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Improving Student Learning Outcomes in Islamic Education Learning Using Wordwall Media in Senior High Schools

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using wordwall media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data of this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics. The results of the study indicate that wordwall media can improve student learning outcomes in Islamic religious education learning. Thus, the use of wordwall media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Wordwall media, learning outcoma, islamic education.

INTRODUCTION

In teaching Islamic Religious Education subjects in schools, teachers must apply a holistic and interactive approach to ensure students understand and appreciate Islamic teachings in everyday life. The approach used must include cognitive, affective and psychomotor aspects to form a true Muslim personality. Teachers should combine traditional teaching methods such as lectures and memorization with modern approaches such as project-based learning, interactive conversations, and the use of digital technology so that students are more interested and actively involved in the learning process. Apart from that, teachers need to instill good moral values through example and daily interaction with students.

The use of teaching aids such as videos, infographics and practical simulations can also help increase understanding and make the learning experience more meaningful. In addition, teachers must adjust their teaching approach according to the level of understanding and needs of students so that each individual can master religious knowledge well. By implementing various and effective strategies, teachers can not only convey knowledge effectively, but also form a generation of students who are knowledgeable, faithful and have noble character.

Mastering Islamic Religious Education (PAI) learning is very important for students because it can shape good character, morals, and ethics in everyday life. With a deep understanding of Islamic teachings, students can develop an honest, disciplined, tolerant attitude, and have high social awareness. In addition, religious education also plays a role in building strong spiritual awareness, so that students are able to face various life challenges with patience and piety. In the modern era full of the influence of globalization and technological advances, a good understanding of religion can be a moral fortress for students so that they do not easily fall into promiscuity, misuse of technology, or other negative behavior. In addition, mastering religious education also helps students in carrying out worship properly and correctly according to Islamic teachings, and forming individuals who are responsible for themselves, their families, and society. Therefore, PAI learning not only functions as a subject in school, but also as a guide to life that must be understood and practiced by every student in everyday life.

Problems in learning Islamic Religious Education (PAI) are often related to several factors, such as less innovative teaching methods, limited learning resources, and lack of student motivation in understanding and practicing religious values. Many teachers still use lecture methods that are less interactive, so students feel bored and have difficulty understanding the material in depth. In addition, limited media and technology in PAI learning are also obstacles, especially in areas with minimal educational facilities.

Another challenge is the lack of parental involvement in supporting religious education at home, so that the values taught in schools are not always in line with the family environment. In addition, the influence of globalization and social media also pose their own challenges, where students are more exposed to information that is not always in line with Islamic teachings. Therefore, innovation is needed in learning methods, better use of technology, and synergy between schools, families, and communities to increase the effectiveness of PAI learning.

Wordwall media plays an important role in overcoming the problem of low student learning outcomes in Islamic Religious Education (PAI) learning by presenting more interactive and interesting learning methods. Wordwall provides various quizzes, educational games, and practice questions that can help students understand PAI material in a more enjoyable way. With this technology-based approach, students become more motivated to learn because they can actively participate in the learning process. In addition, Wordwall allows teachers to adjust the material according to the level of student understanding, so that they can learn at a more optimal pace. The use of this media also supports digital-based learning that can be accessed anytime and anywhere, so that students have the opportunity to repeat the material independently. Thus, Wordwall not only increases student engagement in PAI learning, but also helps them improve their understanding and learning outcomes significantly.

METHODS

This research was conducted using a quantitative approach. The quantitative research approach is a research method that focuses on the collection and analysis of numerical data or measurable data. This approach is used to test hypotheses, look for patterns or relationships between variables, and make generalizations from a sample to a wider population. The type of research used is Classroom Action Research, which is a form of research conducted by teachers or education practitioners in the classroom to improve or improve learning practices.

Classroom action research aims to identify problems that occur in the teaching and learning process and find practical solutions that can be applied directly. This research was conducted using a quantitative approach. The quantitative research approach is a research method that focuses on the collection and analysis of numerical data or measurable data. This approach is used to test hypotheses, look for patterns or

relationships between variables, and make generalizations from a sample to a wider population.

The type of research used is Classroom Action Research, which is a form of research conducted by teachers or education practitioners in the classroom to improve or improve learning practices. Classroom action research aims to identify problems that occur in the teaching and learning process and find practical solutions that can be applied directly. Classroom action research is carried out through stages known as cycles (daur) where in one cycle two meetings are held. According to Daryanto (2014:21) stated that "The cycle/cycle in PTK includes 4 stages, namely planning, implementation, observation and reflection.

RESULTS

The results of cycle 1 show that the application of the PBL model has begun to increase student group cooperation, but several aspects need to be improved, such as active participation and equal distribution of tasks. The researcher decided to proceed to cycle 2 with improvements to the weaknesses found.

The results of the research in cycle 2 are described in the learning stages with steps that still refer to the Project-Based Learning (PJBL) model. Cycle 2 is carried out through one learning meeting with a duration of 3 hours of lessons (3 x 35 minutes). Improvement Based on Reflection in Cycle 1 Based on the reflection in cycle 1, the improvements made in cycle 2 include: 1) Increasing active participation of students through more structured role arrangements in groups; 2) Providing clearer guidance on the division of tasks for each group member; 3) Increased supervision and guidance by teachers during group discussions.

Students with categories of not good, not good and good enough are none or 0%, the good category is as many as 1 person or 10%, and the very good category is 9 people or 90%. The results of cycle 2 show that the application of the PJBL model with improvements to the weaknesses of cycle 1 has succeeded in significantly increasing student group cooperation. The average score of group cooperation increased from 68.75 in cycle 1 to 81.25 in cycle 2. Based on these results, it can be concluded that the PJBL model is effective in increasing student group cooperation. The results of the research in cycle 3 still refer to the Project-Based Learning (PJBL) model with further improvements based on reflection from cycle 2. Cycle 3 is carried out through one learning meeting with a duration of 3 hours of lessons (3 x 35 minutes). Improvement Based on Cycle Reflection 2. Based on the reflection in cycle 2, the improvements made in cycle 3 include: 1) Increasing the effectiveness of project implementation time through clearer time allocation for each stage. 2) Providing intensive guidance and guidance to groups that need more support; 3) Integrate student feedback to increase active engagement in learning.

DISCUSSION

Wordwall media plays an important role in overcoming the problem of low student learning outcomes in Islamic Religious Education (PAI) learning by presenting more interactive and interesting learning methods. Wordwall provides various quizzes, educational games, and practice questions that can help students understand PAI material in a more enjoyable way. With this technology-based approach, students become more motivated to learn because they can actively participate in the learning process. In addition, Wordwall allows teachers to adjust the material according to the level of student understanding, so that they can learn at a more optimal pace. The use of this media also supports digital-based learning that can be accessed anytime and anywhere, so that students have the opportunity to repeat the material independently. Thus, Wordwall not

only increases student engagement in PAI learning, but also helps them improve their understanding and learning outcomes significantly.

Wordwall media plays an important role in overcoming the problem of low student learning activity in Islamic Religious Education (PAI) learning by providing various interactive features that encourage active student participation. Through educational games such as quizzes, puzzles, and anagrams, Wordwall makes the learning process more interesting and fun, so that students are more motivated to be directly involved in learning. In addition, Wordwall allows teachers to present materials in a more varied and dynamic way, so that students are not only passive listeners but also actively participate in answering questions, formulating concepts, and completing challenges. With the gamification element in Wordwall, students are more encouraged to compete healthily and increase their involvement in understanding PAI material. The use of this media also facilitates technology-based learning, which is relevant to the learning style of today's digital generation. Thus, Wordwall can be an effective solution to increase student learning activities in PAI learning, making it more interactive, fun, and meaningful.

CONCLUSION

Based on the results of the research and discussion above, the following conclusions were obtained, 1) The application of Wordwall media in islamic education learning at SMA Negeri 1 Guguak District, is proven to be able to improve the learning outcomes of Islamic Religious Education in class XE.2 SMA Negeri 1 Guguak District. From cycle I to cycle II, there was a significant increase in student learning outcomes. This shows that learning media encourages a better understanding of the material; 2) Wordwall media also increases student engagement to actively participate in the learning process. Students are more motivated to be active in discussions, more active in asking questions, and daring to express opinions during the learning process. This higher engagement has a positive effect on the achievement of learning outcomes; 3) Wordwall media has proven to be effective in PAI learning, because it is able to encourage student activity and provide a more enjoyable learning atmosphere. Varied learning through quizzes makes students more motivated in learning.

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