Overview of *Wordwall-based* Simulation Games Learning Model To Increase Student Learning Motivation Upon PAI Subjects

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ABSTRACT

This research is inspired by the existence of a traditional learning process in the midst of the development of science and technology, which causes students' enthusiasm to learn to decrease. The learning process is plagued by low learning outcomes, Consequently, the purpose of this research is to present the learning model of simulation games based on Wordwall as a learning medium that can enhance students' motivation to learn. The research method combines quantitative and descriptive techniques. This research was carried at SDN 6 Sindangsuka with 1 class and 30 students in total. This research's data were gathered by observation, interviews, documentation studies, and Likert-scale questionnaires. The measure consists of 15 items whose validity and reliability have been examined. On the basis of the processed data, it was discovered that this Wordwall-based game simulation learning model can generate an engaging learning atmosphere that can enhance student motivation to learn by 81%.

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1. INTRODUCTION

Education is the process of altering a person's or group's behavior and attitude through the teaching process in order to mature humans (Purnomo, 2019). With the development of human abilities and personalities in daily life as a result of education, education becomes an important aspect in the advancement of a nation and state (Ningrum, 2016).

The student's enthusiasm in learning is one factor that actually influences the success of the teaching and learning process (Fitri, Sulidah, Dwisep, & Taufiq, 2022). The desire to learn becomes the motivation behind the development of an activity that results in improvement.

In fact, both the pace of technological advancement and the pace of educational advancement are accelerating (Anugrahana, 2020). As educators, teachers must of

course be prepared for all changes, according to Mukaromah (Khotimah, 2021) The most recent advancements are found in the field of education. In addition to curriculum and facilities, the use of information technology in the learning process is widespread. Learning innovation is a means of enhancing the learning motivation of students. Utilizing a *Wordwall*-based game simulation learning paradigm is one of the numerous strategies to become a creative educator. Learning media are vital because they facilitate the learning process for students (Kuswanto & Radiansah, 2018)

A simulation game/*simulation game* learning model is a model in which participants compete to attain specific objectives while adhering to all applicable rules. (mulyadi, Basuki, & Raharjo, 2021). This learning style has the benefit of allowing students to acquire skills without hurting themselves or others, hence fostering interactive learning, experience, and critical thinking (Ritonga, 2021)

Wordwall learning media is a web program containing interactive quiz-based games with a variety of game kinds that can engage students. This application can thus serve as an engaging medium, instrument, or educational resource. (Shiddiq, 2021)

This can also be emphasized inside Islamic Religious Education classes. Lessons in Islamic Religious Education must be learned by all Muslims, regardless of location. Considering the significance of Islamic Religious Education lessons for students, Islamic Religious Education lessons should be provided correctly with the assistance of suitable learning models and media.

It is hypothesized that a monotonous learning approach has led to a decline in student enthusiasm in learning, as evidenced by the findings of observations. This is evident from the students' conduct, which includes being quickly drowsy, easily bored, preoccupied with paper and pencils, and not listening to the teacher, such that they cannot understand the subject that has been presented.

The results of the interviews with classroom teachers revealed "Student achievement is significantly impacted by low levels of learning motivation. Therefore, there is a need for teachers to innovate the instructional methodology". As a remedy to this issue, it is crucial to develop a novel learning model in an effort to boost student learning motivation. For this reason, researchers are interested in conducting a study on interactive learning models applicable to class VI PAI learning.

The *Wordwall* can be utilized as a technique in the process of learning activities to help students develop a new appreciation for education (Farhaniah, 2021). This research aims to describe a simulation game learning paradigm that enhances student learning motivation.

2. METHODS

Quantitative Research Model

A quantitative research method with a descriptive approach is employed. The quantitative approach is a traditional method based on positivism that is also known as the scientific method because it meets scientific requirements (Sugiyono, 2017).

Descriptive quantitative method is a technique with the purpose of describing or describing the object of study through acquired data or samples (Sugiyono, 2017) The sample consisted of thirty sixth-grade SDN 6 Sindangsuka Cibatu Garut students.

This research use observation and interviews as data collection methods. Observation is utilized to directly observe the *Wordwall*-based game simulation learning model at SDN 6 Sindangsuka Cibatu Garut. In the meantime, interviews were utilized to determine the extent to which the *Wordwall*-based simulation learning model could boost students' motivation to study. The method of data analysis utilized in this study is descriptive analysis.

3. FINDINGS AND DISCUSSION

The research was conducted in SDN 6 Sindangsuka Cibatu Garut, sixth grade. In this research, the effects of deploying a Wordwall-based game simulation model on students' motivation to learn were examined. According to Hamzah, indices of learning motivation measure the following: (Uno, 2019). According to him, markers of learning motivation include the following: (1) there is a desire and want to succeed; (2) there is encouragement and learning demands; (3) there are ideals and hopes; (4) there is appreciation in learning; and (5) there are engaging activities. (6) In learning, the existence of an atmosphere that facilitates student learning.

3.1. Model Of Game Simulation Learning with Wordwall Media For PAI Subjects

The initial step in applying this learning methodology is to construct a Wordwall game. In this initial phase, the following procedures are carried out:

1. Open the website *Wordwall* (*Wordwall*.net/*Wordwall* | Create better lessons quicker) and a similar display will emerge :

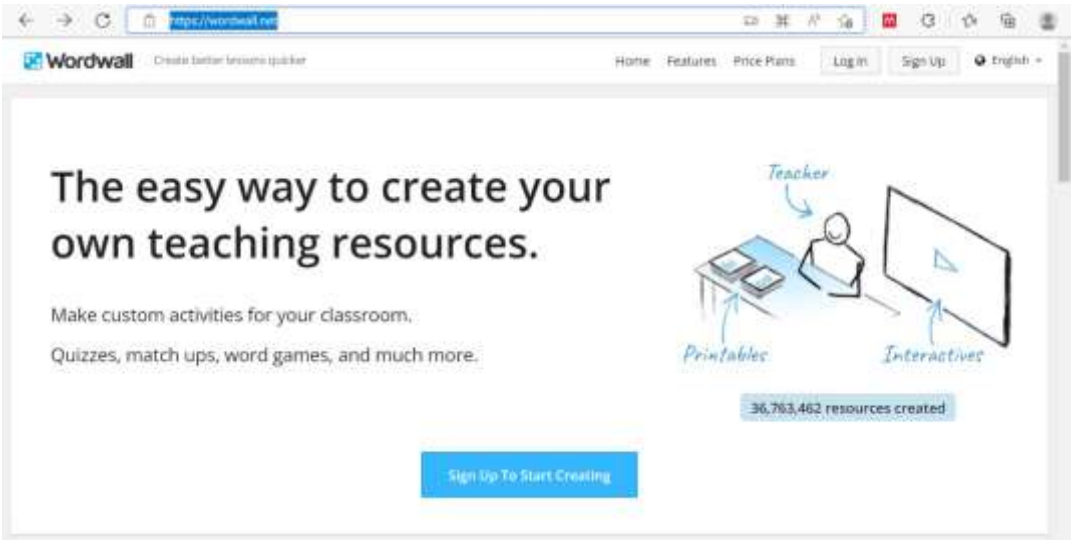

Figure 1. Image Of Wordwall's Firs Page

2. Then Click Sign Up

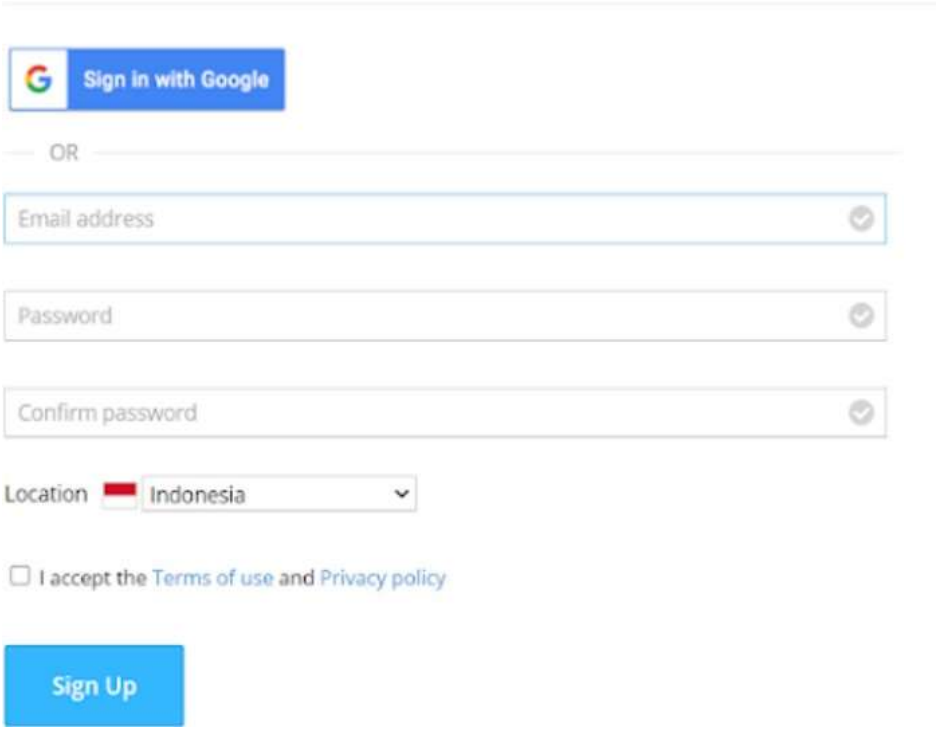

Figure 2. Worswall Sign Up Visual Presentation

3. After that, select the used Gmail account.

4. After signing in with your Gmail account, click Create Your First Activity

Figure 3. Observe the Create a Wordwall

Now!

5. Then, you can select from a variety of available quizzes to suit the needs.

6. This research utilizes the game Maze Case.

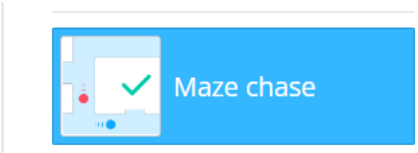

Figure 4. Display One of the Wordwall Game's Features

7. Following a press, it will appear as shown!

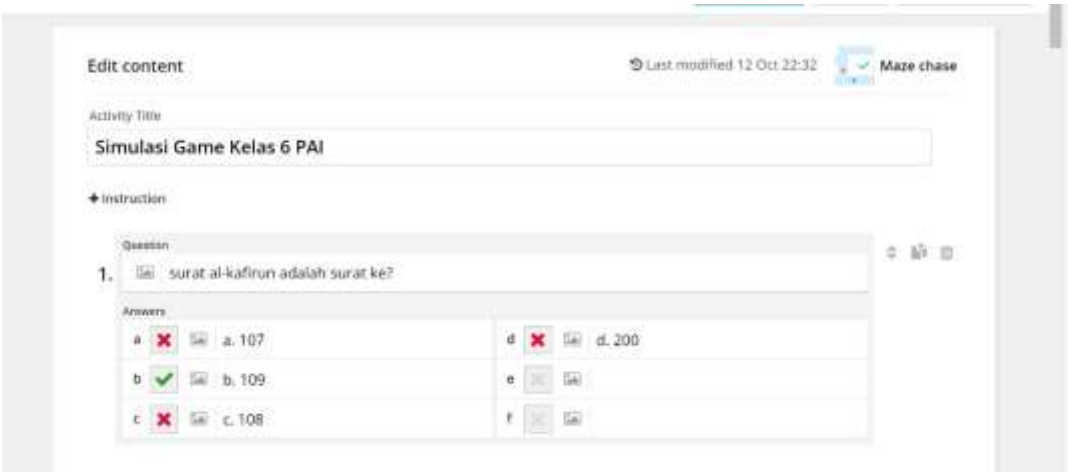

Figure 5. The initial view upon selecting the maze case game option

To add a question, put in the title, and the question will be tailored to the course topic. Add a Question

8. Select Done as the final option if we are finished.

Figure 6. Wordwall last step view

9. Then, after completion, you can try it. Here is the display that comes when you're finished; to dismiss it, click Done.

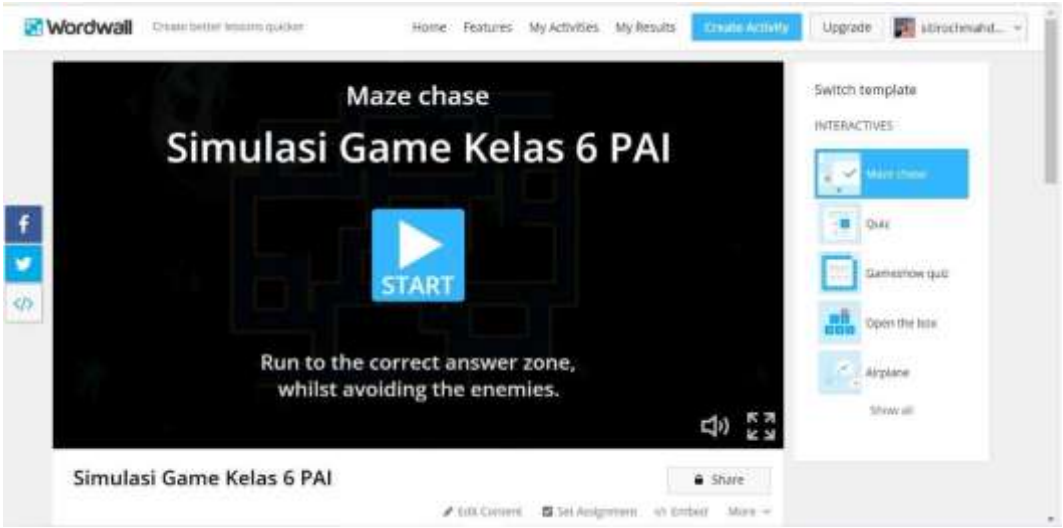

Figure 7. how the Wordwall looks once its design is complete

10. When complete, click Share and a Public option will appear (may be forwarded to other teachers or can be viewed by anyone) or click Set Assignment (to students as an exercise or evaluation).

The following are the outcomes of developing a worwall application for a game simulation model using Wordwall media on PAI topics:

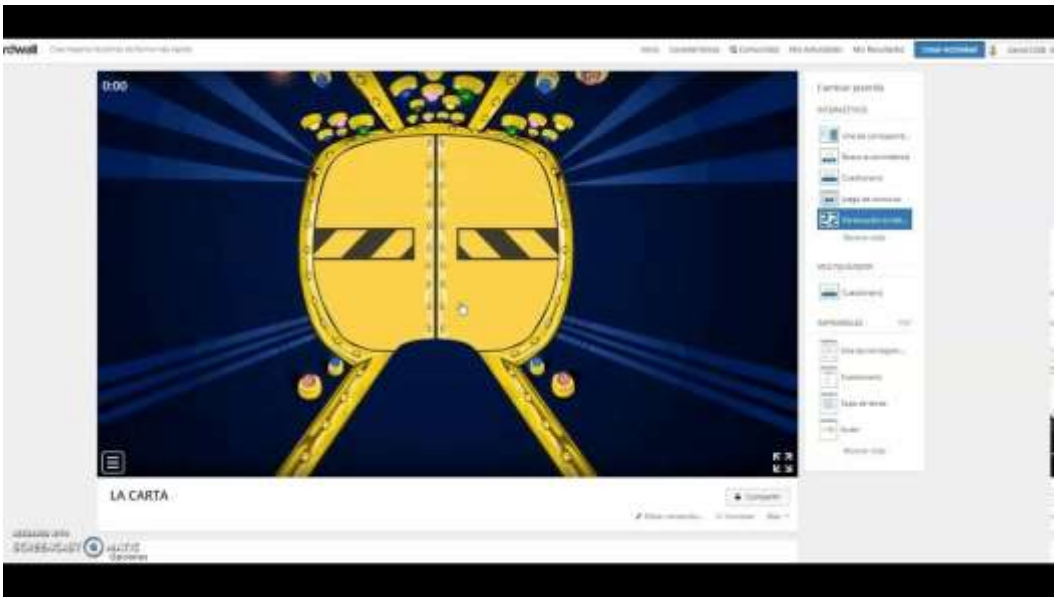

Figure 8. A ready-to-use example of a Wordwall feature (maze case)

Figure 9. Maze case Display When Its Try

The learning scenarios that can be implemented with *Wordwall* based on the results of the interview with Mr. Fadly Firmansyah, S.Pd are as follows :

No	Learning stages	Description of teacher and student activities
1.	Introduction	1. Before beginning instructional activities, the teacher greets, asks, and prays with the students. 2. Teacher executes classroom conditioning 3. The teacher provides a brief illustration related to the upcoming content. 4. Before delivering study material, the teacher communicates the learning objectives and inspires the students.
2	Core activities	1. The teacher activates the "The Beauty of Mutual Respect"-related game function within the *Wordwall* program (grade 6) 2. The teacher demonstrates how to utilize the *Wordwall* application to the students (the laptop is already connected to the focus) 3. Students attend to the teacher's explanation. 4. The teacher asks students to answer with the *Wordwall* application game. 5. The teacher gives students the opportunity to take turns playing. 6. Students who have not reached the conclusion are given the option to locate the answer and then attempt the task again after everything has been completed.. 7. The teacher displays the score and the remaining time on the quiz. 8. The teacher delivers verbal awards to students who complete the task successfully and provides inspiration to continue learning to those who do not.

	Closing	1. The teacher concludes the learning process by providing students with conclusions regarding the "The Beauty of Mutual Respect" subject. 2. The teacher provides a basic evaluation or reflection of the completed exercises. 3. The teacher provides useful comments on the learning process and outcomes. 4. The teacher concludes class by reading hamdalah, praying, and greeting the students.

3.2 Restatement of the Description of the Wordwall-Based Game Simulation Learning Model to Enhance Students' Learning Motivation in PAI Subjects.

According to Uno, learning motivation is primarily an encouragement that comes from either inside or outside the student, typically shown by the following table of signs:

Table 1. Reiteration of the Description of the Wordwall-Based Game Simulation Learning Model on Students' Learning Motivation in Islamic Education Subjects in accordance with the Indicators (Uno, 2019)

NO	ASPEK	FREKUENSI	PRESENTASE	KATEGORI
1	The existence of a desire and desire to succeed	30	84	Good
2	The existence of encouragement and need to learn	30	79	Good
3	The existence of ideals and hopes for the future	30	79	Good
4	There is a sense of confidence in facing challenges	30	85	Excellent
5	The existence of a sense of pleasure in something	30	79	Good
6	The Existence of a Conducive Learning Environment	30	78	Good
7	The existence of activities that dance in learning	30	86	Excellent
8	The existence of a two-way interaction	30	79	Good
9	The existence of Verbal recognition	30	87	Excellent

AVERAGE PRESENTATION	81.3%	**Good**

Based on Table 1. The findings of the research demonstrated that the learning model of the Wordwall-based game simulation at SDN 6 Sindangsuka Cibatu Garut was based on the results of a questionnaire consisting of eight aspects of learning motivation indicators. The total score for the 30 respondents was 1.105, which corresponds to an 81.3 percent classification as good.

3.3 Wordwall-Based Game Simulation Learning Model for Increasing Students' Motivation to Learn

Based on the results of the questionnaire, the results of the study addressing the description of the Wordwall-based game simulation learning model are presented as numerous indicators of learning motivation:

Frequency Distribution of Desire And Desire To Succeed

Table 2. Distribution of Desire and Desire to Succeed by Frequency

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	0	0%
2	Disagree	3	10%
3	Hesitate	3	10%
4	Agree	9	30%
5	Totally Agree	15	50%
SUM		30	100%
PERCENTAGE		**84%**	

According to Table 2. the use of a Wordwall-based game simulation model can result in a desire and want to succeed. Indicators are used to evaluate assessment criteria : I must study in order to achieve high marks, and I must study in order to be prepared for the exam. 50% of respondents indicated that they strongly agree with the statement, while 10% disagreed. The average percentage of excellent ratings for these aspects is 84%. Therefore, this medium can boost learning motivation by raising the desire and motivation to succeed.

Distribution of Encouragement and Learning Requirements

Tabel 1. Distribution of Encouragement and Learning Requirements

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	1	3%
2	Disagree	4	13%
3	Hesitate	2	7%
4	Agree	11	37%
5	Totally Agree	12	40%
SUM		30	100%
PERCENTAGE		**79%**	

According to the table 3. adopting a Wordwall-based game simulation model can result in a desire and a want to learn. Indicators are used to quantify evaluation criteria : I must pay attention to the teacher in order to comprehend, and I must study in order to avoid feeling ashamed. 40% of respondents strongly agreed with the statement, while 3% strongly disagreed with it. The average percentage of these features classified as good is 79%. Therefore, this media can improve the urge to learn, which generates encouragement and the need for learning.

Distribution of Future Dreams and Expectations

Tabel 2. Distribution of Future Dreams and Expectations

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	0	0%
2	Disagree	4	13%
3	Hesitate	8	27%
4	Agree	3	10%
5	Totally Agree	15	50%
SUM		30	100%
PERCENTAGE		**79%**	

According to the table 4. The results of applying a Wordwall based game simulation model can lead to ideas and hopes, as shown in the table. Indicators are used to quantify evaluation criteria : I must study to avoid being punished; I study effectively to achieve my goals. 50% of respondents expressed strong agreement with the statement, while 13% disagreed. The average percentage of these features classified as good is 79%. As a result, this medium can improve learning motivation, as well as future goals and aspirations.

Distribution of Occurrences There is Confidence in Confronting Obstacles

Tabel 3. Distribution of Occurrences There is Confidence in Confronting Obstacles

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	0	0%
2	Disagree	3	10%
3	Hesitate	4	13%
4	Agree	5	17%
5	Totally Agree	18	60%
SUM		30%	100%
PERCENTAGE		**85%**	

According to the table 5. employing a Wordwall-based game simulation model helps instill a sense of confidence when overcoming obstacles. Indicators are used to quantify evaluation criteria : I want to be an amazing student so that I can become the class champion; therefore, I must work really hard in order to become intelligent and useful. 60% of respondents expressed great agreement with the statement, while 10% disagreed. The average percentage of these aspects in the very good category is 85 percent. Therefore, this media can improve learning motivation, which fosters a sense of self-assurance when confronting obstacles.

Distribution of the Frequency of Feeling Happy About Something

Tabel 4. Distribution of the Frequency of Feeling Happy About Something

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	1	3%
2	Disagree	5	17%
3	Hesitate	4	13%
4	Agree	4	13%
5	Totally Agree	16	53%
SUM		30	100%
PERCENTAGE		**79%**	

According to the table 6. adopting a *Wordwall*-based game simulation model can result in a pleasant feeling towards something. Indicators are used to quantify evaluation criteria : I feel happy When I am able to solve a challenging problem, I enjoy learning PAI. 53% of respondents strongly agreed with the statement, while 3% strongly disagreed with it. The average percentage of positive ratings for these characteristics is 79%. Therefore, this media can boost learning motivation, such that students are happier while studying.

Distribution of Frequencies of Conducive Learning Environment

Tabel 5. ***Distribution of Frequencies of*** *Conducive* ***Learning Environment***

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	1	3%
2	Disagree	4	13%
3	Hesitate	6	20%
4	Agree	5	17%
5	Totally Agree	14	47%
	SUM	30	100%
	PERCENTAGE	**78%**	

According to the table 7. the application of a *Wordwall*-based game simulation model can foster a suitable learning environment. Indicators are used to evaluate assessment criteria: I am able to study in peace at school, as there is no disorder present. 47% of respondents strongly agreed with the statement, while 3% strongly disagreed with it. The average percentage of these features classified as good is 78%. Consequently, this medium can improve learning motivation, namely the presence of a favourable atmosphere for learning.

Frequency Distribution of Interesting Learning Activities

Tabel 6. Frequency Distribution of Interesting Learning Activities

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	1	3%
2	Disagree	1	3%
3	Hesitate	4	13%
4	Agree	6	20%
5	Totally Agree	18	60%
	SUM	30	100%
	PERCENTAGE	**86%**	

According to the Tabel 8. adopting a *Wordwall*-based game simulation model can lead to engaging learning activities. Indicators are used to quantify evaluation criteria : Due to the teacher's use of games to explain the information, I am not bored when studying. 60% of respondents expressed strong agreement with the statement, while 3% expressed strong disagreement. The average score for these elements is 86% with a rating of excellent. Therefore, this medium can improve learning motivation by providing engaging activities that prevent youngsters from becoming bored.

Distribution of Interaction Frequencies in Both Directions

Tabel 7. Distribution of Interaction Frequencies in Both Directions

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	1	3%
2	Disagree	3	10%
3	Hesitate	6	20%
4	Agree	7	23%
5	Totally Agree	13	43%
	SUM	30	100%
	PERCENTAGE	**79%**	

According to the table 9. The results of using a *Wordwall*-based game simulation model can contribute to a two-way interaction, as indicated by the table. Indicators are used to evaluate the assessment criteria; my teacher and I speak frequently. 43% of respondents strongly agreed with the statement, while 3% strongly disagreed with it. The average percentage of these features classified as good is 79%. Therefore, this medium can improve learning motivation, particularly when both partners are involved.

Distribution of Verbal Reward Frequencies

Tabel 8. Distribution of Verbal Reward Frequencies

NO	CATEGORY	SUM	PERCENTAGE
1	Strongly disagree	0	0%
2	Disagree	1	3%
3	Hesitate	5	17%
4	Agree	7	23%
5	Totally Agree	17	57%
	SUM	30	100%
	PERCENTAGE	**79%**	

According to the table 10. The outcomes of applying a Wordwall-based game simulation model can lead to verbal awards, as shown in the table. Indicators are used to measure the assessment criteria: my teacher always gives me praise when I accomplish something. 57% of respondents expressed strong agreement with the statement, while 3% disagreed. The average percentage of these features classified as good is 79%. Thus, this media can improve learning motivation, namely through spoken instruction.

4. CONCLUSION

Based on the outcomes of data processing and descriptive analysis pertaining to the *Wordwall*-based game simulation learning model at SDN 6 Sindangsuka Cibatu Garut, the following findings were drawn:

1. A *Wordwall*-based game simulation learning paradigm can be utilized as an alternative to enhance students' learning motivation.
2. The simulation game learning model achieved an 84% learning motivation rate, which can contribute to a desire and drive to succeed, based on the findings of the calculations, 79% are able to generate motivation and learning demands, and 79% can generate future goals and aspirations., 85% can produce a sense of confidence in overcoming obstacles, 79% can provide a sense of enjoyment towards something, and 78% can establish a favorable learning atmosphere., 87% can lead to vocal appreciation, 86% can lead to engaging learning activities, and 79% can lead to two-way contact. The average percentage of these results classified as good is 81.3%.
3. The word wall-based game simulation learning approach offers learning conveniences such as : (1) give students exposure to experiences, (2) encourage critical thinking in students, (3) provides characteristics that excite and inspire children.

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