

Implementation of the Active Learning Model Using Wordwall Media in Improving Learning Outcomes

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Abstract

This study aims to describe the implementation of the Active Learning model using Wordwall media to enhance student learning outcomes in Sociology for class X J at SMAN 1 Pontianak. The method employed is qualitative with a descriptive approach, allowing the researcher to delve into the experiences and perceptions of both teachers and students. Data were collected through observations, interviews, and documentation, providing a comprehensive overview of the learning process. The results indicate that the application of the Active Learning model with Wordwall media creates an interactive and enjoyable learning environment. Students feel more motivated to actively participate in the learning process, as evidenced by their enthusiasm during various activities. Interactive quizzes, group discussions, and educational games increase student engagement and help them better understand the material. Additionally, the appealing Wordwall media reinforces students' memory of sociological concepts. This learning model not only enhances academic understanding but also develops students' social skills, such as cooperation and communication. Engaging activities reduce boredom, allowing students to feel more confident in their participation. Overall, the use of Active Learning with Wordwall media has proven effective in improving learning outcomes in class X J. The study recommends implementing similar methods in other classes and subjects to enhance the quality of education. It is hoped that the findings will serve as a valuable reference for educators in designing more engaging teaching strategies, maximizing student potential, and improving their overall learning experiences. With this innovative approach, it is expected that students will not only gain better knowledge but also develop a positive attitude towards learning and foster a greater love for the subject of Sociology. Furthermore, further research could explore the long-term effects of using interactive media in various educational contexts and how it can be applied in different environments for optimal results.

Keywords: Active Learning, Learning Outcomes, Learning Implementation, Sociology, Wordwall

INTRODUCTION

Education is one aspect that must be further improved. Education is truly an effort that is carried out consciously and massively to improve human resources through a series of activities in it. Education is seen as an effort to prepare individuals to be able to live better in society (Rasyid, 2020). One of the problems of education is the weakness of the teaching and learning process. In the teaching and learning process, children are less encouraged to develop their thinking skills and be active in learning.

In the teaching and learning process in the classroom, it is generally directed at the child's ability to memorize information. The child's brain is forced to remember and store various information that it remembers to connect it to everyday life (Yunis *et al.*, 2018). Innovation in education aims to improve the quality of education in all aspects, such as financial aspects, infrastructure aspects, resources, learning processes and so on. In learning, innovation is one aspect that must be prioritized among all existing aspects. In order for innovation to be carried out properly, teachers play an important role in the success of learning because teachers are planners, implementers and also evaluators.

Learning is essentially a process between educators and students, both direct interactions such as face-to-face activities and indirect interactions using learning models and media. One of the learning models that can influence the success of learning to improve student learning outcomes, namely the active learning model, seems to have become the main choice in current educational practices. In Indonesia, this active learning movement is increasingly prominent

along with efforts to reform national education, around the end of the 90s. This movement of change continues to this day and teachers are continuously encouraged to be able to apply the concept of active learning in every learning practice of their students (Kariadi & Suprpto, 2018).

The external factor referred to here is the role of the teacher. Teachers make various efforts so that each student learns, and this effort is known as the teaching process. Teaching and learning are two different processes, not one entity. Students can learn not only because there is a teacher who teaches, but also because learning can occur anywhere and anytime, regardless of the presence of the teacher in the learning situation (Mardicko, 2022). Referring to this understanding, the implementation of learning can be interpreted as a series of activities planned by educators with the aim of facilitating students in learning effectively and efficiently, with optimal learning outcomes.

Learning media is a tool to help the learning process where this learning media functions to clarify the intent and purpose of learning. Learning media is not only in the form of images or videos, but can also be in the form of more modern media that can be accepted by student (Taufiq *et al.*, 2022). Along with the development of the era, learning does not only use books as a learning medium but now uses modern media. There are various innovations from learning models that can usually be combined with learning media.

Among the many learning media now, one of the learning media that can be used to support the learning process is Wordwall, an educational application that provides various forms of games and practice questions. Wordwall is a website-based learning application that can be used to create learning media such as quizzes, matching, pairing pairs, anagrams, random words, word searches, grouping, and other (Yanti *et al.*, 2023).

Interestingly, in addition to users being able to provide access to media that they have created online, it can also be downloaded and printed on paper. This wordwall application provides eighteen templates that can be accessed for free and users can easily switch activity templates from one to another (Yanti *et al.*, 2023).

This study has the main objective to examine in depth how learning planning using the active learning model combined with Wordwall media can contribute to improving student learning outcomes. Furthermore, this study also aims to analyze the implementation process of active learning-based learning that utilizes Wordwall media as a strategic effort to encourage active student involvement and increase the effectiveness of the learning process. In addition, this study focuses on the evaluation of student learning outcomes obtained during the implementation of learning using the active learning model and Wordwall media, so that it can provide an overview of the extent to which this approach is effective in improving the quality of learning and student academic achievement. Thus, this study is expected to provide new insights into the integration of active learning models and learning media technology in the context of efforts to improve student learning outcomes.

METHOD

The research method applied in this study is a qualitative method using a descriptive approach, which focuses on the analysis of the use of Wordwall media during the learning process. The location of this research was conducted at SMAN 1 Pontianak, located at Jl. Gusti Johan Idrus, Akcaya, Kec. Pontianak Selatan, Pontianak City, West Kalimantan 78133. The research data sources include a sociology teacher who teaches in class XJ and five students

from the same school, who are the subjects of the research. Data collection was carried out through several techniques, namely direct observation, in-depth interviews, and documentation of learning activities in the classroom.

In addition, the study also includes an analysis of student learning outcomes after the implementation of Wordwall media as a learning tool. Observations were conducted with the aim of observing how students react and respond to the use of Wordwall in the learning process. Meanwhile, interviews were used to explore students' views and experiences regarding the learning methods applied. Data analysis techniques used include data reduction, data presentation, and drawing conclusions. In order for the research results to be more valid, data triangulation was applied by comparing and verifying data from various sources, such as observation results, interviews, and documentation. This triangulation approach was carried out to increase the reliability of the findings and ensure that the results obtained reflect the actual reality in the context of using Wordwall in learning.

RESULTS AND DISCUSSION (problem formulation)

Planning active learning model learning using wordwaal media in improving the results of class XJ students in sociology subjects at SMAN 1 Pontianak.

Learning planning is a process carried out by teachers in guiding, assisting and directing students to have learning experiences and achieve predetermined teaching objectives with the steps of compiling learning materials, using teaching media, using teaching methods and approaches and assessments in a time allocation that will be carried out in a certain time (Kurniawati, 2021). With good planning, the learning process can run more organized, which ultimately contributes to improving learning outcomes. In this context, the sociology teacher who teaches in class XJ at SMAN 1 Pontianak makes various preparations, including designing and compiling learning materials, compiling learning tools such as Teaching Modules, and preparing evaluation questions.

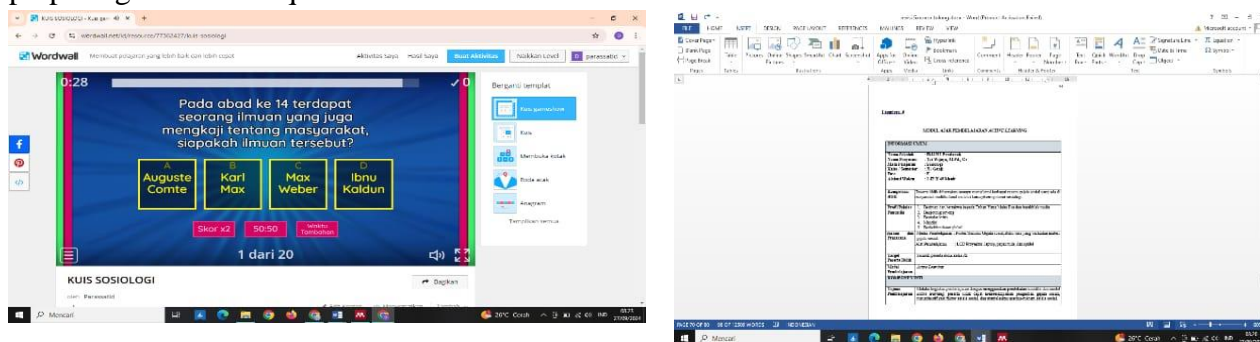


Figure 1. Teaching Module and Evaluation Questions

With careful planning, teachers or educators are able to design relevant activities, choose the right learning methods and media, and determine evaluation strategies that are appropriate to the needs and characteristics of students. This process includes setting clear and measurable goals, as well as developing the steps needed to achieve the expected results. Every decision taken in planning aims to ensure that all learning elements work synergistically towards achieving previously set targets. Add theory

Implementation of active learning model using wordwall media to improve learning outcomes of class XK students in sociology subjects at SMAN 1 Pontianak.

Based on the results of observations conducted by the researcher on August 21 and 28, 2024 in class XJ SMAN 1 Pontianak, the sociology teacher was conducting teaching and

learning activities according to the lesson schedule, using the Active Learning model with wordwall media with the material on the history of the birth of sociology.



Figure 2.Implementation of Learning

The implementation of learning consists of three stages, namely preliminary activities, core activities, and closing activities. In the learning activities carried out by Mr. TW, there are opening activities that begin with the implementation of learning carried out by Mr. TW consisting of three main stages: preliminary activities, core activities, and closing activities. In the preliminary activity stage, Mr. TW begins the lesson by greeting students warmly and intimately. This is important to create a comfortable atmosphere, so that students feel more open and ready to learn. By inviting students to interact from the start, Mr. TW can reduce awkwardness and build positive relationships.

After that, Mr. TW raised students' motivation. He used interesting questions. This method not only attracted students' attention, but also made them more interested in listening to the material that would be taught. At this stage, Mr. TW also explained the learning objectives clearly. He outlined what students would learn and why the material was important in their lives. By knowing the learning objectives, students can be more focused and understand the relevance of what they are learning. Mr. TW also tried to relate new material to the knowledge that students already have. This can be done by asking questions about relevant previous experiences or understandings. In this way, students feel more confident and ready to receive new information, because they already have a strong foundation. The interactive atmosphere at this introductory stage is very helpful in increasing students' enthusiasm to be involved in the learning process. Opening activities are activities carried out by teachers to create a conducive learning atmosphere, so that students are mentally ready to follow the learning process. At this stage, teachers need to pay attention to and meet students' needs and show great concern for

them. Usually, teachers start by greeting, checking student attendance, and asking about previously studied material (Mudrikah *et al.*, 2021).

After the preliminary activities were completed, Mr. TW continued to the core activities, where the main learning process took place. At this stage, students were invited to participate actively. Mr. TW encouraged students to have a dialogue, share opinions, and listen to each other. This active learning method is very effective in increasing student understanding and engagement. One of the tools used by Mr. TW in the core activities is the Wordwall application, especially for creating question-answer quizzes. After explaining a certain concept, Mr. TW created a quiz on Wordwall containing various questions related to the material that had been taught. Students were divided into several groups, and they competed to answer the questions presented on the screen. The use of Wordwall for this individual question-answer quiz created a competitive and interesting learning atmosphere. Students felt motivated to try to give the best answers, and this helped increase their involvement in the learning process. With this method, Mr. TW succeeded in making learning more interactive and effective, where students not only understood the material better, but also increased their confidence in answering questions independently. Based on the explanation above, the core activity is a stage in the learning process that aims to achieve learning objectives. This activity is carried out interactively, inspiring, fun, challenging, and motivating students to actively seek information. This activity also provides space for initiative, creativity, and independence according to the talents, interests, and physical development of students and subject matter (Suparti *et al.*, 2022).

Finally, in the closing activity, Mr. TW summarizes what has been learned during the learning session. He gives students the opportunity to ask questions and express their opinions regarding the material that has been discussed. In addition, Mr. TW provides constructive feedback to help students understand aspects that need to be improved. By implementing these three stages in a structured and interactive manner, Mr. TW not only makes the learning process more effective, but also helps students to more easily understand and remember the material taught. This approach creates a fun and educational learning experience, and encourages students to be actively involved in their own learning. The closing activity is the stage where the teacher, together with students or alone, summarizes the lesson and assesses and reflects on the activities that have been carried out. The teacher provides feedback on the learning process and results, plans follow-up actions such as remedial learning or assignments, and conveys plans for the next meeting (Pradani 2022).

The results of implementing the active learning model using wordwall media in improving the learning outcomes of class XJ students in the sociology subject at SMAN 1 Pontianak.

Learning outcomes are considered as very significant objectives to evaluate because the process involves the methods and strategies used in learning, which are also considered important. In the learning process, learning outcomes, learning methods, and learning strategies have the potential to influence the development of individual thought patterns and thinking schemes, which aim to achieve subjective understanding and knowledge (Arifin *et al.*, 2023). According to Sudjana in (Yandi *et al.*, 2023) learning outcomes refer to the abilities possessed by students after they have experienced learning experiences. Meanwhile, according to Supardi (2015), learning outcomes are the actual achievement stage reflected in the form of behavior,

including cognitive, affective, and psychomotor aspects, which can be observed in the form of habits, attitudes, and appreciation.

Conceptual Understanding (cognitive), according to Bloom in (Anggarini, 2012) is defined as the ability to absorb the meaning of the material or material being studied. This understanding explains how much students are able to receive, absorb, and understand the lessons given by the teacher to students, or to what extent students can understand and comprehend what is read, seen, experienced, or felt in the form of direct results that are carried out. Attitude (affective), according to Bloom in (Afriansari, 2020), attitude is not only a mental aspect, but also includes aspects of physical response. So this attitude must have a compactness between mental and physical simultaneously. If only mentality is displayed, then the attitude of a person that is shown is not yet clearly visible.



Peringkat	Nama	Skor
ke1	Abid	3973
ke2	Aulia akmel	3718
ke3	Meilali	3699
ke4	Febby	3601
ke5	Abben 37	3418
ke6	Adaria Areta S	3275
ke7	Iqbal	3250
ke8	Abid	3171
ke9	Arkhan	3042
ke10	Junior andra putra	2944
ke11	Riko	2900
ke12	Natasha Almira Rifka	2885
ke13	Bayu	2788
ke14	Thalitha	2742
ke15	Ica	2733
ke16	Dina	2716
ke17	Gustiola	2676
ke18	Alifa D	2566
ke19	Ertza Rizky D	2561
ke20	Dieva	2538
ke21	Nabila Dzakiya Sekhi	2515
ke22	zantri	2484

Figure 3.The results of implementing active learning using wordwall media

The results of the study showed a significant increase in student learning outcomes after the implementation of interactive learning media Wordwall. This increase can be seen from two main aspects, namely cognitive and affective, both of which experienced positive developments along with the use of technology-based learning media. From the cognitive side, there was an increase in student understanding of the material being taught. This is reflected in the evaluation results which show that most students were able to answer questions more accurately and quickly than before using Wordwall. Through the interactive game features provided by this platform, students are not only exposed to information passively, but are also actively involved in the learning process, so that their understanding of difficult concepts becomes deeper.

Interactive activities, such as answering questions and competing directly with classmates, also stimulate students' memory and analytical skills, which ultimately have a positive impact on their cognitive achievement. The ability to solve problems, make quick decisions, and apply theoretical concepts in practical situations becomes more honed after using this media. In addition to the cognitive aspect, students' affective outcomes also experienced significant improvements. Through the active learning model with Wordwall, students' motivation and interest in learning increased drastically. The learning process that was previously considered monotonous and boring turned into a fun and challenging learning experience. The interactions that occurred during the game, both between students and teachers and between students, created a more lively and dynamic classroom atmosphere. Students'

enthusiasm in participating in learning also became more visible, with students who previously tended to be passive starting to show active participation in learning activities.

In addition, improvements in affective outcomes also include the development of students' positive attitudes towards the subject matter. They not only learn to understand the content of the material, but also develop a sense of responsibility in completing tasks and challenges given during the game. This has a direct impact on character formation, such as self-confidence, responsibility, and cooperation, which are important components in affective-based learning. However, there are some technical challenges, such as internet access and mastery of technology, which are obstacles for some students. Overall, the active learning model using wordwall media is considered effective in improving the quality of Sociology learning in class XJ SMAN 1 Pontianak.

CONCLUSION

Based on the results of the Implementation of Active Learning Model Using Wordwall Media in Improving Student Learning Outcomes of Class XJ SMAN 1 Pontianak, it shows that the implementation of active learning models through interactive Wordwall media has a significant positive impact on student learning outcomes. The use of Wordwall media in the learning process has succeeded in improving students' cognitive understanding of the subject matter with the average result of students being declared complete with and an increase in value from the previous value. Students showed better ability in answering questions, reflected in higher evaluation results compared to the conditions before using this media. The interactive activities offered by Wordwall encourage students to be actively involved, so that they are able to understand complex concepts more deeply.

The affective aspect of students also experienced significant development. Students' interest and motivation to learn increased, which was marked by their active participation in each learning session. A more dynamic and enjoyable classroom atmosphere created a conducive environment for learning, so that students felt more motivated to engage in learning activities. Positive attitudes towards the subject matter and the learning process grew, which contributed to the formation of students' character and social skills.

Overall, this study confirms that the active learning model supported by Wordwall media not only improves students' cognitive outcomes, but also strengthens their affective aspects. These findings indicate that technology integration in learning can be an effective tool to improve the quality of education, especially in class XJ of SMAN 1 Pontianak. Recommendations for the implementation of similar methods in other classes are worth considering, considering the positive impacts caused by this learning media in the educational process.

SUGGESTIONS

Based on the results and findings in this study, it is recommended that further research further explore the impact of using the Active Learning model with Wordwall media on non-cognitive aspects, especially in improving students' psychomotor skills, such as the ability to interact and collaborate in group activities. Research should also explore how the use of this media can encourage students to be more active in carrying out practices or tasks that require physical and technical skills. In addition, it is recommended to conduct trials of the application of Wordwall media in other subjects, in order to evaluate the effectiveness of this learning model in different contexts. Further researchers also need to consider variations in the types of

games and activities that can stimulate psychomotor skills, so that they can be adjusted to the characteristics of the material being taught and the specific needs of students.

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