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Improving Students' Learning Interest Through Word Wall Net Media In State Children's Paud In The 2024/2025 Academic Year

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Abstract

The purpose of this study was to increase student learning interest through word wall media in early childhood education in Jambianom Hamlet, Medana Village. With class action research methods and data analysis techniques Milles and Hubberman using 4 stages namely planning, action, observation and reflection.The results of the research on increasing children's interest in learning from pr-cycle, cycle I to cycle II show a change or increase in children's interest in learning using word wall net media. This is a form of results and evidence that there is a positive impact resulting from learning by using word wall net media because at the pre-cycle meeting of children's learning interest there were only 21% of children with Completed criteria, and 79% of children in the criteria Not Completed. Then in cycle I there was an increase in the ability of children's interest in learning increased by 31.6%, so that the ability of children's interest in learning in cycle I was completed by 52.6%, and stated that it was not completed by 47.4%. While in cycle II there was another increase of 31.6% so that the increase in children's interest in learning in cycle II was 84.2%, because in cycle II the ability of children's interest in learning had reached the classical criteria, the increase in children's interest in learning was sufficient until cycle II.

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1. INTRODUCTION

Education is a process of interaction between teachers and students to achieve educational goals, taking place within a specific environment. It can also be defined as the transfer of knowledge, attitudes, and habits between teachers and students, typically occurring in a specific setting. Learning can be conducted in accordance with the Indonesian curriculum. Effective learning can typically be seen from the classroom atmosphere and the interactions between teachers and students (Nugrahini & Margunani, 2023).

Teachers play a crucial role in selecting appropriate learning tools. Commonly used learning tools include the Lesson Plan (RPP), Syllabus, Annual Program (Prota), Semester Program (Promes), curriculum, learning media, and other learning tools. After selecting the appropriate learning tools, teachers must be varied and innovative in selecting learning media, so that students can easily understand and comprehend the material delivered by the teacher. In reality, many teachers still use less innovative learning media, which makes learning less effective. This is in line with research conducted by Pratiwi in (Wahid et al., 2018) that less than optimal and effective learning tools will result in students becoming bored and lazy to learn.

Feelings of boredom and laziness felt for too long by students can eventually lead to a loss of motivation and a lack of active learning, leading to a lack of independent knowledge construction. This is thought to negatively impact student learning outcomes. This aligns with the opinion expressed by (Elvira Utami et al., 2022) that motivation and interest in learning are factors that influence learning outcomes because they foster a drive to make changes. Therefore, strong motivation and interest will positively impact student learning outcomes, and a lack of motivation and interest will negatively impact student learning outcomes.

Interest itself can arise from external attractions and also come from the heart. "A strong interest in something is a significant asset for achieving that desired goal. So, interest is not only a feeling of liking that arises within the individual, but can also arise from interactions with others," Dalyono in (Sulistiarti, 2018). Another opinion states that interest is a feeling of preference and attachment to something or an activity, without being told to do so by anyone (Suyanto, 2005).

One of the media that can be used to increase children's interest in learning and to support an innovative and more varied learning process is *Wordwall* (Dotutinggi et al., 2023). This media is a media in the form of *Platform* which has many variations of games including quizzes, random cards *crossword* and so on. Media *Wordwall* can be in the form of written core learning concepts with additional images, diagrams, or real objects with a size that students can read clearly from all distances and positions of students in the class (Dotutinggi et al., 2023)

Wordwall is a learning medium that can be accessed for free. This medium can be designed to enhance learning activities, both in groups and individually, ultimately engaging students more actively during the learning process. *Wordwall* It is hoped that it can improve students' understanding of the material without having to always depend on books or explanations given by teachers (Hasanah & Gudnanto, 2023) and*Wordwall* can be used to see the development of students' abilities

2. MATERIALS AND METHODS

The research method used in this research is Classroom Action Research (*Classroom Action Research*) Collaborative, classroom action research is part of action research, according to (Nada, 2020), "Based on the objectives of action research, PTK is a part of action research with specific objectives related to the class".

According to (Arikunto, 2008) *Classroom Action Research* (CAR), which is a research activity conducted in class. Because there are three words that form this definition, there are three definitions that can be explained.

The research location is at PAUD Anak Negeri with data collection techniques in the form of observation, interviews and documentation. This research model uses the Kemmis and Mc Taggart Design with practical steps for implementing classroom action research (CAR) so that it can be explained clearly and easily understood. Classroom Action Research is focused on four main parts, namely (1) planning (*planning*), (2) implementation (*acting*), (3) observation (*observing*), and (4) reflection (*reflecting*). This activity is called the problem-solving cycle. If one cycle does not show signs of change toward improvement (increased quality), the research activity continues to the second cycle, and so on until the researcher is satisfied. (Arikunto, 2015)

The technique for analyzing individual mastery data uses the following formula: (Ratnawulan, 2013) Individual learning mastery

Individual learning completion is calculated using the following descriptive data analysis:

$$N = \frac{SP}{SMI} \times 100$$

N : Mark

SP : Score Obtained
SMI : Ideal Maximum Score

a) Classical learning completion

Sapitri (Hamdar et al., 2020) explains that the percentage of average achievement of children's abilities classically or comprehensively in one class is as follows:

$$KB = \times 100\%$$

Rating description:
KB: Classical Learning Completion
NS : Number of Students Who Completed
N : Total Number of Students

3. RESULTS

During the research, the researcher carried out the learning process starting from the initial activities, namely preparing the media used, varying the learning in the form of word wall net media before entering the core activities so that children do not get bored and tired easily. Conveying about the activities that will be carried out also introduces the word wall net media or learning to use *the* projector media that will be used during the action. After that, the core activities contain activities with children and researchers, namely the researcher asks the children to get to know the word wall net media first with the teacher showing the word wall net media in sequence after which the children are assigned to come forward one by one according to the order of the word wall net media that has been prepared in front, then after finishing preparing the researcher also asks the children to mention the symbols of numbers, letters and their functions that the researcher shows either in sequence or randomly with the media that has been provided by the researcher before starting the activities on that day. During the final activity, the researcher carries out activities, sings songs then asks the children how they feel during the activity, asks again about the learning that has been done previously, recites short surahs and daily prayers together after which the researcher closes the activity with a prayer together.

The results obtained in the implementation of the action in cycle I, when compared, show that there has been an increase, but has not yet reached the target that is the reference for researchers, so that further *action* is needed in cycle II, this is because in the implementation of cycle I there are several obstacles faced so that corrective action is needed in cycle II so that the success indicators expected by researchers can be achieved. The obstacles faced in the implementation of cycle I are, children feel quite bored with the activities carried out, and also when the initial action in cycle I, many children still play with their friends and are not too focused on listening to the teacher and the time used is also quite limited so that researchers need to make improvements in cycle II.

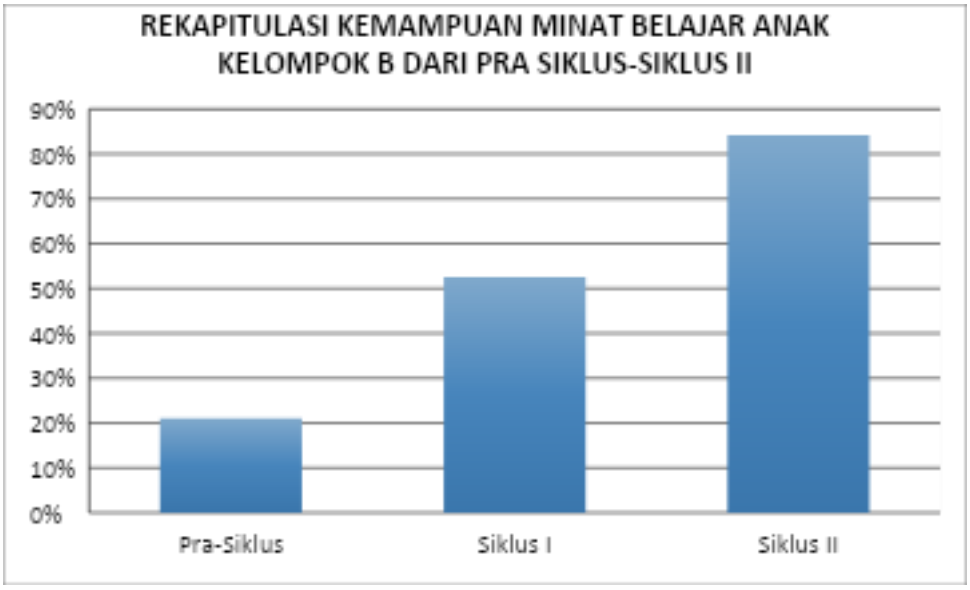
Table 01. Recapitulation of Initial Mathematical Abilities of Group B Children in Pre-Cycle, Cycle I, and Cycle II.

Cycle	Classical Completion	Rate-Rata
Pre-Cycle	21%	56,9
Cycle I	52,6%	67,9
Cycle II	84,2%	77,5

Based on the table above, it can be seen that during the observation in increasing children's interest in learning in the pre-cycle it is still not good. This can be proven in the table above about the achievement of children's success in the pre-cycle, namely only 21% of children whose learning

interest is complete. Seen from these data, the researcher made efforts or actions in cycle I because children's interest in learning has not reached the criteria that have been determined by the researcher, then in cycle I children's interest in learning increased by 31.6% so that children's interest in learning in cycle I was 52.6% but this still has not reached the criteria for completeness that the researcher determined, then cycle II was carried out because children's completeness has not reached the criteria, after carrying out cycle II Children's interest in learning increased by 31.6%, so that in cycle II children's interest in learning was 84.2%, and has reached the criteria for completeness that the researcher has determined.

Figure 01. Graph of the Development of Learning Interest of Children in Group B from Pre-Cycle to Cycle II



Based on the results of research and observations conducted starting from the Pre-cycle, cycle I to cycle II, there are changes or increases in children's interest in learning using word wall net media. This is a form of result and evidence that there is a positive impact resulting from learning using word wall net media because at the pre-cycle meeting, children's interest in learning was only 21% of children with the Completed criteria, and 79% of children in the Not Completed criteria.

Then in cycle I there was an increase in children's learning interest abilities, increasing by 31.6%, so that children's learning interest abilities in cycle I were Completed by 52.6%, and were declared Incomplete by 47.4%.

Meanwhile, in cycle II there was another increase of 31.6% so that the increase in children's interest in learning in cycle II was 84.2%, because in cycle II the children's interest in learning had reached the classical criteria, so the increase in children's interest in learning was sufficient until cycle II.

So, from the results of this research and observation, it was found that:

1. The use of word wall net media in learning activities, especially to increase children's interest in learning, can create a fun learning atmosphere and actually makes children much more focused and is able to improve children's interest in learning for the better.
2. The word wall net media is effective in increasing children's interest in learning. This can be seen in the percentage of progress in each cycle, which increases significantly after corrective actions are implemented.

From this, we can understand together that learning activities that are fun for children are very important to do, and the use of media and appropriate steps in the delivery is also a process that must be done so that children understand the material and are interested in listening to each lesson conducted. In line with this, Slameto (2015: 180) argues that the most effective way to arouse interest in a new object is to utilize students' existing interests. For example, students are interested in car racing. Before teaching acceleration of motion, the teacher can attract students' attention by telling a little about the car race that just took place, then gradually directed to the actual learning material.

In addition to leveraging existing interests, Tanner & Tanner (Karim, 2018) suggest that teachers also strive to foster new interests in students. This can be achieved by providing students with information about the relationship between upcoming teaching materials and previous teaching materials, outlining their future uses. Rooijakkers (Dehi, 2023) argues that this can also be achieved by linking teaching materials to sensational news stories that most students already know. Students, for example, will pay attention to a lesson on gravity if it is linked to the event of the first humans landing on the moon.

If the above efforts are unsuccessful, teachers can use incentives to achieve their teaching goals. Incentives are tools used to persuade someone to do something they don't want to do or don't do well. It's hoped that providing incentives will boost student motivation and perhaps spark interest in the material being taught.

Experimental studies show that students who are regularly and systematically rewarded for good work or for improvements in the quality of their work tend to perform better than students who are scolded or criticized for poor work or lack of progress. Punishing students for poor performance has not been shown to be effective, and even overly strong and frequent punishments can actually hinder learning. However, mild punishment is better than no attention at all. Teachers should be judicious in using incentives. Any incentives used should be tailored to the individual student.

4. CONCLUSION

The increase in children's interest in learning from the Pre-cycle, cycle I to cycle II shows a change or increase in children's interest in learning using word wall net media. This is a form of result and evidence that there is a positive impact resulting from learning using word wall net media because at the pre-cycle meeting of children's interest in learning there were only 21% of children with the criteria of Complete, and 79% of children in the criteria of Not Complete. Then in cycle I there was an increase in children's initial mathematical abilities increasing by 31.6%, so that children's initial mathematical abilities in cycle I were Complete by 52.6%, and stated Not Complete by 47.4%.

Meanwhile, in cycle II there was another increase of 31.6% so that the increase in children's interest in learning in cycle II was 84.2%, because in cycle II the children's interest in learning had reached the classical criteria, so the increase in children's interest in learning was sufficient until cycle II.

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