



THE USE OF *WORDWALL MEDIA* IN INCREASING MOTIVATION AND LEARNING OUTCOMES OF ISLAMIC CULTURAL HISTORY (SKI) IN CLASS V MIN 20 ACEH BESAR

Rifki Saputra¹, Sri Suyanta², Safrina Ariani³

Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

¹rifikisaputra724@gmail.com*, ²srisuyanta@ar-raniry.ac.id, ³safrina.ariani@ar-raniry.ac.id

Abstract

This study aims to describe the use of Wordwall media in the subject of Islamic Cultural History (SKI), find out the activities of teachers and students, and analyze the increase in motivation and learning outcomes of students in class V of MIN 20 Aceh Besar after the application of the media. The research method used is Kemmis and McTaggart model Class Action Research (PTK) which is carried out in two cycles. The subject of the study is a student of class V MIN 20 Aceh Besar for the 2024/2025 school year. Data collection techniques are carried out through observation, interviews, questionnaires, documentation, and learning outcome tests. The data obtained was analyzed by qualitative and quantitative descriptive analysis techniques, through the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that the use of Wordwall media can increase student motivation and learning outcomes in SKI subjects. The increase can be seen from the activities of teachers and students who are increasingly active in each cycle, the student learning motivation score that has increased significantly, and the completeness of learning outcomes that have increased from cycle I to cycle II. Thus, Wordwall media has proven to be effective as an interactive learning medium that is able to create a fun learning atmosphere, increase student participation, and improve SKI learning outcomes in class V MIN 20 Aceh Besar.

Keywords: *Wordwall Media, Increased Motivation, Student Learning Outcomes*

*Corresponding author



A. Introduction

Learning is a process that involves permanent behavior change as a result of experience and practice. This process occurs through the interaction between stimuli and responses that allow students to show changes in knowledge, skills, and attitudes (Islamiati, 2024). In the context of formal education, learning is inseparable from learning designed by teachers to create meaningful experiences. Therefore, the success of the learning process is largely determined by the selection of the right strategies, methods, and media (Dewi, 2023; Wahid et al., 2018; Waluyo, 2021; Warsita, 2018).

Learning media plays an important role in supporting the learning process because it can help teachers convey material more effectively and make it easier for students to understand the concepts being taught. Various media such as textbooks, videos, educational games, and digital platforms can be used to facilitate students' understanding and increase their involvement. The use of appropriate media has also been shown to increase learning motivation, which in turn has a positive impact on student learning outcomes (Febrianti, 2019; Widiastari & Puspita, 2024).

The subject of Islamic Cultural History (SKI) is one of the important parts of Islamic religious education because it provides an understanding of history, civilization, and major figures in Islam and instills Islamic values and characters. However, based on initial observations at MIN 20 Aceh Besar, it was found that grade V students often had difficulties in understanding SKI material. This is due to the presentation of material that tends to be conventional, the lack of variety of media, and the dominance of memorization methods that make learning feel boring. As a result, students' motivation to learn is low, which has an impact on suboptimal learning outcomes.

To overcome these challenges, teachers need interactive learning media that is able to attract students' attention and make it easier for them to understand the material. One of the relevant innovations is the application of technology-based media. Wordwall is one of the digital platforms that offers various forms of interactive activities, such as quizzes, spinning wheels, and educational games, which can be accessed through electronic devices (Nafian et al., 2024; Sukma & Handayani, 2022). This media is able to create a fun learning atmosphere, motivate students to actively participate, and make it easier to understand factual and chronological material, such as in SKI lessons.

Various previous studies have also supported the effectiveness of Wordwall in improving motivation and learning outcomes. Research (Sukma & Handayani, 2022) shows that the use of Wordwall quizzes is able to make students more interested, dare to have opinions, and actively discuss. Similar findings were reported by (Melvi et al., 2024) which states that Wordwall is able to create interactive and competitive learning, thereby increasing students' understanding of Islamic Religious Education materials. In

addition, the research (Dluha & Wijaya, 2024) found that Wordwall encourages students' active engagement, arouses curiosity, and motivates them to learn collaboratively.

Research conducted by (Zahra' & Sofa, 2024) also showed that Wordwall had a positive impact on the learning motivation of grade V students of MI Islamiyyah Kraksaan in the material of the Exemplary Story of the Prophet Muhammad SAW. Through quizzes and interactive games, Wordwall makes it easy for students to understand moral values, such as honesty and patience, in a fun way.

Other research by (Rahman et al., 2024) in the context of PAI and Ethics subjects also proves the effectiveness of Wordwall in creating a more lively and interactive learning atmosphere. The average motivation of students after using Wordwall reached 4.10 which was categorized as effective. This result reinforces research at MIN 20 Aceh Besar that Wordwall has the potential to have a similar impact on SKI subjects, with additional coverage in the form of improving student learning outcomes.

In addition, research conducted by (Purnamasari et al., 2022) highlighting the flexibility of using Wordwall in technology-based learning. Their findings show that Wordwall's integration with online platforms such as Google Classroom and WhatsApp makes it easier for students to access materials and learn independently. Although this research is in a different context because it emphasizes more on online learning, its contribution is still important for research at MIN 20 Aceh Besar. These findings expand the insight that Wordwall is not only effective for face-to-face learning, but also relevant for online or hybrid learning.

Overall, the results of these studies confirm that Wordwall is able to increase motivation, active engagement, material understanding, and even support the formation of students' character. These findings strengthen the theoretical basis and provide an empirical basis for the research conducted at MIN 20 Aceh Besar, while emphasizing the relevance of technology-based learning media at the basic education level in the context of SKI learning. However, in contrast to previous research that generally focused on general subjects, this study specifically explored the effectiveness of Wordwall in SKI learning in madrasah ibtidaiyah.

Based on these considerations, this research was carried out in the form of class action research (PTK) in class V MIN 20 Aceh Besar to find out the extent to which the application of Wordwall media can increase student motivation and learning outcomes in SKI subjects.

B. Method

This research is a class action research (PTK) with the Kemmis & McTaggart model which is carried out in two cycles, each consisting of stages of planning, implementation,

observation, and reflection(Machali, 2022; Prihantoro & Hidayat, 2019). The research was conducted on students of class V of MIN 20 Aceh Besar with a total of 34 participants.

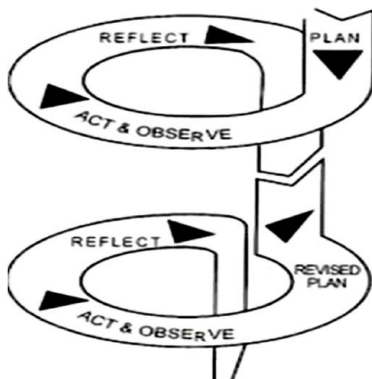


Figure 1. Kemmis and McTaggart Model

The research procedure began with initial observation to identify problems in the form of low motivation and learning outcomes of Islamic Cultural History (SKI). Based on the results of these initial findings, the researcher developed an action plan in the form of the application of Wordwall media in learning. In the planning stage, the researcher prepared teaching modules, Wordwall-based learning media, learning outcome test questions, motivation questionnaires, and observation sheets. The implementation stage is carried out by implementing SKI learning using Wordwall media, namely through spinning wheel games and interactive question exercises. In the first cycle, learning is focused on the material of the Battle of Badr, while in the second cycle on the material of the Medina Charter.

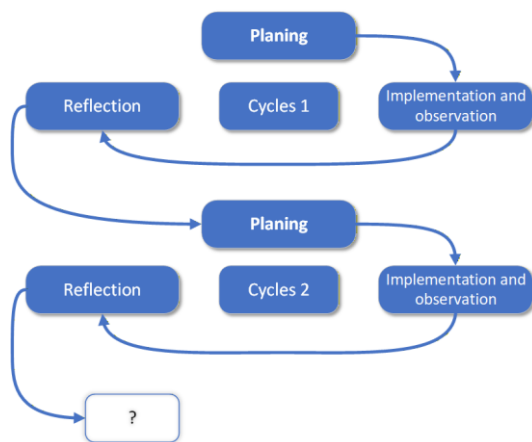


Figure 2. Class action implementation cycle (PTK)

During the learning process, observation activities are carried out using observation sheets that have been designed. Observations include teacher activities, classroom management, media use, and student participation in learning. In addition, student learning outcomes are measured through formative tests, while students'

motivation levels are known through questionnaires. After each cycle is completed, reflection is carried out to assess the strengths and weaknesses of the actions that have been implemented and prepare an improvement plan for the next cycle.

Data collection was carried out through observation, questionnaires, learning outcome tests, and documentation. Observation is used to assess the activities of teachers and students in the learning process. A four-level Likert scale questionnaire was used to measure students' learning motivation. A multiple-choice learning outcome test is given to determine students' mastery of the material learned. Meanwhile, documentation in the form of photos, videos, and field notes serves as supporting data.

Table 1. Scoring guidelines

Yes	Alternative Answers	Score
1	Strongly Agree (SS)	4
2	Agree (S)	3
3	Disagree (ST)	2
4	Strongly Disagree (STS)	1

The research instruments used included teacher observation sheets, student observation sheets, motivation questionnaires, and learning outcome tests. Teacher observation sheets are used to assess teaching skills, classroom management, and the use of Wordwall media. Student observation sheets are used to see the level of activity, understanding, and participation of students during learning. The motivation questionnaire was used to determine the level of students' learning motivation before and after the application of Wordwall media, while the learning outcome test was used to assess students' understanding of the material of the Badr War and the Medina Charter.

The data obtained were analyzed descriptively, both quantitatively and qualitatively. Student learning motivation data is processed based on questionnaire scores using percentage calculation. Student learning outcomes were analyzed by comparing the average score before and after the action, then associated with the minimum completeness criteria (KKM) that applies in MIN 20 Aceh Besar, which is 75. Learning completeness is seen from two aspects, namely individual completeness (if students obtain a score of ≥ 75) and classical completeness (if at least 85% of students in one class achieve a score of ≥ 75). Meanwhile, teacher and student activities were analyzed based on the results of observation by calculating the percentage of scores obtained from the total available scores.

C. Finding and Discussion

1. Finding

a. Execution of Actions with Wordwall Media

This research was carried out in the odd semester of the 2024/2025 school year in class V MIN 20 Aceh Besar through two cycles of class action, each meeting lasting two hours of lessons. The first cycle will be held on July 21, 2025 with the material of the Medina Charter, while the second cycle will be held on July 24, 2025 with the material of the Battle of Badr. Before implementation, teachers prepare teaching materials that are entered into the Wordwall platform, starting from accessing the site, choosing the appropriate type of game, entering materials, to compiling interactive quizzes which are then shared with students through links.

b. Implementation of Cycle I

1) Planning Stage

In the first cycle, the researcher started the activity with a planning stage that focused on preparing learning strategies using Wordwall media. The class that is the subject of the study is class V MIN 20 Aceh Besar with a total of 20 students. To support an effective learning process, the researcher prepares teaching modules that are systematically arranged through three stages, namely introduction, core activities, and conclusions. The material that is the focus of this cycle is the Charter of Medina.

As a supporting step, the researcher prepared a Wordwall media containing interactive quizzes to help students understand the material more interestingly. In addition, the researcher also compiled various research instruments to measure the effectiveness of the actions taken. The instrument includes observation sheets for teacher and student activities, learning motivation questionnaires, and multiple-choice questions to evaluate student learning outcomes at the end of learning.

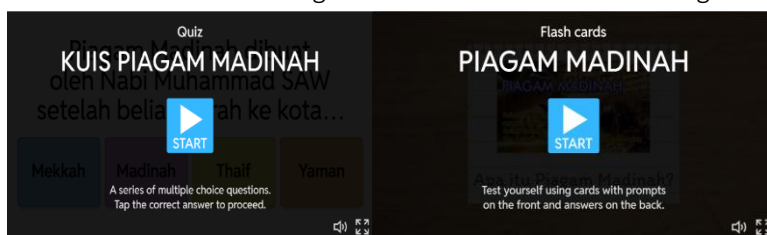


Figure 3. Wordwall quiz view

2) Stage of Implementation of Action

The implementation stage of the first cycle was carried out on Monday, July 21, 2025 for two hours of lessons with a focus on the Medina Charter material. The activity began with greetings, joint prayers, attendance checks, and introductions that connected the previous material with today's topic. The teacher conveys the learning objectives clearly and provokes students' curiosity through opening questions.

In the core activity, teachers delivered the material of the Medina Charter in a communicative and contextual manner, emphasizing the values of living peacefully and respecting each other in the midst of differences, as exemplified by the people of Medina

during the time of the Prophet PBUH. Students are directed to observe, record important information, discuss, and relate the values of the Medina Charter to daily life.

Students then read material from books or online resources, followed by interactive questions and answers. Next, they take individual quizzes using the Wordwall app with the guidance of a teacher who provides encouragement and appreciation. Before closing the lesson, students work on evaluation questions as an assessment of learning outcomes.

In the closing part, teachers and students together conclude the material, reflect on the learning process, and provide feedback. Students write down their reflections, then the activity ends with a moral message, follow-up plan, prayer, and closing greeting.

c. Activities of Teachers and Students Cycle I

In the first cycle, the results of observations on the activities of teachers and students showed that the use of Wordwall media had been carried out quite well, but still needed a number of improvements. Based on observations, teachers obtained a total score of 18 out of 32 with a percentage of 56.25 percent, which is included in the "good" category. Teachers are considered quite successful in providing initial orientation in the use of media and utilizing the results of Wordwall for evaluation, but are still weak in the aspects of technical readiness, activity guidance, student assistance in discussions, and concept strengthening. This shows the need to improve media management and mentoring so that learning becomes more effective.

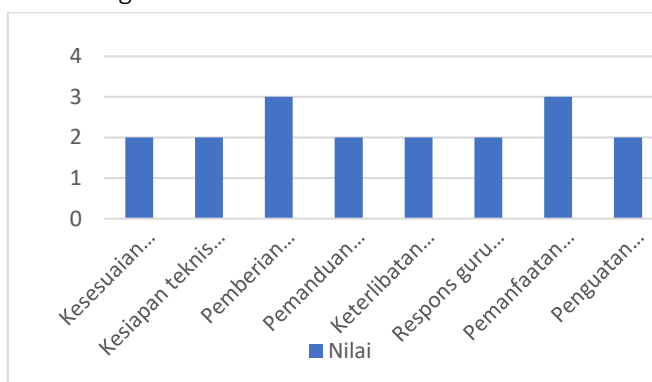


Figure 4. Graph of teachers' activities in the use of *Wordwall* Cycle I

Meanwhile, observations of students showed a relatively low participation rate with a total score of 13 out of 28 or 46.42 percent, being in the "adequate" category. Students tend to be less active in using Wordwall, their focus and attention are still limited, and the accuracy of the answers shows an understanding of the material that is not optimal. The lowest aspect is the courage to express ideas or opinions, while independence and efforts to overcome difficulties have begun to be seen even though they still require a lot of guidance from teachers. These findings suggest that interactive

media-based learning strategies need to be accompanied by more intensive habituation, motivation, and direction to increase student engagement and understanding.

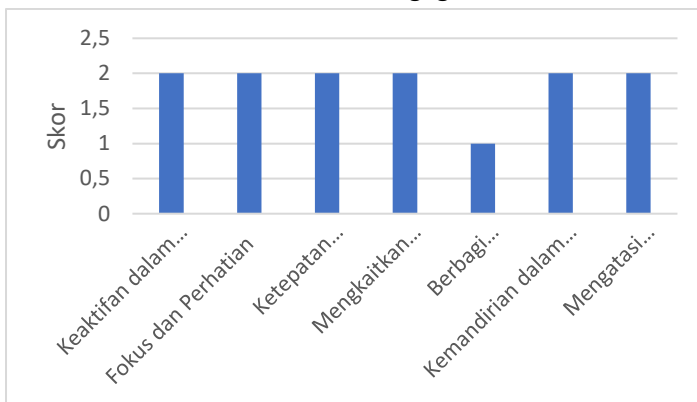


Figure 5. Graph of student activity in the use of *Wordwall*

d. Student Learning Motivation Cycle I

The results of measuring student learning motivation at the end of the first cycle of SKI learning showed that the use of *Wordwall* media had a significant positive impact. Based on the questionnaire filled out by 20 students, a total score of 49.94 out of 60 or equivalent to 83 percent, which is in the category of "good is close to very good". This shows that most students feel motivated to learn SKI using interactive media.

If reviewed in more detail, the interest and interest indicator (intrinsic motivation) has an average score of 3.40, indicating that *Wordwall* is able to foster students' curiosity and interest in the material. The indicator of self-esteem and self-confidence reached an average of 3.11, showing that students were quite confident but still felt doubtful in answering. Effort and perseverance recorded the highest average score, which was 3.41, which indicates that students put in maximum effort and focus when facing *Wordwall* activities. Meanwhile, the indicators of environmental influence and outcomes (extrinsic motivation) obtained an average score of 3.35, indicating that teacher praise, peer support, and desire to achieve good results also influenced their motivation.

Overall, almost all aspects of motivation show positive results. These findings are proof that game-based and interactive learning media such as *Wordwall* can be an effective means to increase students' learning motivation in SKI subjects.

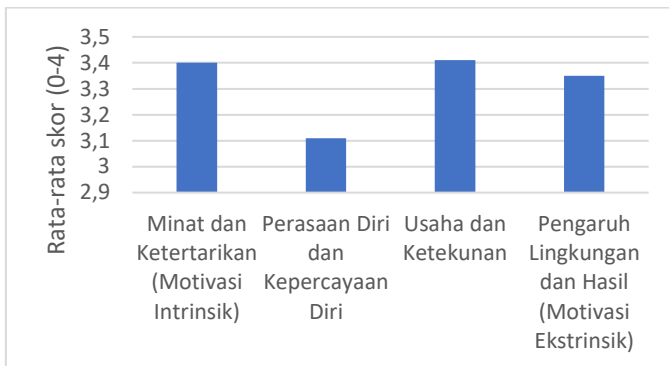


Figure 6. Recapitulation of student motivation results using *Wordwall media*

e. Student Learning Outcomes Cycle I

Student learning outcomes in the first cycle showed that the use of Wordwall media in SKI learning had a diverse impact on student material mastery. Based on the results of the assessment that has been carried out, out of a total of 20 students, there are 8 students (40 percent) who have managed to achieve the Learning Goal Achievement Criteria (KKTP) of 78, while 12 students (60 percent) have not met the completeness target. The highest score obtained by students is 90, while the lowest score is 40, with the average class at 70.5 which is still below the KKTP standard.

These findings show that the learning outcomes in the first cycle have not been optimal, because the expected completeness has not been achieved as a whole. Although some students have shown a good understanding of the material of the Medina Charter, the majority still experience difficulties, especially in mastering the main concepts and applying them in learning activities.

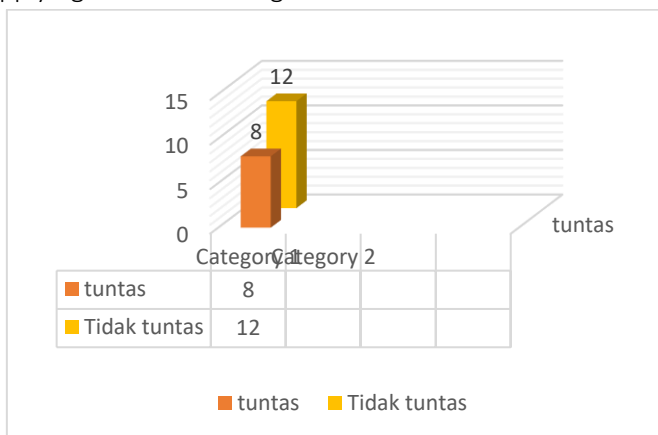


Figure 7. Comparison of complete and incomplete student data in the first cycle

This data is an important basis for researchers to formulate improvement strategies in the next cycle. Some of the steps that can be considered include increasing the intensity of teacher mentoring, utilizing more interesting media variations, and providing additional exercises to strengthen students' understanding that is still below

standard. The learning results in the first cycle also emphasized the need for more adaptive and directed learning so that all students can achieve the targeted completeness.

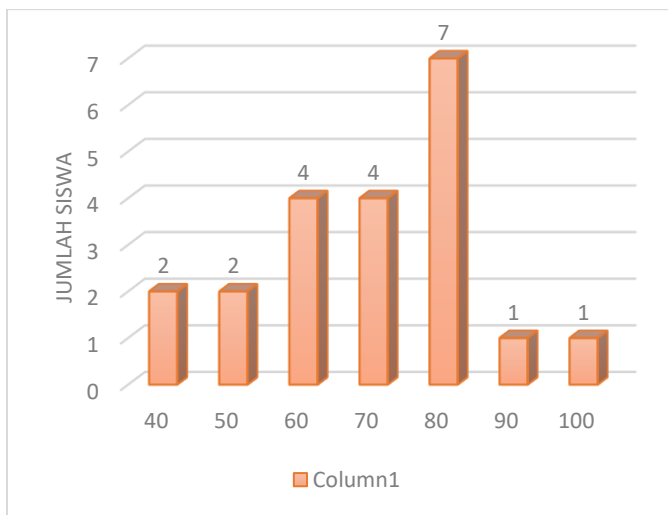


Figure 8. Distribution of student scores in cycle I

f. Reflection Stage Cycle I

The reflection stage in the first cycle was carried out to evaluate and analyze the learning results that had been implemented, both in terms of teacher and student activities. From the results of observations, it can be seen that teachers have prepared learning tools well and used Wordwall media as an interactive tool. However, the teacher's activity observation score only reached 18 and was in the "adequate" category. This shows that the use of media is not fully optimal. Several aspects such as content suitability with the material, discussion facilitation, and concept reinforcement need to be improved in order to provide a deeper understanding to students.

From the student's side, reflection shows that there are still several obstacles that affect learning outcomes. Some students lack focus when the teacher delivers the material, which is reflected in the assessment scores, where 12 out of 20 students have not reached the Minimum Completeness Criteria (KKM) score with an average grade of 70.5. Participation in discussions is also uneven; Some students tend to be passive and lack confidence in expressing opinions. In addition, the problem of time management is a challenge, because some students have not been able to complete assignments efficiently, both on Wordwall quizzes and formative assessments.

However, the motivation of students is relatively high. Based on the questionnaire, the average motivation reached a high category, indicating that the use of Wordwall media was able to attract their interest and enthusiasm. Most students admitted that they enjoyed learning with this medium because it was more interactive and fun.

However, there are still technical obstacles, such as not being used to using the device and a lack of confidence during discussions.

Based on the results of this reflection, some of the improvements that will be implemented in cycle II include increasing the role of teachers in facilitating and directing students to be more focused, providing reinforcement and motivation before learning, and more intensive mentoring. Teachers will also try to activate all students in the discussion by providing stimulating questions and creating a comfortable atmosphere to share opinions. Time management is an important concern, so teachers need to set clear deadlines and provide training so that students are more disciplined. Wordwall content will also be enhanced in relevance to the material, complemented by additional explanations after the activity to reinforce understanding. In addition, teachers need to follow up on the results of the assessment by providing remedial guidance for students who have not completed and enrichment for those who have reached the KKM. Technical assistance and personal approaches will also be strengthened to increase students' confidence and overall understanding.

g. Implementation of Cycle II

1) Planning Stage

At the stage of implementing cycle II, the researcher carried out a series of planning steps that were adjusted to the results of reflection from cycle I. The focus of the research was still directed at class V students of MIN 2 Aceh Besar with a total of 20 participants, but there were several adjustments made to increase the effectiveness of learning. The material chosen in this cycle is the Battle of Badr, which is seen as relevant to strengthen students' understanding of the history of the Muslim struggle. The researcher modified the Wordwall media to be more contextual with the material, as well as rearranged the learning tools that emphasized active student participation and reinforcement of concepts. In addition, the formative assessment tool is prepared in a more targeted manner according to competency achievement indicators, and is equipped with teacher and student observation sheets, motivational questionnaires, and learning evaluations to support more comprehensive data collection.

2) Stage of Implementation of Action

The implementation of actions in cycle II took place on Thursday, July 24, 2025 for two hours of lessons. The learning activity began with an opening greeting, a joint prayer, and a student attendance check, accompanied by a brief motivation to arouse the spirit of learning. The teacher made an apperception by associating the previous material, namely the Charter of Medina, with the new topic of the Badr War. This step was taken to foster students' curiosity while providing a clearer context for the continuation of Islamic history. The teacher then conveys the learning objectives clearly so that students understand the expected direction and achievements.

In the core activities, teachers used Wordwall media to present maps of the location of the Battle of Badr, infographics on the strength of the troops, and interactive quizzes that sparked curiosity. The teacher's explanation is made communicative and relevant, by emphasizing the value of the spirit of struggle, faith, and strategy of the Prophet PBUH. Students are introduced to important figures and the background of the war, complemented by a short video screening that describes the course of the event. The teacher also reminded the meaning it contains, such as the importance of trust, cooperation, and the right strategy to achieve victory.

Students then read a summary of the material from the package book and engage in a discussion with the teacher. Oral questions are given to hone their critical thinking, while praise is given to students who answer appropriately. Next, students work on the Wordwall quiz independently using a laptop device. Teachers provide assistance to technical and material obstacles and give appreciation points for correct answers. To conclude at this stage, students take a written formative assessment to measure comprehensiveness as a whole, while the teacher provides moral encouragement and motivation to make the knowledge learned a provision in life.

In the closing activity, the teacher invited students to reflect on the learning results by compiling a summary of the material together and reviewing the important points. Students are asked to fill out a reflection card to assess the understanding and learning process that has been undertaken. The teacher provides constructive feedback, conveys the next lesson plan, and then ends the activity with a joint prayer and closing greeting.

h. Teacher and Student Activities Cycle II

The results of observation of teacher activities in cycle II showed a significant increase compared to the previous cycle. The Wordwall media used in the learning process received a total score of 30 out of a maximum score of 32, with an achievement percentage of 93.7%. Based on the assessment criteria, these results fall into the category of "Excellent" (28–32). These findings confirm that teachers are able to use media effectively to support the achievement of learning goals. Almost all aspects observed obtained high scores, especially the suitability of the media with the material, technical readiness, activity management, teacher involvement in discussions, response to student problems, and the use of Wordwall results for evaluation. Each of these aspects earns a score of 4, which is the highest score in the assessment.

However, there are two aspects that scored 3, namely providing orientation on the use of Wordwall media and strengthening concepts based on the results of activities. This shows that teachers need to give students a clearer initial briefing before starting Wordwall-based learning, as well as reinforcing the concepts that have been learned through the activity. Improvement efforts in these two aspects are expected to be able to provide a more even and in-depth understanding for students. Overall, these results

prove that Wordwall is a very effective medium for increasing interactivity and motivation to learn.

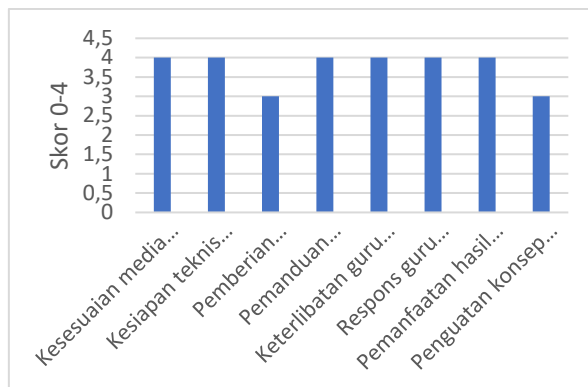


Figure 9. Recapitulation of the results of student learning activities

Meanwhile, the observation of student activities also showed encouraging results. The average score obtained was 25.9 out of a total score of 28, with an achievement percentage of 92.5%. Based on the existing criteria, this result is in the "Good" category. This shows that students have shown a fairly high level of involvement in learning, although there are still some aspects that need strengthening. Aspects that obtained high scores included activeness in using Wordwall, focus and attention during learning, ability to relate material to activities, and independence in using media. Each of these aspects gets a score of 4, which indicates that students are quite familiar with interactive learning and are able to follow the teacher's directions well.

However, there are still several indicators that have relatively lower scores, such as the accuracy of answers on Wordwall and the ability to share ideas or opinions, each of which gets a score of 3, as well as the ability to overcome technical and material difficulties with a score of 3.9. This shows the need for a learning strategy that emphasizes more on problem-solving exercises, providing examples of correct answers, and creating an atmosphere of more open discussion and supporting students to express their opinions.

In general, the results of this observation illustrate an increase in student involvement compared to the previous cycle. With a slight improvement in aspects where the score is still low, it is possible for teachers to improve the results to the "Excellent" category in all indicators.

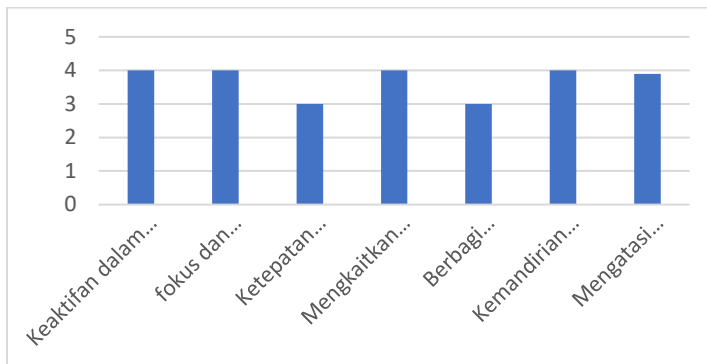


Figure 10. Recapitulation of the results of observation of student activities

i. Motivation to Study Students Cycle II

Based on the results of the analysis of the learning motivation questionnaire in cycle II, a total score of 55.67 was obtained out of a maximum score of 60, with an achievement percentage of 93%. These results placed students' learning motivation in the "Excellent" category according to the assessment criteria used. These findings show a significant increase in motivation compared to the previous cycle, which shows that the use of Wordwall media has a positive influence on students' interest and engagement in SKI learning.

If viewed in more detail, each indicator of learning motivation shows satisfactory results. In terms of interest and interest or intrinsic motivation, students show high enthusiasm for learning activities with Wordwall media. The average score of this indicator is in the range of 3,556, which indicates that the use of interactive media is capable of arousing curiosity, pleasure, and the drive to learn independently. Furthermore, in terms of self-esteem and confidence, the score was in the range of 3.5 to 3.722. This shows that students feel able to follow the learning, are confident in answering questions, and don't hesitate to try even though they may make mistakes. This confidence is one of the supporting factors for active involvement in the learning process.

The indicators of effort and perseverance also showed excellent results, with the highest score on the statement of earnestness to study and increased focus after using Wordwall, reaching a score of 4. These findings indicate that students show greater seriousness and perseverance during learning. Meanwhile, aspects of environmental influence and extrinsic outcomes or motivation also made a significant contribution, with scores ranging from 3,556 to 3,778. This reflects that support from teachers, peers, encouragement to achieve good grades, and the role of parents are external factors that strengthen students' motivation to learn.

Overall, the results of student learning motivation in cycle II which are in the "Very Good" category prove that Wordwall media is able to increase interest, confidence, effort, and support for a conducive learning environment. This achievement also shows

that the improvements made in cycle II are effective and able to answer the needs of students in increasing learning motivation.

j. Student Learning Outcomes Cycle II

The assessment of learning outcomes in cycle II is carried out through formative evaluation with the aim of determining the achievement of learning objectives after improvement actions are implemented. Based on the data obtained, all students achieved the Completeness Criteria for Learning Objectives (KKTP) that had been set, which was 78. Of the total 20 students who participated in the learning, all of them were declared complete, without any of them being categorized as incomplete. The scores obtained ranged from 80 to 100 with a grade point average of 84.5.

This achievement shows that the improvement steps implemented in cycle II provide optimal results. All indicators of achievement of learning objectives were successfully met, so that the research did not require follow-up to the next cycle. In addition, these results reflect a significant increase compared to cycle I, both in terms of the number of students who achieved completeness and in terms of average grades obtained.

Thus, it can be concluded that the use of Wordwall media in the learning of Islamic Cultural History (SKI) is able to improve overall student learning outcomes. This media is not only effective in helping to achieve learning goals, but also able to create an interesting learning atmosphere, motivate and encourage the active participation of all students.

k. Cycle II Reflection Stage

The reflection stage in this study aims to assess the effectiveness of the actions that have been carried out in cycle II. The results of the analysis showed a significant increase compared to the previous cycle. All students managed to achieve scores according to the Minimum Completeness Criteria (KKM), with the average grade increasing from 70.5 in the first cycle to 84.5 in the second cycle. This improvement indicates that students' understanding of the material, especially the topic of the Battle of Badr, has undergone a noticeable development.

In addition to learning outcomes, student motivation also shows a positive trend. The aspects of effort, interest, and interest in learning increased consistently, as seen from the involvement of students in answering questions, taking Wordwall quizzes, and expressing opinions in class discussions. Participation that was previously uneven now seems more balanced, where most students feel more confident and active.

Students' time management skills have also improved; They are able to complete quizzes and formative assessments according to time allocation. From the teacher's side, the use of Wordwall media becomes more effective, characterized by content suitability, the ability to guide activities, and more optimal concept reinforcement. This is reflected

in the teacher's observation score which increased from 18 (adequate category) in the first cycle to 24 (good category) in the second cycle.

In general, SKI learning with Wordwall media encourages students to be more independent, confident, and enthusiastic about participating in learning activities. Not only do they find it easier to understand the material through explanations and videos, but they are also able to complete tasks on time and show interest in learning with similar methods in the future.

With these results, cycle II can be declared successful in achieving the research objectives. The improvements made have been proven to be able to increase overall student motivation, participation, and learning outcomes, so that research does not require further cycles.

2. Discussion

a. Wordwall Media Usage

The implementation of Islamic Cultural History (SKI) learning of Badr War material in class V MIN 20 Aceh Besar was carried out systematically through two cycles, using Wordwall media as the main support. In the first cycle, this media was used to introduce the material of the Medina Charter, while in the second cycle it was focused on the material of the Badr War. Teachers present the material with a fun contextual approach and integrate Wordwall to display maps, infographics, videos, and interactive quizzes. The results of the observation showed a marked increase in cycle II compared to cycle I, both in terms of teacher readiness, media suitability with the material, and students' positive response to more visual and interactive learning.

b. Teacher and Student Learning Activities in the Use of *Wordwall Media*

Teacher and student activities have experienced significant development from cycle I to cycle II. In cycle I, the teacher's activity score was recorded at 56.25 (the "adequate" category), while in the second cycle it increased to 75 (the "good" category). Teachers show progress in guiding the use of Wordwall, responding to student constraints, and strengthening concept understanding through quiz results. Student activity also increased from a score of 46.42 ("adequate" category) to 75 ("good" category). This improvement can be seen in the activeness, focus, accuracy of answering, courage to speak up, and students' independence in overcoming technical obstacles and understanding the material.

c. Increased Student Learning Motivation after the Use of *Wordwall Media*

Students' motivation to learn increases significantly after the application of Wordwall media. In the first cycle, the average student motivation score was 65.25% (the "high" category), then increased to 83.09% in the second cycle (the "high is close to very high" category). The most notable increases were seen in the aspects of effort and perseverance, which rose from 63.8% to 83.8%, as well as interest and interest in

learning, which increased from 66% to 85.5%. These findings indicate that Wordwall media is able to arouse curiosity, strengthen the spirit of learning, and make SKI learning more interesting for students.

d. Improved Student Learning Outcomes after the Use of *Wordwall Media*

The improvement in learning outcomes is also clearly visible. In the first cycle, only 9 out of 20 students achieved the Minimum Completeness Criteria (KKM) with an average grade score of 70.5. After improvements were made in cycle II, all students (100%) managed to exceed the KKM, with the average class score increasing to 84.5. This result proves that the use of Wordwall media, accompanied by a more targeted teaching strategy, concept strengthening, and intensive mentoring, is able to increase students' understanding of the Badr War material. The improvements made include selecting more relevant media, time management exercises, and delivering more communicative and interesting material.

Based on the overall findings, it can be concluded that the use of Wordwall media in SKI learning in class V MIN 20 Aceh Besar significantly improves the quality of learning implementation. This media has been proven to be able to improve teacher and student activities, motivate students, and improve overall learning outcomes, supported by a fun learning approach, engaging visualization, and active involvement of all learning components.

D. Conclusion

Based on the results of research on the use of Wordwall media in learning Islamic Cultural History (SKI) in class V MIN 20 Aceh Besar, several important things can be concluded.

First, the implementation of learning carried out in two cycles shows an improvement in quality at each stage. In the first cycle, Wordwall media was used for the Medina Charter material, while in the second cycle it was focused on the Badr War material. Teachers are increasingly skilled and ready to use media, able to present material in a contextual, interesting, and interactive manner through maps, infographics, videos, and quizzes. Students also responded more enthusiastically, as seen from the increase in participation and attention during the learning process.

Second, the activities of teachers and students have experienced significant development. If in the first cycle the teacher's activity obtained a score of 56.25 and the student 46.42 ("adequate" category), then in the second cycle both increased to 75 (the "good" category). Teachers are more effective in guiding, giving feedback, and managing the class, while students are more active, confident, focused, and able to overcome technical difficulties independently.

Third, students' motivation to learn has also increased significantly. The average

motivation score from 65.25% (the "high" category) in the first cycle increased to 83.09% (the "high is close to very high") in the second cycle. The greatest improvement was seen in the aspects of effort, perseverance, as well as interest and interest in the material, showing that Wordwall media is effective in arousing students' curiosity and enthusiasm for learning.

Fourth, student learning outcomes show the most striking improvement. In the first cycle, only 9 out of 20 students (45%) achieved the Learning Objective Completeness Criteria (KKTP) with an average grade score of 70.5. However, in cycle II, all students (100%) managed to exceed the KKTP with scores ranging from 80–100 and the average class was 84.5. This proves that the use of Wordwall media combined with the right teaching strategy is able to improve students' understanding and learning outcomes optimally.

Bibliography

- Zahra', A. M., & Sofa, A. R. (2024). Upaya Peningkatan Media Wordwall terhadap Motivasi Belajar pada Pelajaran SKI Materi Kisah Teladan Nabi Muhammad SAW Kelas V MI Islamiyyah Kraksaan. *Jurnal Nakula : Pusat Ilmu Pendidikan, Bahasa dan Ilmu Sosial*, 2(6), 360–369. <https://doi.org/10.61132/nakula.v2i6.1378>
- Dewi, Z. K. (2023). Pemilihan media pembelajaran dan implementasinya dalam proses belajar mengajar. *Jurnal Pendidikan YPAIR*, 2(2), 54–62. https://ypair.net/ojsypair/index.php/JP_YPAIR/article/view/15
- Dluha, M. W. S., & Wijaya, D. N. (2024). DAMPAK PENGGUNAAN WEB WORDWALL PADA MINAT DAN AKTIVITAS BELAJAR SISWA DALAM PEMBELAJARAN SEJARAH DI SMA NEGERI 1 MALANG. *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 4(2), 7. <https://doi.org/10.17977/um063v4i2p7>
- Febrianti, F. (2019). EFEKTIVITAS PENGGUNAAN MEDIA GRAFIS DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 667–677. <https://jurnal.untirta.ac.id/index.php/psnp/article/view/5737>
- Islamiati, A. (2024). MEMAHAMI TEORI BEHAVIORISME DALAM MENINGKATKAN PEMBELAJARAN DAN EFEKTIVITAS DI SEKOLAH DASAR PERFEKTIF PENGGUNAAN STIMULUS DAN RESPON. *Attadib: Journal of Elementary Education*, 8(2). <https://doi.org/10.32507/attadib.v8i2.2212>
- Sukma, K. I., & Handayani, T. (2022). PENGARUH PENGGUNAAN MEDIA INTERAKTIF BERBASIS WORDWALL QUIZ TERHADAP HASIL BELAJAR IPA DI SEKOLAH DASAR. *Jurnal Cakrawala Pendas*, 8(4), 1020–1028. <https://doi.org/10.31949/jcp.v8i4.2767>

- Machali, I. (2022). Bagaimana Melakukan Penelitian Tindakan Kelas Bagi Guru? *Indonesian Journal of Action Research*, 1(2), 315–327. <https://doi.org/10.14421/ijar.2022.12-21>
- Nafian, R. K., Widayanti, U. A., & Rahmawati, I. (2024). Penggunaan Media Wordwall Sebagai Evaluasi Pembelajaran IPAS Kelas IV SD Negeri 1 Gumul. *Jurnal Teknologi Pendidikan Dan Pembelajaran | E-ISSN : 3026-6629*, 1(4), 747–750. <https://jurnal.kopusindo.com/index.php/jtpp/article/view/177>
- Prihantoro, A., & Hidayat, F. (2019). Melakukan Penelitian Tindakan Kelas. *Ulumuddin : Jurnal Ilmu-ilmu Keislaman*, 9(1), 49–60. <https://doi.org/10.47200/ulumuddin.v9i1.283>
- Purnamasari, S., Rahmanita, F., Soffiatun, S., Kurniawan, W., Afriliani, F., Purnamasari, S., Rahmanita, F., Soffiatun, S., Kurniawan, W., & Afriliani, F. (2022). BERMAIN BERSAMA PENGETAHUAN PESERTA DIDIK MELALUI MEDIA PEMBELAJARAN BERBASIS GAME ONLINE WORD WALL. *Abdi Laksana : Jurnal Pengabdian Kepada Masyarakat*, 3(1), 70–77. <https://doi.org/10.32493/AL-JPKM.V3I1.17052>
- Rahman, M. F., Rusdi, & Al-Anshori, H. A. (2024). Efektivitas Media Wordwall dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran PAI dan Budi Pekerti. *Borneo Journal of Islamic Education*, 4(2), 147–162. <https://doi.org/10.21093/bjie.v4i2.9222>
- Wahid, A., Keguruan, S. T., Pendidikan, I., & Pinrang, D. (2018). Jurnal Pentingnya Media Pembelajaran Dalam Meningkatkan Prestasi Belajar. *Istiqra` : Jurnal Pendidikan Dan Pemikiran Islam*, 5(2). <https://jurnal.umpar.ac.id/istiqra/article/view/461>
- Waluyo, B. (2021). Media Pembelajaran Dan Strategi Sebagai Penunjang Keberhasilan Pendidikan. *JURNAL MUBTADIIN*, 7(1), 45–63. <https://journal.an-nur.ac.id/index.php/mubtadiin/article/view/52>
- Warsita, B. (2018). STRATEGI PEMBELAJARAN DAN IMPLIKASINYA PADA PENINGKATAN EFEKTIVITAS PEMBELAJARAN. *Jurnal Teknodik*, 064–076. <https://doi.org/10.32550/teknodik.v13i1.440>
- Widiastari, N. G. A. P., & Puspita, R. D. (2024). PENGGUNAAN MEDIA PEMBELAJARAN DIGITAL DALAM MENGEMBANGKAN MOTIVASI BELAJAR SISWA KELAS IV SD INPRES 2 NAMBARU. *ELEMENTARY: Jurnal Inovasi Pendidikan Dasar*, 4(4), 215–222. <https://doi.org/10.51878/elementary.v4i4.3519>