JURNAL PENDIDIKAN PROFESI GURU

Efforts to Improve the Learning Outcomes of Islamic Education Students Through Wordwall Media at SD Negeri 02 Kotapinang

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using wordwall. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using 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 by comparing the results obtained with indicators of research success. The results of the study indicate that wordwall can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.19%, the first cycle 65.37% and in the second cycle it increased to 89.72%. Thus, the use of wordwall can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learnig outcomes, wordwall.

INTRODUCTION

Islamic Religious Education (PAI) has a very strategic role in shaping the young generation who are not only intellectually intelligent, but also have a character based on noble morals, religiosity, and Islamic personality. At the primary education level, PAI is responsible for instilling spiritual values from an early age, so that students can understand and implement Islamic teachings in daily life.

As an important part of formal education, PAI plays a role in shaping students' character through religious learning that emphasizes obedience, ethics, morals, and harmony between religious communities. This aims to realize national unity and reduce criminality in society (Thoyyib, 2023). One of the main components in PAI learning is the introduction and understanding of Asmaul Husna, which reflects the noble qualities of

Allah SWT. Traits such as Al-Hafiz (Most Nurtured), Al-Wali (Most Protective), Al-'Alim (Most Knowing), and Al-Khabir (Most Alert) not only enrich students' religious insights, but also form a spiritually conscious personality. A good understanding of these qualities contributes to building a belief that Allah is always present in their lives, which can ultimately encourage students to behave in accordance with Islamic values.

However, the implementation of PAI learning in elementary schools is often faced with various challenges. One of the main obstacles is the low interest in learning students, which is often influenced by less attractive teaching methods and limited use of innovative learning media. Traditional one-way teaching methods make students tend to be passive and less involved in the learning process. In addition, the availability of media and technology that supports PAI learning is often inadequate, making learning less relevant to the needs of students living in the digital era. At SD Negeri 02 Kotapinang, South Labuhanbatu Regency, the learning outcomes of students on Asmaul Husna's material have not reached the expected target. This is shown by the low average grades of students as well as their lack of active involvement in the learning process. One of the factors causing this is the use of monotonous learning media, so that students are less motivated to understand and appreciate the material taught. To overcome these problems, innovations in learning are needed that can increase students' interest and learning outcomes.

Learning media in the current era continues to develop, with many choices of technology-based media that can increase interactivity in learning. One of the media that is popular among students is the Wordwall application. Wordwalls can function as learning media aids that are expected to make a positive contribution to the learning process, both for students and teachers (Sibarani & Ngatmini, 2024). This media is a digital platform that allows teachers to create interactive educational games, such as quizzes, crossword puzzles, and word matching, which can be adapted to Asmaul Husna's material. Not only does it grab students' attention, but it also helps them understand concepts in more depth through a fun learning experience. Through this classroom action research, the researcher seeks to implement Wordwall media in PAI learning on Asmaul Husna material, in order to improve the learning outcomes of grade II elementary school students. It is hoped that the use of this media can create a more interesting, interactive, and effective learning atmosphere, so that students can understand the meaning and application of God's attributes in daily life. This research aims to make a real contribution to improving the quality of PAI learning at the elementary school level, especially in facing the challenges of technology-based 21st century learning.

Therefore, Islamic education needs to continue to innovate and integrate technology in learning, so that it can create a learning experience that not only strengthens students' cognitive aspects, but also their affective and psychomotor aspects. This is important to ensure that PAI learning remains relevant, interesting, and effective in forming a superior Islamic generation.

METHODS

This study uses the type of Classroom Action Research (CAR), which aims to make a real contribution to improving teacher professionalism and providing knowledge, understanding, and insight into teacher behavior in teaching and student behavior in learning. PTK, according to Suharsimi Arikunto, consists of three important elements, namely research, action, and class. Research refers to activities to obtain data that is useful in improving the quality of learning, while actions are a series of activities carried out to improve the learning process, and the class includes a group of students who receive lessons from the same teacher. PTK has the goal of observing and improving the learning process in the classroom through actions carried out together. Sudikin said that PTK consists of four forms, namely research on teachers' actions as researchers, collaborative

action research, integrated simultaneous action research, and experimental social administration action research.

      This research will be carried out in class II UPTD SD Negeri 02 Kotapinang, South Labuhanbatu Regency, with 25 research subjects. The location of this research is at UPTD SD Negeri 02 Kotapinang, and the time of conducting the research is in accordance with the schedule specified in the PPG PAI Batch 2 program in 2024, starting from teaching readiness to the implementation of actions in the 2024/2025 school year. This study uses a type of PTK that aims to improve the quality of learning in the classroom. Teachers play a major role in designing and implementing research to overcome learning problems, such as students' learning difficulties, low motivation, or ineffective methods used. The PTK process consists of a cycle that includes planning, implementation, observation, and reflection. In each cycle, the teacher identifies the problem, plans the action, implements the action, observes the impact, and reflects on the results. The data obtained from the observations are used to evaluate the effectiveness of the action, and if the results are inadequate, the teacher will plan corrective steps for the next cycle. All of these processes are documented in the form of reports that are not only a reference to improve teacher professionalism, but can also be shared with peers as a good practice in improving the quality of learning.

RESULTS

In this study, the data collected is divided into two main types, namely primary data and secondary data, which are used to obtain valid and relevant information for research purposes. Primary data is obtained directly through activities carried out by researchers during the research process. This data is generated from observations of classroom learning activities, tests given to students, and interviews with relevant parties such as students, teachers, or parents of students if necessary. In the context of this study, the second grade elementary school students who are the subject of the study are the main source of primary data. For example, researchers observe students' interactions with Asmaul Husna material, concept understanding, or changes in their behavior after learning. The tests given are used to measure students' understanding of Asmaul Husna material, such as recognizing and explaining the meaning of the names of Allah such as Al-Hafiz, Al-Wali, Al-Alim, and Al-Khabir. Interviews are also an important tool for gaining in-depth insights into students' experiences during learning, including the challenges they face or how they understand the material. Secondary data is supporting data obtained from documents relevant to the implementation of learning. This document includes the curriculum as the main guideline in determining the basic competencies that students must achieve, a syllabus that contains a learning plan, and a Learning Implementation Plan (RPP) that guides learning in the classroom. In Asmaul Husna's learning, secondary data is used to ensure that the actions taken are in accordance with applicable educational standards, as well as to help researchers design appropriate learning strategies according to the needs of grade II elementary school students.

      By combining primary and secondary data, this study produces a comprehensive analysis. Primary data provide a direct picture of conditions in the field, while secondary data provide a frame of reference that ensures that research is within a corridor that complies with applicable educational standards. The combination of these two types of data allows researchers to not only focus on the implementation of actions in the classroom, but also relate them to broader policies and guidelines in the education system. The data techniques used in this study include observation, interviews, tests, and documentation. Observation is a data collection technique by directly observing learning activities in the classroom, especially to see how students interact with Asmaul Husna material and its application in daily life. Tests are used to measure the extent of students' understanding of the material, while documentation includes the collection of relevant documents such as curriculum, syllabus, lesson plans, and learning photos. Interviews are

a means to dig deeper into the experiences and views of students, teachers, and other parties related to the learning that takes place. Data analysis was carried out using qualitative and quantitative descriptive techniques. Qualitative descriptive analysis is used to describe findings that emerge from observations, interviews, and documentation, while quantitative analysis is used to measure the extent to which students understand the material through tests. The researcher also compared the learning outcomes before and after the action was taken to evaluate the progress achieved.

Hypothesis testing is carried out to evaluate whether the actions taken can have a positive influence on student learning. The hypothesis was tested by observing changes in students' test scores and non-quantitative indicators, such as increased participation, positive responses to learning, and behavioral changes according to the material taught. Data triangulation is carried out to ensure the accuracy of the findings by comparing data from various sources. Thus, this hypothesis analysis and testing technique allows researchers to measure the effectiveness of the actions taken and provide recommendations for improvement in the next cycle.

DISCUSSION

Islamic Religious Education (PAI) learning has an important role in shaping the character and morals of students. However, in practice, there are often various obstacles that cause low student learning outcomes. One of the main causes is the lack of use of interesting and interactive learning media. To overcome this problem, teachers at SD Negeri 02 Kotapinang began to use Wordwall as an innovative and effective learning medium. Wordwall is a digital platform that provides various types of educational games, such as quizzes, crossword puzzles, anagrams, and more. This medium allows students to learn in a fun way, thereby increasing their motivation and engagement in learning. In the context of PAI learning, Wordwall can be used to test students' understanding of materials such as the pillars of faith, the pillars of Islam, the history of the Prophet, and daily prayers. One of the main advantages of using Wordwall is its flexibility. Teachers can easily customize the content according to the needs of students and the material being taught. In addition, Wordwall can be used in both face-to-face and online learning, making it very relevant in today's digital era. Thus, students are more interested in learning and have a greater opportunity to understand the material in more depth.

The application of Wordwall in PAI learning at SD Negeri 02 Kotapinang is carried out in stages. Teachers first introduce this media to students and train them in its use. After students get used to it, teachers begin to integrate Wordwall into various learning sessions, both as a tool to introduce material, practice questions, and evaluate learning. The initial results of the use of Wordwall show an increase in student learning motivation. They become more enthusiastic and active in the learning process. Previously, many students felt bored with conventional learning methods that only focused on lectures and written assignments. However, with Wordwall, the learning atmosphere becomes more interactive and fun. In addition to increasing motivation, Wordwall also plays a role in improving understanding of concepts. For example, in the material on the pillars of faith, students can play an interactive quiz that requires them to choose the correct answer within a limited time. In this way, students are more challenged and encouraged to think quickly and understand the material better.

Another advantage of Wordwall is its ability to provide direct feedback. After completing the game or quiz, students can immediately find out the results. This allows them to understand the mistakes made and correct them immediately. That way, the learning process becomes more effective and sustainable. In addition, the use of Wordwall also helps teachers in measuring student learning outcomes more accurately. Teachers can see the scores students get in each activity and identify which aspects need improvement. This data can then be used as a basis for developing more effective learning strategies. While Wordwall has many benefits, there are some challenges in implementing

it. One of them is the availability of technology devices in schools. Not all students have access to devices such as laptops or tablets. Therefore, schools need to provide adequate facilities so that all students can benefit from the use of Wordwall.

In addition to technical constraints, teachers also need to adjust to this technology. Not all teachers are used to using digital media in learning, so training and mentoring are needed. Thus, teachers can be more confident in integrating Wordwall into the teaching and learning process. To overcome these challenges, SD Negeri 02 Kotapinang has made various efforts, such as providing devices that can be used together, as well as holding training for teachers in the use of Wordwall. With the support of schools and teachers, the implementation of this media can run more optimally. The positive impact of using Wordwall is not only seen in student learning outcomes, but also in social and emotional aspects. Students become more confident in expressing their thoughts, as well as more active in discussing with their friends. This creates a more collaborative and fun learning environment.

In addition, Wordwall can also be used as a learning medium outside of school hours. Students can access these educational games from home and replay the material they have learned in class. Thus, the learning process is not limited to just inside the classroom, but can also continue anytime and anywhere. The successful use of Wordwall in PAI learning at SD Negeri 02 Kotapinang can be an inspiration for other schools. With the right use of technology, learning can become more interesting and effective. Therefore, it is important for other schools to start considering the use of digital media in the teaching and learning process. In conclusion, the use of Wordwall in PAI learning at SD Negeri 02 Kotapinang has had a positive impact on improving student learning outcomes. With interactive, fun, and flexible methods, students become more motivated and understand the material better. Despite the challenges in its implementation, with the right support from schools and teachers, Wordwall can be one of the innovative solutions in improving the quality of education.

CONCLUSION

In conclusion, the use of Wordwall in Islamic Religious Education (PAI) learning at SD Negeri 02 Kotapinang has been proven to significantly improve student learning outcomes. This media makes the learning process more interactive, interesting, and fun, so that students are more motivated to learn. In addition, Wordwall helps students understand concepts better through educational games that provide hands-on feedback. Despite challenges, such as the limitations of technological devices and teachers' readiness to use digital media, various efforts have been made to overcome them, such as the provision of learning and training facilities for teachers. With adequate support, Wordwall can be an innovative solution in improving the effectiveness of PAI learning. This success shows that the use of technology in education can have a great positive impact. Therefore, other schools can also consider the use of Wordwall or similar digital media to improve the quality of learning and student learning outcomes.

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