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The Effect of Wordwall Media on the Motivation and Learning Outcomes of Class III Elementary School Students in Dabin

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Abstract: This research aims to determine the effect of Wordwall media on the motivation and learning outcomes of science class III students at SDN Dabin, Bonang District, Demak Regency. This research uses quantitative methods, an ex post facto type of approach. The population is class III students in three elementary schools in the Dabin area, Bonang District, Demak Regency, totaling 135 students. The sampling technique uses probability random sampling technique, the sample is 102. Data collection techniques use questionnaires, interviews, observation and documentation. The data analysis technique used is multiple linear regression analysis. Before conducting the analysis test, the researcher carried out prerequisite tests, namely the normality test, regression linearity test, and F test. The results of this research show that there is an influence of Wordwall media on the motivation and learning outcomes of class III students at SDN Dabin, Bonang District, Demak Regency, which has an influence of 1.88%. on student motivation and learning outcomes in science subjects for class III SDN in Dabin, Bonang District, Demak Regency.

Keywords: Learning outcomes; Motivation to learn; Wordwall Media

Introduction

Education plays an important role in life, being able to change conditions for the better (Suryanto et al., 2023). The absence of an education system can cause a decline in quality in a number of sectors in a country (Budiharso et al., 2020). Therefore, it is important for the Indonesian government to pay more attention to the development of education in the country (Shaturaev, 2021). In accordance with Law Number 20 of 2003, education is described as a deliberate and structured effort to create a learning environment that allows students to achieve their potential effectively (Fauza et al., 2023). This includes aspects such as spiritual strength, self-control, character, intelligence and skills that are beneficial to the welfare of the people, state and nation.

Education is an interactive process between teachers and students which aims to achieve learning goals, which takes place in the context of a particular educational environment (Havik et al., 2020).This can be interpreted as a process of transferring knowledge, attitudes and behavior from teachers to students, which generally occurs in a special location (Al-Husseini et al., 2021). The implementation of this learning refers to the curriculum guidelines applicable in Indonesia (Pak et al., 2020).

The teacher's role is very important in determining the right learning tools (Alenezi, 2020), which include various aspects such as the Learning Implementation Plan, Syllabus, Annual Program, Semester Program, curriculum, learning media, and other learning instruments. In addition to determining learning tools, an educator has the task of designing teaching and learning activities, so that the material to be delivered can be conveyed according to the objectives that have been designed, in order to increase insight for students (Mujahidin et al., 2012). Another role as a teacher is that teachers can make learning more active by using methods or models that involve students to learn more diligently, on the other hand, if the teacher only explains,

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students will feel bored and tired during the lesson (Fauhah et al., 2020). After selecting appropriate learning tools, teachers must create variations and new ideas in choosing learning media to ensure understanding and acceptance of the material presented to students (Hardiansyah et al., 2022). However, in reality there are still many teachers who depend on learning media that lack innovation (Mujahidin et al., 2012), thereby reducing the effectiveness of the learning process. This statement is in line with the findings made by Pratiwi et al. (2017) states that the use of learning tools that are not optimal and effective can cause boredom and lack of student motivation in the learning process. However, there are still many schools in Indonesia that lack infrastructure, where infrastructure and facilities have a significant relationship in fostering students' motivation to learn (Muawanah et al., 2021). Motivation arises due to interactions between individuals and situations which result in the emergence of different basic motivations (Rizki et al., 2015). Low student learning motivation can be caused by factors both from within and outside the student. The teaching and learning process in schools, the learning methods used by teachers are factors from outside the student that affect learning motivation (Pamungkas et al., 2023).

Prolonged feelings of boredom and lack of motivation in students can result in decreased enthusiasm for learning and interest in being active in the learning process (Hidajat et al., 2020), which in the end can hinder students' efforts to develop knowledge independently. The impact will likely be reflected in student achievement. This is in line with the theory put forward there is a link between motivation and interest in the learning process which can significantly influence academic achievement, where there is an intrinsic drive that encourages individuals to change behavior. Therefore, high motivation and interest can have a positive impact on student learning achievement (Tokan et al., 2019), while lack of motivation and interest can cause a decline in the quality of student learning outcomes (Safitri et al., 2023).

Determining the media to be used in curriculum development must consider various factors including availability of access, evaluation methods used, appropriate media design, estimated costs required, and services available on the platform. Media plays an important role in guiding students in gaining learning experiences (Lange et al., 2020), which is reflected in students' interactions with the media. Choosing the right media can improve the learning experience which in turn can improve learning outcomes (Narayan et al., 2019). Learning media will also provide the same experience for all students so that the knowledge received is expected to be the same, even though their characters may be different (Daud, 2023). Other functions of learning media are to motivate students, increase interest in learning, provide information, and provide instructions (Dukalang et al., 2018). Learning media has the aim of facilitating and simplifying the learning process, which can then improve the quality of teaching and learning and achieve learning goals (Magdalena et al., 2021).

Learning media includes all physical devices that have been systematically arranged to convey information and encourage interaction, with the aim of expediting the learning process and supporting the achievement of learning goals and objectives (Susanto et al., 2022). However, not all learning media can be used as intermediaries during learning, teachers must still select them according to the needs of their students (Fauza et al., 2023). For the expected learning to occur in accordance with the learning objectives, educators must be able to develop reason, thinking skills and self-concept of students learning that is carried out. To understand the concept of learning outcomes, it must start from the concept of learning itself. Examples of physical devices can be conventional learning media such as whiteboards, diagrams, presentation slides, overhead projectors, and real objects. Apart from that, learning media also includes the latest technology such as computer technology, DVDs, CD-ROMs, the internet, interactive videos, as well as various learning applications such as Kahut, Quiesz, Hope, Edup, Wordwall, and the like (Majid et al., 2023). In accordance with the development of the times, many media use computer-based technology as teachers must be able to adapt to the development of the times. The development of the times demands that teachers master and know the basics of using technology, especially educational technology (Herta et al., 2023).

Utilizing the Wordwall application can be an effective method for enhancing a creative and diverse learning process (Wafiqni et al., 2021). Wordwall displays various types of games, such as quizzes, random cards, and crossword puzzles, as well as providing learning content equipped with pictures, diagrams, or physical objects. Another definition of a wordwall is that a wordwall is a website-based learning media that has features with a combination of colors, moving images and sound so that it can attract students' attention in learning (Nisa et al., 2022). Another advantage is the size of the content which allows students to read it clearly from various positions and distances in the classroom (Wafiqni et al., 2021). Other benefits are the Worwdwall media can help you to work on questions because there are many images when working on the questions (Putri et al., 2022). Then the wordwall media can be used easily and cheaply, this media also has many alternative choices in presenting materials and questions (Aidah et al., 2022). Another

advantage of using wordwall as a learning medium is that teachers can see statistics on students' average scores in answering questions. Teachers can also see the level of difficulty of the bar graph for questions answered correctly or incorrectly (Gandasari et al., 2021).

Wordwall is a learning platform that is starting to be introduced in the educational context in Indonesia, proven to be effective in improving the learning process that can be accessed via the web (https://wordwall.net/en-us/community/word-wall-games). Stated that in countries with higher educational standards such as England and the United States, Wordwall has become the main choice for teachers to support learning. Wordwall learning media also has an influence on students' interests and learning in class (Hasanah et al., 2023). However, in Indonesia, Wordwall is not yet fully known as a learning tool. Wordwall media also cannot be implemented in all schools in Indonesia due to limited facilities and infrastructure (Uruk, 2021). Therefore, this is an important basis in overcoming this research problem regarding student learning challenges, especially in Natural and Social Sciences (IPAS) material. By combining elements of learning and games, it is hoped that Wordwall can be used effectively to support learning. process. It is also hoped that using wordwall media can increase student activity and make it easier for teachers to see the evaluation of student learning outcomes (Agusti et al., 2022). In addition, using word wall media in science subjects is expected to be very effective in improving student learning outcomes (Meysandi et al., 2024).

Wordwall is a learning platform that is available for free (Widyasari et al., 2024). The platform can be adapted to enhance the learning process, both in group and individual situations, thereby encouraging active student engagement throughout the process (Saputri et al., 2024). It is hoped that the use of Wordwall can help improve students' understanding of the material being taught without having to always rely on conventional sources such as books or explanations from teachers (Mayanda et al., 2024).

According to data from observations and interviews with class III teachers at SDN Dabin, Bonang District, Demak Regency, the number of class III students at SDN Poncoharjo was 90 students because previously there were 3 groups but due to a shortage of teachers/homeroom teachers, one group was divided into 2 and combined into classes. A and B, Class III at SDN Bonangrejo has 20 students, and Class III at SDN Karangmlati 01 has 25 students. In class III A at SDN Poncoharjo there were 3 students who were not active when social studies learning was taking place, class III B at SDN Poncoharjo there were 2 students who were not active when learning was taking place, especially during group work, while for class III at SDN Bonangrejo the students were too active and not listening to the teacher where when the teacher finished explaining the material, the teacher asked questions and no one answered even though the activity was carried out outside of school, whereas for class III at SDN Karangmlati 01 there were 3 students who were very active in learning. This shows that the motivation of class III students at SDN Dabin, Bonang District, Demak Regency in studying is very low, which affects the students' learning outcomes. This can be seen from the PTS results for the even semester of the 2023/2024 school year at SDN in Dabin, Bonang District, Demak Regency, where there are still many students who have not reached the KKM, namely for class III A at SDN Poncoharjo, the KKM IPAS score is 78 and 23 students have not reached the KKM score, 45 students. , class III B at SDN Poncoharjo has a KKM IPAS score of 78 and 25 students have not reached the KKM score of 45 students, for class III at SDN Bonangrejo they have a KKM 78 science class and 9 students have not reached the KKM score 20 students, and for class III SDN Karangmlati has a KKM 78 IPAS and 12 students have not reached the KKM score of 25 students.

Based on these data, it can be concluded that the learning media used by teachers in learning has a very important influence on student motivation and learning outcomes, so the aim of this research is to determine the influence of wordwall media on the learning motivation of class III students in Dabin Village, Bonang District, Demak Regency, to determine the influence of wordwall media on the learning outcomes of Class III students in Dabin Village, Bonang District, Demak Regency, to determine the influence of wordwall media on motivation and learning outcomes in class III in Dabin Bonang District, Demak Regency. The aim of this research is that the results of this research can be used to develop theories related to student motivation and learning outcomes in the context of using innovative learning media. The results of this research can be used as consideration and input to improve the quality of learning in the classroom. The results of this research can also increase teachers' insight regarding technology based learning media that can be used during learning so that student motivation and learning outcomes increase.

Method

This research uses quantitative methods, an ex post facto type of approach. The population is class III students in three elementary schools in the Dabin area, Bonang District, Demak Regency, totaling 135 students. The sampling technique uses probability random sampling technique, the sample is 102. The data

collection technique uses questionnaires, interviews, observation and documentation, as follows:

Observation: the esearcher made observations in the form of observing the student's learning environment, namely the classroom, the availability of facilities and infrastructure for student learning, the way the teacher taught during science learning, and the condition of the students during learning, whether the students were active or just silent and not listening. The aim of the observations was so that researchers could determine the media that would be used for research and the factors that caused students to be less enthusiastic about learning, which resulted in student learning outcomes decreasing. After making observations, the researcher decided to use WordWall media because the teacher had never used this media. If learning takes place using this, students will be interested in learning and students will become active in asking questions. By using this media, students will also be more motivated in learning, which in turn will improve their learning outcomes.

Interview: The interview used by the researcher is an unstructured interview where the researcher does not have guidelines for conducting it with the resource person. The questions asked by researchers were regarding what learning media teachers have used in learning science, learning motivation and student learning outcomes in science as subjects in class III in Dabin, Bonang District, Demak Regency. The resource person in this unstructured interview was a class III teacher in Dabin, Bonang District, Demak Regency. This interview aims to obtain information on the variables to be studied.

Documentation: The documentation taken by researchers is data on student names, number of students, and results of PTS for class III science subjects in Dabin, Bonang District, Demak Regency, even semester of the 2023/2024 academic year which uses the Merdeka curriculum. This research also uses documentation in the form of photographs during interviews, observations, and when filling out research questionnaires.

Questionnaire: The questionnaire that the researchers used was formed from positive and negative statements developed from the independent (X) and dependent (Y1) variables, namely *Wordwall* media and student learning motivation with the aim of measuring these variables. Before preparing the statement items, a questionnaire grid is prepared first to make it easier to prepare the questionnaire. The respondents must answer the statements that have been formed by putting a check mark (√) on the answer that is considered most appropriate to the actual conditions. The respondents in this research were class III students in Dabin, Bonang District, Demak Regency, Academic Year 2023/2024.

The data analysis technique used is multiple linear regression analysis. Before the analysis test, the researcher carried out prerequisite tests, namely the normality test, regression linearity, and the F test. The independent variable was WordWall media (X), and the dependent variables were learning motivation (Y1) and learning outcomes (Y2). Science learning results use PTS scores for class III students in Dabin District, Demak Regency, even semester of the 2023/2024 academic year.

Result and Discussion

Wordwall Media Results: The results of research conducted on class III students at SDN Dabin, Bonang District, Demak Regency, showed that Wordwall media was classified as high criteria. The calculation of the learning environment variable index value obtained a score of 74.50%. Based on the Three Box Method qualification, 74.50% is in the interval 70.01 – 100, which means the learning environment variable is classified as high qualification. This means that students have high answers to the statement items contained in the *Wordwall* Media variable questionnaire.

Obtaining index values for the use of learning mediaThe indicator index of 79.20% shows that the index value for the use of learning media is included in the high category. The obtained student attitude index value towards media use was 73.20%, indicating that the indicator index value for students' attitude towards media use was relatively high. Obtaining a media use frequency indicator index value of 65% indicates that the media use frequency indicator index value is included in the medium category. Furthermore, the index value for the benefits of media use was 80.40%, indicating that the index value for the benefits of media use was included in the high category.

The benefits of using media for class III students at SDN Dabin, Bonang District, Demak Regency are good, as seen from the indicator score reaching 80.40%, meaning that students feel that using media in learning is very beneficial for them. However, there are still weak indicators, namely the frequency of media use indicator of 65%, which means that class teachers rarely use learning media which can affect student motivation at school. Teachers must be able to increase the use of media so that students are maximally motivated to study science and science subjects in class. The table of index values and criteria for the Three Box Method can be seen as follows.

Table 1. Wordwall Media Index Values

Indicator	Statement	Index % Indicator
Use of learning media	83.90%	79.20%
	75.20%	
	78.50%	
Students' attitudes towards media use	69.30%	
	76.00%	73.20%
	73.50%	
	74.00%	
	73.30%	
Frequency of media use	21.60%	65.00%
	21.60%	
	21.60%	
Benefits of using media	84.40%	80.40%
	71.80%	
	82.70%	
	87.10%	
	76.00%	
Index		74.45%

Table 2. Three Box Method Criteria

Value range	Category
70.01 -100.00	Tall
40.01 – 70.00	Keep
10.00 – 40.00	Low

Learning Motivation Results: The results of this research were carried out on class III students at SDN Dabin, Bonang District, Demak Regency, by obtaining data that the calculation of the learning motivation variable index value obtained a score of 68.40%. Judging from the qualifications for the Three Box Method, it is in the interval 40.00 – 70.00, which means that the learning motivation variable is classified as medium qualifications. This means that students have moderate answers to the statement items contained in the learning motivation variable questionnaire.

Table 3. Learning Motivation Index Values

Indicator	Statement	Index % Indicator
There is a desire and desire to succeed	70.10%	74.60%
	86.40%	
	73.30%	
	74.20%	
	67.10%	
There is encouragement and need in learning	69.60%	62.70%
	62.90%	
	55.70%	
There is hope and Quotes	56.20%	62.90%
	69.60%	
There is reward in learning	55.20%	62.90%
	68.80%	
	64.60%	
There are interesting activities in learning	71.30%	68.70%
	72.50%	
	64.90%	
	69.80%	
	64.60%	
There is a conducive learning environment	75.20%	78.70%
	80.20%	
	80.70%	
Variable index		68.40%

The achievement of the wish and desire indicator index value was 74.60%. The results of the research show that the level of desire and desire to succeed in moving up a class Students III of SDN Dabin, Bonang District, Demak Regency are included in the high criteria. The score for the encouragement and need for learning indicator index was 62.70%. This shows that the value of students at SDN Dabin III, Bonang District, Demak Regency, has the motivation and learning needs classified as medium criteria. Then the hope and aspirations index value is 62.90%. This shows that the characteristics of encouragement and need for learning that arise from within class III students at SDN Dabin, Bonang Demak District, Regency are included in the medium criteria. Furthermore, the achievement of the appreciation indicator index value in learning was 62.90%, indicating that students who have the characteristics of appreciation in learning are included in the medium criteria. Furthermore, the fifth indicator index value, namely the presence of interesting activities in learning, obtained a score of 68.70%, so it was concluded that class III students at SDN in Dabin, Bonang District, Demak Regency who had the characteristics of interesting activities in learning referring to the Three Box Method guidelines were in the medium category. The final index score for the conducive learning environment indicator was 78.70%, showing a good score. Students III of SDN Dabin, Bonang District, Demak Regency, had the characteristics of a conducive learning environment, including moderate criteria.

Classroom learning motivationClass III students at SDN Dabin, Bonang District, Demak Regency are classified as good, as seen from the highest indicator, namely having a conducive learning environment of 78.70%, meaning that the learning environment at school and at home is felt by class III students at SDN Dabin, Bonang District, Demak Regency to be conducive, but there are still The weak indicator, namely the encouragement and need for learning, is 62.70%, meaning the encouragement and need for learning to move up to grade. Students III of SDN Dabin, Bonang District, Demak Regency are still low, the reason is that teachers and parents don't care about student learning and don't provide motivation in the form of parents making a study schedule. Science learning outcomes for class III students can be influenced by weak indicators. Therefore, teachers must help students to improve these weak indicators, so that the science and technology

learning outcomes obtained by students can be maximized.

Based on the results of hypothesis testing between Wordwall Media (X) and Learning Motivation (Y1), a simple regression equation was obtained, namely Y'= 30.645 + 0.414X. The meaning of this equation is that the constant value is 30.645, if the Wordwall media has a value of 0 then the science learning results have a value of 30.645. The regression coefficient value for the Learning Motivation variable is 0.414, which means that if the Wordwall media increases by 1, the motivation to learn Science will increase by 0.414. The regression coefficient is positive, meaning there is a positive relationship between Wordwall media and social studies learning motivation. The explanation can be seen in the following figure.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	30.645	6.065		5.053	.000		
	Media	.414	.090	.416	4.576	.000	1.000	1.000

a. Dependent Variable: Motivasi

Figure 1. Table X and Y1 coefficient values

The results of simple correlation data analysis for the Wordwall media variable of 0.416 show that there is a relationship between the Wordwall media variable and motivation to learn science. According to the Correlation Coefficient Interpretation Guidelines, the value of 0.416 is between the interval 0.400 – 0.599, which means that the Wordwall media variable and Social Studies Learning Motivation have a moderate relationship. At the significance level, a significance value of 0.000 is obtained, then ha2 is accepted because the significance value is <0.05, and the correlation is said to be significant. Then the t-count was 4.576 and the t-table was .986, so there was a significant influence between Wordwall media on the science learning motivation of class III students at SDN Dabin, Bonang District, Demak Regency because the t-count value > t table was obtained, namely 4,576 > 1,986. This can be seen in the table below.

Correlations

		Media	Motivasi
Media	Pearson Correlation	1	.416**
	Sig. (2-tailed)		.000
	N	102	102
Motivasi	Pearson Correlation	.416**	1
	Sig. (2-tailed)	.000	
	N	102	102

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 2. Table X and Y1 correlation values

Based on the results of the R Square analysis, it was concluded that Wordwall Media had an influence of 17.30% on the science learning motivation of class III students at SDN Dabin, Bonang District, Demak Regency, the rest was influenced by other factors. which was not studied in this research. The following table and diagram explain it.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.416[a]	.173	.165	6.651

a. Predictors: (Constant), Media

Figure 3. Table R square value

Based on the data results, it was concluded that there was an influence of Wordwall media on the science learning motivation of class III students at SDN Dabin, Bonang District, Demak Regency.

Social studies learning outcomes : Based on the results of the hypothesis test between Media Wordwall (X) and science learning outcomes (Y2), the value of the simple regression equation for the Media Wordwall variable (X) on science learning outcomes (Y2), namely Y ' = 84.627 + 0.106X. The meaning of this equation is a constant value of 84,627, if Media Wordwall has a value of 0 then the student's social studies learning outcomes have a value of 84,627. This is the table.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	84.627	5.806		14.575	.000		
	Media	-.106	.087	-.122	-1.225	.224	1.000	1.000

a. Dependent Variable: Nilai

Figure 4. Table coefficients X and Y2

The regression coefficient for the Wordwall Media variable is 0.106, meaning that if Wordwall media increases by 1, the science learning results will also increase by 0.106. The regression coefficient is negative, meaning there is a negative relationship between Wordwall media and social studies learning outcomes.

The results of simple correlation data analysis for the Wordwall media variable are 0.224, so there is a relationship between the Wordwall media variable and science learning outcomes. According to the Correlation Coefficient Interpretation Guidelines, the value of 0.224 is between 0.200 – 0.399, which means that the Wordwall media variable and the science and science learning outcomes have a low relationship. At the significance level, a significance value of 0.224 is obtained, so ha1 is

accepted because the significance value is <0.05 so the correlation is said to be significant. Then the t-count is -1.225 and the t-table is -1.983731, so there is a significant influence between the Wordwall media on the science learning outcomes of class studentsIII SDN in Dabin, Bonang District, Demak Regency, because the value of tcount < table is -1.225 < - 1.983731.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.122[a]	.015	.005	6.367

a. Predictors: (Constant), Media

Figure 5. Table R square value

Based on the results of the R Square analysis, it is proven that Wordwall Media has an influence of 1.50% on students' science learning outcomesin class III of elementary school in Dabin, Bonang District, Demak Regency, the rest was influenced by other factors not examined in this research.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	926.390	1	926.390	20.940	.000[b]
	Residual	4423.963	100	44.240		
	Total	5350.353	101			

a. Dependent Variable: Motivasi

b. Predictors: (Constant), Media

Figure 6. Table test result F X and Y1

Based on figure 6, the value Fcal is 20.940, significance is 0.000, and Ftableis 30,083. So, the value of Fcount > Ftable is 20.940> 30.083 and its significance is 0.000< 0.05, then H03 is rejected, which means that wordwall media has a significant effect on motivation and science and science learning outcomes.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	60.804	1	60.804	1.500	.224[b]
	Residual	4054.343	100	40.543		
	Total	4115.147	101			

a. Dependent Variable: Nilai

b. Predictors: (Constant), Media

Figure 7. Table test result F X and Y2

Based on the results of the R square analysis with a value of 0.188, it was concluded that wordwall media had an influence of 1.88% on student motivation and learning outcomes in class III science subjects at SDN Dabin, Bonang District, Demak Regency, the rest was influenced by other factors not examined in this research.

Conclusion

This research uses quantitative methods, an ex post facto type of approach. The population is class III students in three elementary schools in the Dabin area, Bonang District, Demak Regency, totaling 135 students. The sampling technique uses probability random sampling technique, the sample is 102. Data collection techniques use questionnaires, interviews, observation and documentation. The data analysis technique used is multiple linear regression analysis. Before conducting the analysis test, the researcher carried out prerequisite tests, namely the normality test, regression linearity test, and F test. The results of this research show that there is an influence of Wordwall media on the motivation and learning outcomes of class III students at SDN Dabin, Bonang District, Demak Regency, which has an influence of 1.88%. on student motivation and learning outcomes in science subjects for class III SDN in Dabin, Bonang District, Demak Regency.

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Author Contributions

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The authors declare no conflict of interest.

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