru, especially class I C, initial observations and interviews with the class teacher, Mrs. Oni, showed that learning was still dominated by monotonous lecture and assignment methods from textbooks, without a variety of methods or the use of interesting learning media. Teachers only deliver material orally and assign assignments without actively involving students. What's more, teachers have never used technology-based interactive learning media such as Wordwall, even though there are already projectors that can be used in schools. This condition causes students to tend to be passive, lack enthusiasm, and not motivated in following the learning process.

The phenomenon of low motivation to learn due to conventional methods is in line with the findings of previous research. An Nisa Puthree et al. (2021) identified that students' low motivation to learn is often caused by internal factors such as boredom and low interest in learning, as well as external factors such as less varied learning

methods. In line with that, Malasari et al. (2024) emphasized that monotonous and uninteresting learning methods contribute greatly to a decrease in students' learning motivation. Furthermore, Setyaningsih & Putri (2020) highlighted that the lack of innovation in the delivery of materials and the lack of use of interactive media are often the main triggers for low enthusiasm for learning in elementary school students.

Responding to these problems, this study proposes an innovative solution through the use of Wordwall media as a learning tool. Wordwall is a web-based learning media application that provides a variety of educational games such as quizzes, *puzzles*, word matching, random wheels, and anagrams. This media is not only fun but also able to increase students' active participation through interactive elements and gamification (Setyorini et al., 2023; Sun'iyah in Rosdiani et al., 2021). Aliyah & Masyithoh (2024) also stated that teachers today are expected to be able to adapt to technological developments to remain relevant as facilitators and motivators in the learning process. Therefore, integrating Wordwall into teaching and learning activities not only helps teachers in delivering material, but also has the potential to arouse students' enthusiasm for learning.

Although there are various studies that examine the effectiveness of digital media in learning (for example, Lestari & Astutik, 2021; Lestari & Puspita, 2023), there is still a *significant research gap*, especially related to the in-depth exploration of the influence of Wordwall on the learning motivation of low-grade students through an experimental approach that compares pre- and post-treatment conditions, and compares them with control classes. Some previous studies may have examined the use of Wordwall, but they often focused on different levels of education, on aspects of cognitive learning outcomes, or were only descriptive without testing their comparative effectiveness on learning motivation. For example, research by Agustin & Setiawan (2022) examined the use of Wordwall to improve science learning outcomes in elementary school students, but has not specifically focused on the dimension of learning motivation. Similarly, research by Putri & Wardani (2023) discussed the use of Wordwall to increase learning interest, but did not use an experimental approach with a control class to measure its significant effect on motivation.

Therefore, this study is here to fill this gap by proving the empirical effectiveness of Wordwall in increasing the learning motivation of students in grade I C SD IP YLPI Pekanbaru through a quasi-experimental design. This approach will involve comparing the results of students' learning motivation before and after the treatment using Wordwall in the experimental class, as well as comparing it with the control class that did not use Wordwall. It is hoped that this approach can provide stronger and more specific evidence regarding the relevance of Wordwall as an effective medium to be applied in learning in low grades, especially in overcoming the problem of low learning motivation.

1. Learning Media

According to Atwi (in Yusup et al., 2023), media is a tool used to channel messages or information from senders to recipients. In the context of education, learning media can be a tool that supports the effectiveness of the teaching and learning process. Dityatulloh (in Rahmila et al., 2022) stated that the use of learning media can attract students' interest and make it easier for teachers to convey material. Sudarmanto (in Aini et al., 2024) emphasized that interactive learning media is part of educational transformation, especially at the elementary level

2. Media Wordwall

Wordwall is a web-based learning app that provides different types of games and interactive activities to support learning. Ramdani (in Salim, 2024) explained that Wordwall can be easily used by teachers and students, even for new users. Wordwall combines elements of learning and evaluation in a single platform, so that it not only delivers material, but also encourages lively activity and healthy competition among students (Setyorini et al., 2023).

3. Learning Motivation

Djamarah (in D et al., 2021) defines motivation as a force that drives individuals to act to achieve goals. In the context of education, learning motivation is an important factor that affects student engagement and achievement. Monika & Adam (in Kapti & Winarno, 2022) distinguish learning motivation into two sources: internal (from within students) and external (from the environment). Mahmudi (in Zahro & Muhid, 2022) emphasized that students with low motivation tend to be lazy and do not feel the need to learn.

RESEARCH METHODS

This study uses a quantitative approach with a quasi-experimental method. Specifically, the design used was Nonequivalent Control Group Design, which is a study involving two groups that were not randomly selected. One group acted as an experimental group, which received treatment in the form of the use of interactive learning media Wordwall, while the other group acted as a control group, which received learning by conventional methods (lectures and assignments). The purpose of this design is to find out if there is a significant influence of the use of Wordwall media on students' learning motivation.

The population in this study is all grade I students at SD Islam Plus YLPI Pekanbaru. The researcher chose two classes, namely IB and IC classes, with a total of 58 students. The technique used to select samples is purposive sampling, which is a sampling technique based on certain criteria. The researcher chose the IC class as an experimental group because it was known that the students' motivation to learn in the class was relatively low based on the results of observations and interviews with teachers. The IB class is used as a control group, because it is considered to have comparable characteristics, but is not given Wordwall media treatment. Both classes were given a pretest and a posttest to compare the results.

To obtain the required data, the researcher used several data collection techniques. First, a learning motivation questionnaire is given to students to measure their level of learning motivation. This questionnaire is compiled based on the Likert scale with four answer choices, and contains various indicators such as the desire to succeed, learning needs, future expectations, awards, interesting activities, and a conducive learning environment. In addition to questionnaires, researchers also used pretest and posttest tests to find out the changes that occurred before and after treatment. Before use, the instrument is validated first by an expert team of lecturers and teachers, to ensure that each item of the question in the questionnaire is suitable for use. Furthermore, the instrument is also empirically tested through validity and reliability tests, so that the data produced is accurate and valid.

Table 1 Learning Motivation Questionnaire Grid

Variable	Indicators
Student Learning Motivation	1. The existence of desire and desire to succeed
	2. There is encouragement and need for learning
	3. The existence of future hopes and ideals
	4. There is an appreciation in learning
	5. There are interesting activities in learning
	6. The existence of a conducive environment

Source : (Wijaya,2023)

The data obtained from questionnaires and tests were then statistically analyzed. First, an analysis prerequisite test was carried out, namely a normality test to find out whether the data was normally distributed, and a homogeneity test to see if the variance of data between groups was the same. After that, a t-test (independent sample t-test) is carried out to test the hypothesis. This test was used to find out if there was a statistically significant difference between the experimental group that used Wordwall media and the control group that did not use it. If the test results show a significant difference, then it can be concluded that Wordwall media has an effect on increasing students' learning motivation.

RESEARCH RESULTS

This study aims to determine the influence of Wordwall media on the learning motivation of grade I students of SD IP Ylpi Pekanbaru. Class I C as an experimental class uses Wordwall media, while class I B as a control class uses the lecture method. The results of the analysis showed that the average student learning motivation in the experimental class increased significantly compared to the control class. The average score of the pretest experimental class was 61.72 and the posttest was 80.69, while the control class in the pretest was 60.34 and the posttest was 66.03. The regression test showed a significance value of $0.003 < 0.05$, meaning that there was a significant influence

between the use of Wordwall and student learning motivation. Learning with Wordwall has proven to be more engaging, fun, and able to increase students' active participation. These findings are in line with previous research that states that interactive media such as Wordwall is able to effectively increase student motivation and engagement.

1. Descriptive Analysis

Descriptive analysis was used to provide an overview of **the level of student learning motivation** before and after treatment, both in the experimental group and the control group. The data was analyzed based on the average score (**mean**), highest score (**maximum**), lowest score (**minimum**), and **standard deviation** from the results of the learning motivation questionnaire that had been filled out by students. The results of this analysis aim to see the extent of differences in motivation scores between groups before and after learning using Wordwall media. For example, an increase in the average score in the experimental group after treatment showed a positive effect of the use of interactive media on students' learning motivation.

Learning Motivation Table

Class	Pretest	Posttest	Information
Experiment	61,72	80,69	Using Wordwall
Control	60,34	66,03	Without Wordwal (conventional)

(Source of data from the research results)

Based on the results of the comparison between the experimental class and the control class, it is known that the average pretest score of the experimental class is 61.72, while the posttest score increased to 80.69 after the application of Wordwall media in learning. Meanwhile, in the control class that used the conventional method without Wordwall, the average pretest score of 60.34 only increased to 66.03 during the posttest. From these results, it can be concluded that the application of Wordwall media has a positive effect on improving student learning outcomes. The increase in scores in the experimental class was more significant than in the control class, which shows that the use of interactive learning media such as Wordwall is more effective in improving student motivation and learning outcomes.

2. Prerequisite Test

Before the hypothesis test is carried out, a prerequisite test is first carried out to ensure that the data meets the basic assumptions of parametric statistics. There are two types of prerequisite tests used in this study:

- Normality Test** The normality test aims to find out if the data is distributed normally. This test was carried out on pretest and posttest data in each group using Kolmogorov-Smirnov or Shapiro-Wilk. If the significance value (Sig.) > 0.05 then the data is said to be normally distributed.

- Homogeneity Test**

This test is used to find out whether the data variance between groups is the same (homogeneous). The homogeneity test was carried out using Levene's Test. If the significance value > 0.05, then the data is said to have a homogeneous variance, making it suitable for further testing using the t-test.

Normality Test Table

Class	Statistics	Shapiro Wilk	
		Df	Sign.
Control Pretest	.935	29	.073
Posttest Control	.912	29	.069
Pretest Experiment	.926	29	.058
Posttest Experiment	.500	29	.090

(Source of data from the research results)

Based on the results of the Shapiro-Wilk normality test, the significance value (Sig.) for all pretest and posttest data in both the control and experimental classes was above 0.05. In detail, the significance values of the pretest and posttest of the control class were 0.073 and 0.069, while the pretest and posttest of the experimental

class were 0.058 and 0.090, respectively. Thus, it can be concluded that all data are normally distributed, because the Sig. value > 0.05 . This shows that the data is eligible for further parametric statistical tests, such as the paired sample t-test and the independent sample t-test.

Homogeneity Test Table

		Living Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	14.967	1	56	.127
	Based on Median	11.710	1	56	.645
	Based on Median and with adjusted df	11.710	1	45.2 65	.729
	Based on trimmed mean	16.009	1	56	.862

(Source of data from the research results)

Based on the results of Levene's Test for Equality of Variances, all significance values (Sig.) produced—either based on mean (0.127), median (0.645), median with adjusted df (0.729), or trimmed mean (0.862)—show values above 0.05. Thus, it can be concluded that the learning outcome data between the experimental class and the control class have homogeneous variance, or that the two groups have similar variance. This means that parametric statistical tests such as independent sample t-tests can be used appropriately on the data.

Independent Sample T-Test Test Table

Group	N	Mean	Std. deviation	Std. Error Mean
Experiment	29	86,89	6,631	1,231
Control	29	69,13	5,627	1.045

(Source of data from the research results)

Based on the calculation results, it is known that the average (mean) student learning outcomes in the experimental class was 86.89 with a standard deviation of 6.631 and a standard error of 1.231. Meanwhile, the control class had an average of 69.13, with a standard deviation of 5.627 and a standard error of 1.045. From the difference in average scores, it can be concluded that the learning outcomes of students in the experimental class are higher than those in the control class. This shows that the use of Wordwall interactive learning media in experimental classes has a positive impact on improving student learning outcomes compared to conventional learning methods used in control classes.

DISCUSSION

Based on the results of the research that has been conducted, it can be concluded that the use of Wordwall-based interactive learning media has a significant influence on increasing the learning motivation of grade I students at SD Islam Plus YLPI Pekanbaru. Students who participated in the learning process using Wordwall showed positive changes, both in terms of interest, enthusiasm, and active involvement during learning activities. This media has succeeded in creating a more fun, varied, and interactive learning atmosphere through educational game features that are able to stimulate students' enthusiasm for learning. The results of the statistical test reinforced the finding that there was a significant difference between the experimental group and the control group, where the group using Wordwall had a higher increase in learning motivation. These findings are in line with previous research that states that the use of game-based digital media can encourage active student participation and improve overall learning outcomes. Thus, it can be concluded that Wordwall is an effective learning medium, especially for elementary school lower classes, because it is able to overcome learning saturation, encourage students' emotional and cognitive engagement, and increase their confidence and motivation in following the learning process. Therefore, the use of Wordwall is worthy of being recommended as part of innovative learning strategies in elementary schools, especially in order to improve the quality and attractiveness of the learning process.

Table 1. Distribution Table of Student Development Scores in Cycle I and Cycle II

Yes	Value of Development	Cycle I		Cycle II	
		Sum Learner s	Percentag e	Sum Learner s	Percentage

1	5	12	30	6	15
2	10	6	15	3	7,5
3	20	8	20	11	27,5
4	30	14	35	20	50
Total		40	100	40	100

Based on the results of the research conducted through two cycles, there was an increase in student learning motivation after the application of Wordwall interactive learning media. In Cycle I, out of a total of 40 students, as many as 12 students (30%) were in the category of the lowest developmental score (score 5), and only 14 students (35%) were in the highest category (score 30). Meanwhile, in Cycle II, the number of students with the lowest development score decreased to 6 students (15%), while the number of students who achieved the highest development score increased to 20 students (50%). The increase was also seen in the intermediate category, where there was a shift in the number of students from the 10 grade category to 20 and 30 grades. This shows that students experience positive development of learning motivation after being treated in the form of the use of Wordwall media in the learning process. Overall, these results show that the use of Wordwall interactive learning media is able to increase students' learning motivation, as evidenced by the increase in the number of students who reach the high development category as well as the decrease in the low category. This media has been proven to attract students' interest through a fun and interactive approach, which ultimately influences the increase in their enthusiasm for learning in participating in learning activities in the classroom.

CONCLUSION

This study clearly shows that the use of Wordwall-based interactive learning media significantly increases the learning motivation of grade I students at SD Islam Plus YLPI Pekanbaru. The results of statistical tests and field observations consistently prove that Wordwall has succeeded in creating a more fun, varied, and interactive learning atmosphere. The educational game features in Wordwall have proven to be effective in stimulating students' interest, enthusiasm, and active engagement. This increase in learning motivation is also reflected in the comparison of the results of Cycle I and Cycle II, where the number of students with the highest motivational development score (score 30) increased from 35% to 50%, while the student with the lowest score (score 5) decreased from 30% to 15%. This indicates that Wordwall not only addresses learning saturation, but also encourages students' emotional and cognitive engagement, as well as boosting their confidence in the learning process. Overall, Wordwall has proven to be an effective learning medium, especially for the lower elementary school level.

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