


The Effect of Using Wordwall-Based Interactive Learning Media in Increasing Students' Learning Motivation at SMP Negeri 4 Dompu

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Article Info	Abstract
<p>Article history: Accepted: 18 December 2025 Publish: 27 December 2025</p> <hr/> <p>Keywords: Interactive learning media, Wordwall, learning motivation, quasi-experiment, junior high school students</p>	<p><i>This study aims to determine the effect of using interactive learning media based on wordwall in increasing the learning motivation of junior high school students. This type of research is a quasi-experimental (non-equivalent control group design) with a quantitative approach. The population is all 30 students in grade VII. The sample used is grade VII students consisting of two classes, namely class VII A as an experimental class consisting of 15 people and class VII B as a control class consisting of 15 people. The sampling technique uses saturated sampling. The data collection techniques consist of questionnaires, observation and documentation. As well as data analysis using prerequisite tests namely normality test, homogeneity test, and hypothesis test (t test). Data were obtained through pretest and posttest questionnaires. Based on the results of the study, it was obtained that student learning motivation in the experimental class after the use of wordwall media was 14 students or 94% who had very high motivation criteria and 1 student or 6% who had high motivation criteria. Meanwhile, in the control class that used picture media, there were 5 students or 33% who had very high motivation criteria and 10 students or 67% who had high motivation criteria. After that, the average value of the pretest questionnaire in the experimental class was 69.47 and the control class was 59.73. While the results of the posttest questionnaire showed an average of 89.73 for the experimental class and 80.40 for the control class. Based on the results of the posttest questionnaire in the experimental and control classes, it can be seen that the value of the experimental class questionnaire is greater than the value of the questionnaire in the control class, namely $89.73 > 80.40$. So it can be concluded that the use of interactive learning media based on wordwall is more effective in increasing student learning motivation and can be shown from the results of the t-test which obtained a significance value of $0.000 < 0.05$ which means H_a is accepted and H_o is rejected.</i></p> <hr/> <p><i>This is an open access article under the Creative Commons Attribution-Share Alike 4.0 International License.</i></p>
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1. INTRODUCTION

Education is an effort to improve and develop human personality both physically and spiritually (Agus et al., 2021). Education is crucial for improving a person's quality and integrity. Education is also a consciously planned and implemented effort to achieve teaching and learning activities and a learning environment that allows students to actively develop their potential (Andrianiet al.,2019). This aims to ensure that students have spiritual, religious strength, intelligence, noble morals, personality, self-control, and the skills needed by themselves, the state, and the nation (Nahdiyah et al.,2024). Thus, individuals have the opportunity to acquire knowledge and skills to improve their lives and make a positive contribution to overall development (Arifin, 2020).

Improving the quality of a nation depends heavily on the quality of its education system (Kurniawati, 2022). The way the education system operates influences the quality of education.

Therefore, it is important to understand that the quality of education is greatly influenced by the quality of teachers in understanding the material (Arsyad, 2014), and the quality of learning methods and media (Isrokatun, 2019).*et al.*, 2021). The learning process is a process of transforming information, both scientific knowledge (Arikunto, 2019) and learning materials delivered by teachers (Awalyah, 2024) or other sources to students or other information recipients through certain tools or media (Sawitri, 2019). *et al.*, 2019).

Learning media are anything, such as tools, environments, and all forms of activities designed to increase knowledge, change attitudes, or instill skills in anyone who uses them (Arsyad, 2014). In today's digital era, the development of information technology has had a significant impact on learning methods. According to Sadikin & Hakim (2019), technological advances can help students obtain information widely. Therefore, teachers must master, innovate, be creative, and utilize existing technological developments to apply them in the learning process (Daryanto, 2013). The use of learning media by teachers must be interactive and creative (Dimiyati & Mudjiono, 2009). Learning media that involve students or interactive media in learning will attract student interest and make it easier for teachers to convey material (Nurfadhillah, 2019). *et al.*, 2021).

Learning motivation is a key factor in achieving educational success, especially at the junior high school level (Erwan & Dyath, 2018). Learning motivation is the drive to make behavioral changes as a result of an individual's experiences interacting with their environment in the learning process, which consists of cognitive, affective, and psychomotor aspects (Octavia, 2020). Learning motivation also conveys and arouses a child's interest and enthusiasm in learning and can help guide attitudes or behaviors taken to achieve a goal (Wahidin, 2019).

However, in reality, many students still have low learning motivation (Hamka, 2018). Factors such as monotonous learning methods, uninteresting media, and minimal interactivity in the teaching and learning process are often the causes of low student motivation (Hamalik, 2017). Therefore, teachers in the learning process must motivate students, stimulate them, and develop their creative ideas to achieve the desired goals (Hisbullah, 2018).

Based on the results of observations conducted at SMP Negeri 4 Dompu on October 16, 2025, it was found that in teaching and learning activities, especially in social studies, students were found to be unenthusiastic in learning, often feeling bored, and lazy to learn. In addition, students preferred being outside the classroom rather than in the classroom, and appeared passive and did not pay attention to the teacher's explanation. This was because teachers were more dominant in using textbooks and still used real media and student worksheets as teaching materials. Teachers had obstacles in using and implementing technology as a learning medium and did not maximize the use of media in learning.

The methods used by teachers do not have a variety of methods, only monotonous lecture and discussion methods, and the use of varied learning media. From the results of observations of 15 students of class VII A at SMP Negeri 4 Dompu, as many as 10 students, or 66.6% have student learning outcomes below the KKTP (Criteria for Achieving Learning Objectives), and only 5 students, or 33.4% have learning outcomes above the KKTP (Criteria for Achieving Learning Objectives). This is proven by the results of students' mid-semester tests in the subject of Social Studies.

The efforts that teachers must make to increase students' learning motivation are by using interactive media based on Wordwall (Khairunnisa, 2021). Wordwall is one of the effective media in learning. Wordwall is a web-based digital application that can help teachers in designing learning and providing interesting and interactive learning resources for students (Nenohai *et al.*, 2021). In addition, *Wordwall* also provides various games. An educational tool that aims to be a fun assessment and evaluation tool for students (Kurniawati, 2022). It is also easy for students to use and can be accessed via gadgets or laptops (Lestari, 2021).

2. RESEARCH METHODS

Based on this research, the type of research used is quantitative research with an experimental method. The research design used in this research nonequivalent *control pretest-posttest design*. Sugiyono in Habibah (2023) explains that in this design, the objects are not selected randomly; this study uses two groups that receive different treatments using existing classes, or are not selected randomly.

A population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied, and then conclusions are drawn. The population taken in this study was all 30 seventh-grade students of SMP Negeri 4 Dompu, consisting of classes A and B.

The sample in this study was all seventh-grade students, consisting of two classes, namely class VII A (Experimental), consisting of 15 students, and class VII B (Control), consisting of 15 students. The data collection techniques used include observation, documentation, and questionnaires. Observation is used to directly observe teacher activities when using learning media. Wordwall documentation was used to collect data on learning activities, school profiles, and student and teacher data at SMP Negeri 4 Dompu. The questionnaire used consisted of 10 statements to be filled out by students to measure their learning motivation.

The data obtained was then analyzed using statistical analysis techniques, which began with a normality test to find out the distribution of data, and a homogeneity test to test the equality of variance between groups. After both assumptions are met, the t-test is used to find out significant differences between two groups of data, in accordance with the research objectives.

3. RESULTS AND DISCUSSION

The results of this study show a description of the influence of the use of interactive learning media based on WordWall in increasing the motivation to learn social studies of class VII students at SMP Negeri 4 Dompu. The results of the study were known after conducting an inferential analysis test, which showed the results of the normality test using the method of *Wilk*. shows that the data value pretest the control class obtained a significance level of 0.350, and the control class obtained a significance level of 0.454. Meanwhile, the pretest data for the experimental class obtained a significance level of 0.451, and the posttest data for the experimental class obtained a significance level of 0.508. The results of both the experimental and control class data were greater than 0.05, meaning the data were normally distributed. Homogeneity test between the experimental and control classes Pré-test and post-test with the sig value obtained from the data pre-test based on mean which is 0.574, and the post-test data based on the mean is 0.840 or greater than 0.05; it can be concluded that the variances of the two classes are homogeneous.

This study aims to determine the effect of using interactive learning media based on WordWall in increasing the learning motivation of junior high school students. Based on the research results, it was found that the learning motivation of students in the experimental class was improved after using the media wordwall. There were 14 students, or 94%, who had very high motivation criteria, and 1 student, or 6%, who had high motivation criteria. Meanwhile, in the control class using picture media, there were 5 students, or 33%, who had very high motivation criteria, and 10 students, or 67%, who had high motivation criteria.

Based on the results of the hypothesis test analysis conducted, it is known that the significance value is $0.000 < 0.05$, which means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. There is a significant difference between the learning motivation of students in the experimental class (which uses interactive media, Wordwall) and the control class (which uses image media). This shows that the learning media *wordwall* has a positive influence on increasing the learning motivation of class VII students of SMP Negeri 4 Dompu.

This study shows that students who use learning media showed a higher increase in learning motivation compared to students who used picture media. The average post-test score of students in the experimental class was 89.73, while the control class only achieved an average of 80.40. This increase indicates that the media wall is interactive and fun, and provides an effective

learning stimulus, because students are more involved and motivated to follow the learning process.

4. CONCLUSION

Based on the formulation of the problem, the results of research and data analysis that have been carried out by researchers regarding whether there is an influence of media *wordwall*. In increasing the learning motivation of class VII students of SMP Negeri 4 Dompu in the Social Studies subject with the material "How to Get All Our Needs?" it can be concluded that there is an influence of the use of learning media *wordwall* on student learning motivation.

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6. LITERATURE

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