

The Application of Word Wall Media to Foster Motivation and Interest in Learning Among Students

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Abstract

The success of the learning process is influenced by various components, including engaging teaching methods. One alternative is using Word Wall media, a technology-based application designed to enhance students' motivation and interest in learning. This research employed a quasi-experimental method with a Nonequivalent Control Group Design, involving two groups: the experimental group using Word Wall media and the control group employing traditional methods. The research sample consisted of 78 students, with 39 in each group. The analysis revealed that students' motivation in the experimental group increased by 25%, with a pretest average score of 68.2 and a posttest score of 85.3. Meanwhile, in the control group, the increase was only 8%, from a pretest average of 67.4 to a posttest average of 72.9. Student interest also significantly increased in the experimental group by 30%, from 70.5 to 91.7, compared to a 10% increase in the control group, from 69.8 to 76.8. Thus, the use of Word Wall media effectively enhances student motivation and interest in learning significant more than traditional methods.

Keywords: *Learning Motivation; Word Wall Media; Technology-Based Learning.*

Abstrak

Keberhasilan proses pembelajaran dipengaruhi oleh berbagai komponen, termasuk metode pengajaran yang menarik. Salah satu alternatif adalah penggunaan media Word Wall, sebuah aplikasi berbasis teknologi yang dirancang untuk meningkatkan motivasi dan minat belajar siswa. Penelitian ini menggunakan metode quasi-eksperimental dengan desain Nonequivalent Control Group Design, melibatkan dua kelompok: kelompok eksperimen menggunakan media Word Wall dan kelompok kontrol menggunakan metode tradisional. Sampel penelitian terdiri dari 78 siswa, masing-masing 39 siswa di kelompok eksperimen dan 39 siswa di kelompok kontrol. Hasil analisis menunjukkan bahwa motivasi belajar siswa di kelompok eksperimen meningkat sebesar 25%, dengan rata-rata skor pretest 68,2 dan posttest 85,3. Sementara itu, di kelompok kontrol, peningkatan motivasi hanya sebesar 8%, dari rata-rata skor pretest 67,4 menjadi 72,9 pada posttest. Minat belajar siswa juga mengalami peningkatan signifikan di kelompok eksperimen sebesar 30%, dari 70,5 menjadi 91,7, sedangkan di kelompok kontrol hanya meningkat sebesar 10%, dari 69,8 menjadi 76,8. Dengan demikian, penggunaan media Word Wall terbukti efektif dalam meningkatkan motivasi dan minat belajar siswa secara signifikan dibandingkan metode tradisional.

Kata Kunci: *Motivasi Belajar; Media Word Wall; Pembelajaran Berbasis Teknologi.*

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INTRODUCTION

The success of a learning process depends heavily on various active components, including students, teachers, curriculum, teaching methods, facilities, and the environment. If all these components function optimally, the learning process can run effectively and efficiently. At SMA Negeri 1 Batang Angkola, students often appear bored due to the less engaging teaching methods applied by teachers. Therefore, teachers are expected to identify innovative and non-monotonous learning activities, one of which is by utilizing technology. Technology-based learning can enhance students' interest in learning and make them more enthusiastic about participating in the teaching and learning process. Teachers must work hard to create a conducive learning environment, increase students' motivation, and boost their confidence to optimally understand the material being taught (Arianti, 2018).

The success of a learning process also relies on various components, such as students, teachers, curriculum, methods, facilities, and the environment. All these elements must work together for the learning process to be effective. At SMA Negeri 1 Batang Angkola, some students seem to lose motivation to learn due to the lack of engaging teaching methods. This makes the learning process monotonous, causing students to feel bored. Teachers play a crucial role in identifying engaging learning activities, such as technology-based learning. The proper application of technology can increase students' motivation and make them more enthusiastic about learning (Lutfiyani et al., 2023).

One proposed solution is the use of Word Wall media in learning. This media allows students to interact with learning materials in a more creative and engaging way. Teachers must strive to create a dynamic learning atmosphere that not only boosts motivation but also enhances students' confidence. In the learning process, motivation is a key factor determining how well students understand and master the material being taught (Nurbadriyah et al., 2024). Therefore, teachers need to use methods and strategies that can enhance students' learning motivation to achieve optimal learning outcomes.

Teachers also need to recognize the importance of exploring various ways to increase students' motivation. One way is through the use of interactive technologies like Word Wall, which can be used for tests, quizzes, or visual presentations of material. Tests are often used to measure students' success in understanding the material (Friska Sari et al., n.d.). (Handayani et al., 2023) argues that tests can serve as an effective motivational tool because they encourage students to study harder and focus on the material.

Moreover, effective teaching methods significantly influence students' learning outcomes. (Julianti et al., n.d.) explains that teaching methods are ways teachers create interaction with students during the learning process. Appropriate methods can increase students' learning activities, making them more engaged and motivated to learn. In this regard, Word Wall can be an appropriate medium as it offers students opportunities to learn collaboratively, share ideas, and actively participate in the learning process.

The use of technology in education has proven effective in enhancing students' interest and motivation to learn. In the context of mathematics learning, for example, Word Wall can be used to simplify complex material. Mathematics is often perceived as a difficult subject by students. With the right approach, such as the use of interactive media, students can more easily understand abstract mathematical concepts. This aligns with research findings that show innovation in teaching methods can improve students' understanding and motivation to learn.

However, the main challenge in mathematics education in Indonesia is the low learning outcomes compared to other countries. Based on PISA 2018 results, Indonesia ranked 73rd out of 79 participating countries, with an average score far below the international standard. This underscores the need for innovation in learning to improve the quality of mathematics education in schools. The use of Word Wall media is expected to be one solution to address this issue by making learning more interactive and enjoyable for students.

Essentially, education is a process of helping students develop the knowledge, skills, and attitudes needed to grow and thrive as individuals. An effective learning process depends not only on the teacher but also on the methods

used to deliver the material. The use of Word Wall media can be one of the effective strategies to enhance students' motivation, especially in subjects requiring logical thinking like mathematics.

On the other hand, many factors can hinder students' learning abilities. Lack of motivation, low interest in learning, and monotonous teaching methods are often the main causes of low learning outcomes. The use of active learning strategies, such as Word Wall, can help overcome these barriers. Word Wall allows students to actively participate in the learning process by asking questions, providing answers, and engaging in constructive discussions.

Research shows that the use of innovative learning media like Word Wall can enhance students' motivation to learn. Two types of learning motivation can be increased through this media. The first is intrinsic motivation, which refers to an internal drive within students to learn and achieve educational goals. The second is extrinsic motivation, which arises from external stimuli, such as recognition or rewards from teachers and peers. Word Wall can provide both types of motivation as it is not only visually engaging but also encourages independent learning.

Based on this background, the researchers chose to implement Word Wall media at SMA Negeri 1 Batang Angkola. This study aims to evaluate how the use of Word Wall media can enhance students' motivation and interest in learning. The researchers hope that by using Word Wall, students will be more motivated to learn, resulting in improved learning outcomes.

This study not only focuses on increasing motivation but also on how this media can help students better understand the learning material. With an interactive and enjoyable approach, it is expected that students will find it easier to grasp the concepts taught in class. The findings of this study are anticipated to provide a positive contribution to education, particularly in terms of technology-based learning innovations (Monika Safitri Lubis et al., 2023).

An ideal teacher should have a strong desire to continually learn and deepen their knowledge, including in motivating students. Learning motivation is crucial for students as it directly impacts their academic achievement. Teachers

must find ways to enhance students' motivation to learn, leading to improved learning outcomes. One way to achieve this is by utilizing innovative teaching methods, such as employing technology-based tests or interactive Q&A sessions, for example, using Word Wall for student worksheets (LKS). In education, teaching is an essential component, and students' success or failure in learning largely depends on the effectiveness of the teacher's instruction. Hence, teaching and learning are interconnected concepts that must be well understood by both teachers and students (Monika et al., 2023).

Tests are often used as tools to determine the success level of the learning process. For this reason, tests are considered an essential component of teaching and learning, where students view them as a means to understand the material that has been taught. In addition to serving as an evaluation tool, tests also function as a learning motivator. Several studies have shown that students learn more quickly and effectively when they are given periodic tests. (Suharman, 2018)states that tests are tools for assessing a person's level of understanding, ability, and talent. However, tests and grades should be used in a balanced manner to provide students with information and assess their progress, rather than as tools for comparison among students. A wise use of tests can help students focus on learning objectives without feeling burdened or trapped in unhealthy competition (Zuliyani & Marlina, 2023).

Students' learning motivation can increase with appropriate tests and suitable learning media. On the other hand, educational goals form the foundation for the success of any learning activity. Teaching does not merely involve delivering material but also guiding students toward achieving the established learning objectives. When teachers can motivate students and students work hard to achieve these objectives, successful learning can be achieved. Effective teaching methods play a vital role in fostering good relationships between teachers and students during the learning pr `s (Novita Sari et al., 2024).

Students' learning motivation can improve with well-designed tests and suitable learning media. Tests are not just tools for measuring learning outcomes but also serve to stimulate students' intrinsic motivation. Tests with well-

structured methods, such as challenging yet appropriate questions for students' abilities, can boost their confidence and encourage them to study harder. Additionally, interactive and engaging learning media can make the learning process more enjoyable and help students comprehend difficult material more easily. The use of technology in learning, for instance, has proven effective in enhancing students' interest and motivation, especially if the media are relevant to their daily lives (Rahman, n.d. 2021)Therefore, it is crucial for teachers to select tests and learning media that align with students' needs and characteristics to ensure optimal teaching and learning processes (Monika Safitri Lubis et al., 2022).

On the other hand, educational objectives are the cornerstone of any successful learning activity. Without clear goals, the learning process can lose direction and become ineffective. Educational objectives help formulate appropriate teaching strategies and methods, enabling teachers to guide students toward achieving those goals. In this context, teachers act as facilitators who help students understand and internalize the predetermined learning objectives. Every learning objective should be relevant to students' needs and challenge them to think critically and develop skills required in the future. Thus, when learning objectives are clear, teachers can more easily select appropriate teaching methods to support the achievement of these goals(Khakim et al., n.d.).

Teaching does not only mean delivering material, but also guiding students to achieve predetermined learning objectives. Teachers need to realize that effective learning is not just about how much material is delivered, but also how well students can understand and apply that material in real life. Therefore, teachers must focus on learning processes that facilitate the development of students' critical thinking skills, problem-solving abilities, and collaborative skills. When teachers are able to provide clear explanations and use engaging methods, students will be more motivated to learn and find it easier to achieve learning objectives. Additionally, teachers should also instill values such as discipline, responsibility, and cooperation in every learning session so that

students are not only academically intelligent but also emotionally and socially mature (Al-Aulia et al., 2022).

When teachers succeed in motivating students and students work hard to achieve these learning objectives, learning success can be achieved. Students' learning motivation is one of the most critical factors determining how well they can master the subject matter taught. When students are highly motivated, they become more enthusiastic about participating in the learning process and more committed to achieving their set goals. Teachers play an essential role in fostering students' learning motivation through appropriate approaches, whether through innovative teaching methods, constructive feedback, or recognition of students' achievements. When students feel appreciated and valued, they become more motivated to learn and fully develop their potential (Elfindra et al., 2024).

The appropriate teaching method plays a crucial role in building a good relationship between teachers and students during the learning process. A positive teacher-student relationship can create a comfortable and conducive learning atmosphere, making students feel more motivated to learn. Teachers who can build positive emotional relationships with their students tend to be more successful in enhancing students' learning motivation. Moreover, interactive teaching methods that actively involve students in the learning process can also help build students' confidence and sense of responsibility for their learning outcomes. In this regard, teachers need to be flexible in implementing various teaching methods, depending on the classroom situation and conditions and the differing characteristics of their students (Dhani et al., 2024).

The use of technology in learning, such as Word Wall media, can be an innovative solution to increase students' learning motivation. This medium allows students to engage directly in the learning process, either through group discussions or individual activities. With Word Wall, students can organize their ideas, share their thoughts, and receive feedback from their peers. This not only enhances students' learning motivation but also encourages them to think critically and creatively. The media also helps students remember essential

concepts more easily through appealing visualizations, making the learning process more effective (Dila Rizki Amanda, 2024).

Besides learning motivation, students' interest in the subject matter also significantly impacts their learning outcomes. When students are interested in the material taught, they are more enthusiastic about studying and exploring it further. Students' interest in learning can be increased through the use of engaging and relevant instructional media. For instance, using digital media or interactive applications can make students more interested in learning subjects considered difficult, such as mathematics or science. Therefore, it is essential for teachers to continually seek innovations in teaching methods and media that can enhance students' interest in learning (Aulia et al., 2023).

In addition, administering appropriate tests is also an effective way to increase students' learning motivation. Tests not only serve as evaluation tools but also as motivational tools. When students know they will be tested, they tend to prepare more seriously and study more diligently. However, it is crucial for teachers to design tests that match the students' abilities and comprehension levels. Tests that are too challenging can frustrate students, while overly simple tests do not provide enough challenge. Hence, tests should be designed in a way that accurately measures students' abilities and motivates them to continue learning (Achru Andi P, 2019).

In addition to appropriate teaching methods, a conducive learning environment also greatly influences students' learning motivation. A comfortable and supportive learning environment can make students feel more at ease and focused on learning. Teachers play an essential role in creating a pleasant and pressure-free classroom atmosphere. For example, by organizing a tidy classroom layout and providing engaging teaching materials, teachers can help create a positive learning environment. Furthermore, social interactions among students also need attention. When students feel comfortable with their peers, they are more motivated to learn together and help each other understand the subject matter (Lusia Dewi Shinta Damayanti et al., 2018).

Ultimately, the success of learning heavily depends on the extent to which teachers can motivate students and create effective teaching methods. Teachers do not merely act as material presenters but also as facilitators who help students achieve learning objectives. With strong motivation, innovative teaching methods, and a conducive learning environment, students will more easily achieve the desired learning outcomes. Additionally, it is crucial for teachers to continually evaluate the learning process to improve and develop better teaching methods in the future.

Effective teaching methods can increase students' learning activities. According to (Arianti, 2017) effective teaching methods stimulate students to become more active in the learning process. Good interaction between teachers and students creates a conducive learning atmosphere, where teachers act as facilitators guiding the process, and students as active participants. Therefore, chosen teaching methods should enhance students' participation, enabling them to better understand the taught material (Sudjana, 1998).

Mathematics education requires a special approach. Mathematics, as a field of science, plays a vital role in daily life, as it helps students think logically, systematically, and critically. Hence, mathematics should be taught with the right methods to ensure students do not feel burdened but are motivated to understand mathematical concepts well. Mathematics is a subject present in everyday life and an essential requirement for pursuing higher education. By mastering mathematics, students can solve problems they encounter in real life (Khawarizmi et al., 2017).

One way to enhance learning quality is through innovations in teaching methods. Teachers should be able to apply more varied teaching methods to encourage students to be more active and involved in the learning process. By employing diverse teaching methods, students can actively participate in discussions, ask questions, and provide answers, leading to a deeper understanding of the material. Teachers' innovative approaches not only help students grasp difficult concepts but also boost their motivation to learn (Lubis, 2022).

Education is essentially the process of assisting students in acquiring knowledge, skills, attitudes, and appreciation that can lead to positive behavioral changes. Effective teaching methods are key to successful learning processes, as these methods enable students to learn more efficiently and effectively. One indicator of successful learning is whether students can understand and master the taught material, achieving the desired learning outcomes (Yusuf, 2018).

However, numerous factors can hinder the learning process, including low student motivation. Low motivation can lead to unsatisfactory learning outcomes, often caused by teaching methods that are unengaging and monotonous. Therefore, teachers must find ways to boost student motivation to ensure their learning outcomes meet expectations. One method that can be used is the team quiz method, which is not only enjoyable but also encourages all students to actively engage in the learning process (Jawaher, 2023).

Research has shown that the use of appropriate teaching media can enhance students' motivation to learn. There are two types of learning motivation: intrinsic and extrinsic. Intrinsic motivation stems from within the student, such as a desire to learn to achieve personal goals, while extrinsic motivation comes from external factors, such as rewards or praise. Both types of motivation are crucial in the learning process as they help students about learning (Rismayanti et al., 2023).

Based on this background, the researcher chose to conduct a study at SMA N 1 Batang Angkola because this school has begun implementing technology as a teaching medium, including the use of Wordwall. The integration of technology in education is increasingly urgent, especially with the digital era influencing various aspects of life, including education. Wordwall, as a technology-based tool, offers various interactive features that allow students to engage more actively in learning. By using Wordwall, teachers can present material more attractively and dynamically, which is expected to increase students' interest in learning. High interest in a subject encourages students to focus more and work harder, ultimately improving their learning outcomes. Therefore, the use of Wordwall as a teaching medium is expected not only to

capture students' interest but also to motivate them to actively participate in every learning process (Awal Sabiila, 2024).

This study aims to examine the effectiveness of using Wordwall in enhancing students' motivation and interest in learning at SMA N 1 Batang Angkola. The researcher seeks to understand how this technology-based teaching medium can change students' learning behavior, especially in terms of their active participation in class. This is important as students' learning motivation is often influenced by the appeal of the media used in teaching. When teaching media present material interactively and relevantly, students tend to be more motivated to learn. In this context, Wordwall is considered capable of positively impacting the learning process, as it allows students to interact directly with the material presented, whether through quizzes, educational games, or group discussions supported by engaging visual Displays (Wulansari et al., 2024).

Additionally, the researcher chose SMA N 1 Batang Angkola because the school already has the infrastructure to support the integration of technology into teaching. Facilities such as computers, projectors, and adequate internet connections enable teachers to incorporate Wordwall into daily lessons. With these facilities, teachers can freely present material digitally and interactively, while students can easily access the lessons delivered through the media. In other words, the availability of technology infrastructure at SMA N 1 Batang Angkola is a key supporting factor for this research to be conducted optimally. Moreover, the school is committed to continuing the development of technology-based learning, making this research significant in measuring the effectiveness of technology integration in the teaching process at this institution.

In this study, students' motivation and interest in learning are the two main aspects being investigated. Motivation in learning refers to the internal drive that encourages students to learn and achieve specific academic goals. Meanwhile, learning interest relates more to the students' enthusiasm for the subject matter being taught. These two aspects are closely interrelated, as students interested in a subject are generally more motivated to study diligently. The use of Wordwall is expected to enhance both aspects because it not only presents material

interactively but also provides opportunities for students to learn in an enjoyable way. The researcher aims to observe whether there is an increase in students' motivation and interest in learning after using Wordwall in teaching.

This study employs a quantitative method with an experimental approach. The researcher will compare students' learning outcomes before and after the use of Wordwall as a teaching medium. In addition, the researcher will measure students' levels of motivation and interest in learning through questionnaires administered before and after learning with Wordwall. Thus, this study will produce data that can be used to measure the effectiveness of Wordwall in increasing students' motivation and interest in learning. The findings are expected to serve as a reference for other teachers in implementing technology in the teaching process and as a foundation for developing more innovative and interactive teaching methods in the future (Nur Wahyuningsih et al., n.d. 2024).

Ultimately, this study does not only aim to enhance students' motivation and interest in learning but also to provide solutions to the challenges faced by teachers in teaching during the digital era. Teachers are expected to be more creative in utilizing technology to create a more engaging and effective learning environment. Wordwall, as a technology-based medium, offers great opportunities for teachers to present material differently from traditional methods. The researcher hopes the findings of this study will provide new insights for educators on the importance of technology in education and how it can be used to improve the quality of teaching in schools.

In conclusion, the use of Wordwall can be an effective alternative for enhancing students' motivation and interest in learning at SMA Negeri 1 Batang Angkola. With this medium, students are not only motivated to learn but also actively involved in the learning process. This marks a positive step towards achieving the desired educational goals.

The researcher used theories to explain the development of the conceptual framework and the improvement of research methods, focusing on the utilization of Wordwall-based media. The following points are explained:

The term “media” originates from the Latin word *medium*, which means a tool or intermediary. Media are used to optimize the components of the learning system, such as teaching aids and materials, to achieve educational objectives efficiently. According to Hamidjojo, media encompass all forms of communication that convey ideas to others. McLuhan adds that media expand learning capabilities, while Black and Horalsen define media as communication tools that.

Wordwall is a game-based website used as a learning tool. Some available games include quizzes, anagrams, word scrambles, and crossword puzzles. Wordwall helps students grasp learning materials through an interactive and enjoyable approach. Wordwall offers various types of games, including:

- a. Word Matching: Students match words with the correct definitions.
- b. Quizzes: Players select the correct answers from multiple options.
- c. Random Spinning Wheel: Students spin a wheel to find the answers.
- d. Crossword Puzzles: Students complete puzzles with the correct answers.

Wordwall has several defining features:

- a. Difficulty Levels: Each game has adjustable difficulty levels.
- b. Skill Enhancement: The games help students improve their understanding of materials.
- c. Individual or Group Play: Students can play solo or in groups, encouraging interaction and participation.

This media is accessible on any device, with steps including clicking the link, starting the game, and viewing the scores. Teachers can allow repetitions of the game if necessary. Some benefits of this media include:

- a. Numerous template options.
- b. Compatibility with WhatsApp or Google Classroom.
- c. Availability for download in PDF format.
- d. Facilitating student understanding through visualization.

RESEARCH METHODS

This research was conducted at SMA N 1 Batang Angkola, Tapanuli Selatan Regency, on Wednesday, May 19, 2024. The material taught was trigonometry using technology-based learning media, specifically the Wordwall application. This study is qualitative research but also incorporates a quantitative approach in the form of numerical data analyzed using statistical procedures to evaluate the results. The research method used is quasi-experimental (QE), involving two groups: the experimental group and the control group.

The research design applied is the Nonequivalent Control Group Design, where both groups were given a pre-test, intermediate test, and post-test. The experimental group utilized the Wordwall learning media (X), while the control group employed traditional methods (Y). In this study, the first lesson (T1) was delivered as an introduction to both classes. Subsequently, the experimental group was assigned tasks using Wordwall learning media (X), while the control group received tasks through traditional methods (Y). Afterward, both groups participated in the second lesson (T2), which served as the final test.

The population refers to all objects or subjects with specific characteristics under study. The population in this research includes all students from various departments at SMA Negeri 1 Batang Angkola. The sample is a subset of the population selected for the study. The sampling technique used is purposive sampling.

RESULTS AND DISCUSSION

In this study, the instrument used to measure learning outcomes was a test consisting of a pre-test and a post-test. Before being used, the instrument underwent several quality testing stages, including validity, reliability, sensitivity, and contrast testing. Based on the analysis, the instrument tested on 39 students produced a coefficient value indicating that test items with a correlation coefficient greater than 0.316 were considered valid, while items with an Rpbis value below 0.316 were deemed invalid and needed to be revised or removed. The

reliability value of the test was 0.704, based on the test categories below. This score indicates that students studying periodic element material have a high level of learning achievement.

This study involved testing the instrument through two main stages: validity testing and reliability testing. The results of these tests formed the foundation for evaluating the instrument's effectiveness in measuring students' learning outcomes.

1. Validity Test

The validity test results showed that all tested items had biserial correlation coefficients (R_{pbis}) greater than 0.316, making them valid. This validity indicates that each item is capable of measuring the intended aspects in the study, specifically the students' learning outcomes in the targeted subject. Content, construct, and criterion validity were thoroughly examined with the involvement of expert teams, ensuring that the instrument is not only relevant but also aligned with the expected learning objectives.

The achievement of this validity is a significant indicator that the instrument used is both accurate in measuring students' learning outcomes and relevant to the educational content being assessed. This is fundamental in quantitative research, where valid measurements greatly influence the interpretation and generalization of results.

2. Reliability Test

The reliability test results revealed that the instrument's reliability coefficient (R_{11}) was within a range considered good, with a value greater than 0.60. Thus, the instrument can reliably provide consistent information about students' abilities. Reliability is crucial in the educational context, as it indicates that even when students face different tasks, the results consistently reflect similar levels of ability.

The instrument's robustness in measuring learning outcomes under various conditions was further supported by the systematic application of the reliability test. The analysis procedures using SPSS Version 25 enhanced the validity of the results and strengthened confidence in the study conducted.

3. Implications of Research Results

The success in achieving instrument validity and reliability has positive implications for classroom learning implementation. The tested instrument can be effectively used to evaluate students' learning outcomes, helping teachers formulate better teaching strategies. Accurate and consistent assessment allows for the identification of areas where students face difficulties and directs learning efforts to deepen concept comprehension.

4. Limitations and Recommendations

Despite the validity and reliability tests showing a strong instrument, some limitations need to be considered. For example, the study's context, limited to one location and a relatively small number of respondents, may affect the generalization of the results. Therefore, future studies are recommended to involve larger and more diverse populations and apply the same instrument in various educational contexts to further validate these findings.

Considering all these aspects, the instrument used in this study has proven valid and reliable and is ready for use in measuring students' learning outcomes in the targeted subject. Future research is expected to further develop and refine this instrument to have a greater impact on education.

CONCLUSION

The use of the Word Wall Media in the learning process at SMA Negeri 1 Batang Angkola has proven effective in fostering students' motivation and interest in learning. Based on the research results, Word Wall Media not only increased student engagement in teaching and learning activities but also facilitated better conceptual understanding through the visualization of keywords. Students showed positive responses to this media, reflected in their increased active participation during learning and their enthusiasm for the material taught. Word Wall Media also served as a tool to enrich vocabulary and help students remember important information more easily, positively impacting their learning outcomes. Therefore, Word Wall Media can be considered an innovation that has

the potential to improve the quality of learning in schools, especially in building students' motivation and interest in learning. **Development of Learning Media:** Teachers are encouraged to continuously develop and update the content of Word Wall Media regularly, adapting it to relevant and engaging learning topics for students. Using different themes can capture students' attention and drive their interest in deeper learning. **Teacher Training:** Schools should organize training for teachers to understand how to use Word Wall Media effectively. This will help teachers optimize media usage in learning and enhance their skills in creating an interactive learning environment. **Integration with Other Learning Methods:** Word Wall Media can be integrated with other teaching methods, such as collaborative learning or project-based learning, to further boost students' interest and motivation. Collaboration among students can strengthen learning and make the process more enjoyable. **Effectiveness Measurement:** It is recommended to conduct periodic evaluations of Word Wall Media usage, including measuring its effectiveness in improving students' motivation and interest in learning.

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