

ENHANCING STUDENT LEARNING OUTCOMES IN CITIZENSHIP EDUCATION THROUGH THE USE OF WORDWALL APPLICATION MEDIA IN ELEMENTARY SCHOOLS

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Abstract: This study uses Wordwall to improve Citizenship Education (PKn) at An Nadzir Integrated Islamic Elementary School. Wordwall lets users create engaging educational games. This study combines classroom action research (CAR) with two planning cycles: execution, observation, and reflection. The survey included 26 Cinangka District Elementary School grade II pupils. Observation, interviews, questionnaires, and learning outcome tests collected data. Students were more motivated and engaged in learning. Student learning outcomes rose from 57% in cycle I to 88% in cycle II. Wordwall also enhances classroom interaction and collaboration. These data indicate that the Wordwall app improves PKn learning. PKn instructors could try Wordwall for interactive learning. This study also suggests training instructors to use educational technology to boost classroom learning.

Keywords: Pancasila Symbols, Wordwall Application Media, Learning Outcomes.

1. INTRODUCTION

National Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To carry out this function, the government organizes a national education system as stated in Law Number 20 of 2003 concerning the National Education System. Regulation of the Minister of National Education No. 22 of 2006 stipulates that the Competency Standards (SK) and Basic Competencies (KD) for Social Studies in Elementary Schools are the minimum standards that students must achieve nationally and become a reference in curriculum development in each educational unit.

Based on the evaluation and initial assessment of the Citizenship Education (PKn) subject, the material of Pancasila Symbols. The evaluation showed that out of 26 students, only 10 got a score > KKM (Minimum Completion Criteria), while the remaining 16 got a score ≤ KKM. So, students who have

not mastered the subject matter are 60%. The KKM for the PKN Subject at SDIT An Nadzir is 75.

Judging from the evaluation results, many students still have not mastered the subject matter and have not achieved the expected learning objectives; the author made improvements to learning to improve maximum student learning outcomes. This improvement activity is done through "Classroom Action Research" (CAR). Raka Joni, Kardiawarman, & Hadisubroto (in Wardhani: 2008) state that CAR aims to improve learning practices with the final target of student learning. With CAR, errors in the learning process will be quickly analyzed and corrected so that these errors will not continue. If errors can be corrected, student learning outcomes are expected to improve.

One of the important things to do is learn about media. Learning media conveys or provides students with information (Nurrita, 2018). Using appropriate and varied learning media according to needs can optimize student learning outcomes (Rusdewanti & Gafur, 2014). Accuracy in applying learning models and media is also a determining factor in success in teaching and learning (Nurhayati Erlis 2020). Using sophisticated smartphones in the learning process can foster students' interest in learning because learning is not only through books (Hasbiyati & Khusnah, 2017). Wordwall is a network-based digital gamification application that provides various game and quiz features that can be used by educators in delivering material evaluations (Khairunnisa, 2021). According to Lesatari (2021), wordwall is useful as a learning resource, media, and assessment tool that is fun for students. This game can be used via a laptop or smartphone. The Wordwall application has images, audio, animations, and interactive games that can interest students.

Based on the problem analysis above, the next step is for the teacher to plan alternative problem-solving. The researcher took several alternative problem-solving tools to improve the learning process, including: (1) Using media tools based on Wordwall Applications to improve student learning outcomes. (2) Motivating students. (3) Classroom management that focuses on active student learning methods. Judging from the subjects and characteristics of the subject matter to be taught, the author takes the priority of problem-solving, namely using Wordwall application media to improve the learning outcomes of grade 2 students in the Citizenship Education Subject, Pancasila Symbols Material at SDIT An Nadzir. How to Improve the Learning Outcomes of Grade 2 Students in Citizenship Education Subjects, Pancasila Symbols Material Using Wordwall Application Media.

2. METHODOLOGY

The researcher's research type is Classroom Action Research (CAR). Suryabrata (1983) in Mahmud & Tedi Priatna (2008:13) stated that action research aims to develop new skills, strategies, or approaches to solving problems with direct application in the world of work or other actual worlds. Classroom Action Research (CAR) has a flow in the form of a cycle or recycling, each of which consists of 4 (four) stages, namely: (1) planning, (2) implementation (action), (3) observation (observation) and (4) reflection (reflection). Location and Time of Research This Classroom Action Research was conducted at SDIT AN NADZIR, located at Kp. Cukang RT. 09/02, Cinangka District, Serang Regency, Banten 42167. in the even semester of the 2023/2024 academic year. Precisely in May 2024.

3. RESULT AND DISCUSSION

Before conducting Classroom Action Research (CAR) by applying the Lecture method and only using Textbooks, the researcher first conducted an initial observation by conducting a pre-cycle to identify problems that existed during the Civics learning process in class II of An Nadzir Integrated Islamic Elementary School, Serang Regency, Banten. Observations were carried out by observing the teacher's teaching, student activity, and learning outcomes for student gymnastics. Initial findings of student learning outcomes in the learning plan can be seen in the table below.

Table 1. Completion of Civics Learning Outcomes Pre-Cycle

FULL NAME	L/P	KKM	Pra Siklus	Completeness	
				Completeness	Not Complete
Adnan Zulfan Aliyafie	L	75	75	☐	
Adzli Azmar Nasrullah	L	75	65		☐
Alika Kayana Arsa	P	75	80	☐	
Alika Ramadhani Siswanto	P	75	70		☐
Arshaka Mada Faizza	L	75	55		☐
Arsyla Hasna Aqilah	P	75	60		☐
Ayu Rismawati	P	75	80	☐	
Azrina Humaira	P	75	85	☐	
Bagus Panji Rahardian	L	75	75	☐	
Dalisha Elvira Maula	P	75	40		☐
Diaraa Elvecca Putri	P	75	65		☐
Elnathan Dominic Nioka	L	75	60		☐
Faiza Nahda Fathulrohman	P	75	70		☐
Fazila Putri Kinara	P	75	80	☐	
Hazmi Mahardika	L	75	60		☐
Maryam Putri Ramdan	P	75	75	☐	

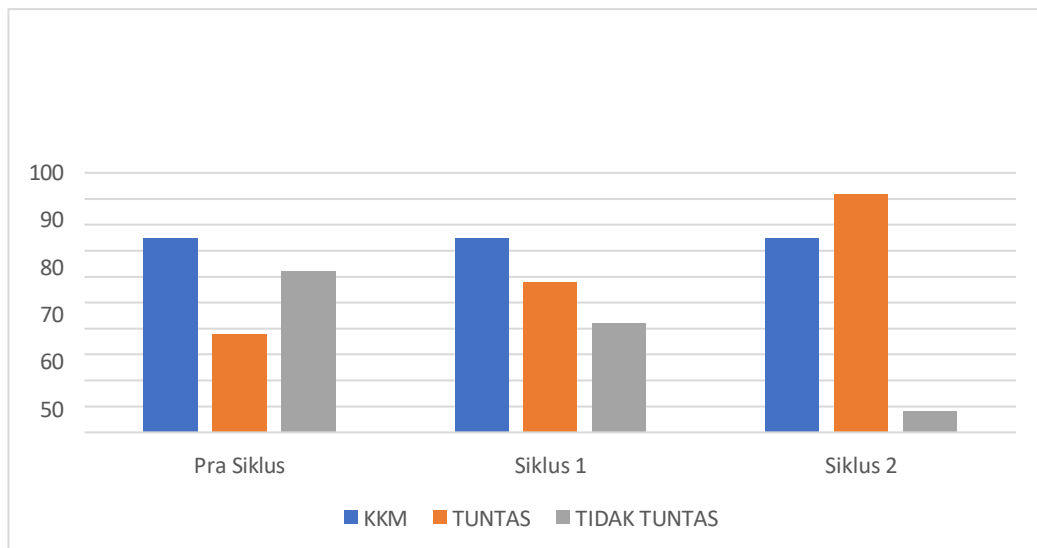
Muhamad Ghoni Kemal	L	75	65		☐
Muhammad Arkhan Naufal Rayyan	L	75	40		☐
Muhammad Azzam Alfarizqi	L	75	65		☐
Muhammad Azzam Arkhan	L	75	55		☐
Muhammad Azzam El Kafie	L	75	75	☐	
Muhammad Ukasyah Al Fatih	L	75	70		☐
Nabil Fayadh Kurniawan	L	75	70		☐
Sabrina Zain Salsabila Fa'iy	P	75	60		☐
Sayyid Abdillah Az Zarkasyi Wijaya	L	75	75	☐	
Tsabitah Azzahra	P	75	80	☐	
Amount			1750	10	16

The student data showed 10 people who obtained a score of 75 and above, with a 38% percentage. These results have not reached the classical learning completion standard, so the researcher will carry out a learning improvement plan before using the Wordwall Application in Civics learning for Class II at the Cinangka Integrated Islamic Elementary School.

Cycle 1 was held on Wednesday, May 8, 2024. Learning in Cycle 1 was carried out in one meeting (2 x 35 minutes). The learning process in cycle 1 tended to be monotonous, and the teacher conveyed more information and less involved students in thinking about learning actively. From the results of the formative test in cycle 1, it turned out that there were more students whose scores were not yet complete. At the same time, students whose scores were complete were only a few. Of the 26 students, 15 got a score of more than 75, and 11 got a score below 75. So the completion percentage was 58%, and the percentage of failure was 42%, with an average class score of 71, with the highest score being 85 and the lowest score being 55.

Cycle II was implemented on Wednesday, May 15, 2024. Learning in cycle II was carried out in one meeting (2 x 35 minutes). In implementing the improvement of learning in cycle II, the teacher used the Wordwall Application. Researchers in cycle II used the Wordwall Application Media and other supporting tools such as textbooks. However, there are still some students whose scores are still below the Minimum Completion Criteria or have not been completed; from the total number of 26 students, there was 1 student who got a score of 60, 1 student who got a score of 70, 9 students who got a score of 80, 7 students who got a score of 85, then 3 students who got a score of 90, and 2 students who got a score of 95, and 3 students who got a score of 100 with a total score of 2205 students then the average class score in cycle 2 is 85. We can also see the results in the diagram below.

Diagram 3. Summary Graph of Learning Outcome Completion for Each Cycle



In the graph above, we can see that in the Pre-Cycle, the percentage of success reached 38% and incomplete 62%; in Cycle I, the percentage of completion changed to 58% and incomplete reached 42%, then in Cycle II, the percentage of completion experienced a significant increase reaching 92% and incomplete only 8%. Thus, the improvement in the cycle above has been successful. Based on the graph above, we can conclude a significant increase in each cycle. Thus, the learning outcomes of students in the improvement cycle have increased, and also success

CONCLUSION

Based on the results of the research that has been conducted on class II students of SDIT An Nadzir, Cinangka District, Serang Regency, it can be concluded that the use of Wordwall Application media can improve student learning outcomes in Citizenship Education (PKn) lessons on the material of Pancasila symbols recognizing the 5 principles along with the meaning of each principle. This is evidenced by the increase in PKn learning outcomes in each cycle. The results of the analysis showed that student learning outcomes had increased. In the Pre-Cycle, it only reached 67; the average value was still below the KKM, so further improvements had to be made; in cycle I, the average value was 71, and in cycle II, the average learning outcomes increased to 85. Thus, in cycle II, this was stopped because the success of student learning outcomes increased

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