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Utilizing Wordwall and Card Sort Media to Enhance Student Learning Activities in Mawaris Fiqh Material

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Abstract

Objective: The lack of student active learning in each school is one of the problems in the world of education. Media that is less attractive, learning methods that are not used appropriately in learning are one of the factors that make students less active or less interactive in the teaching and learning process. **Novelty:** In this study, researchers tried to examine how the use of Wordwall and Card Sort media can increase student learning activity. **Methods:** This research was conducted at MAN Sidoarjo with the entire class XI class, totaling 451 students. This type of research uses classroom action research which will be used with pre-cycle and cycle I actions. **Results:** This research produces that Wordwall and Card Sort media can increase students' learning activity. This can be seen from the percentage carried out in the pre-cycle of 60%, while in cycle I during the implementation of the method the result was a 92% increase in student learning activity. **Conclusion:** Wordwall and Card Sort media effectively increase student learning activity.

Keywords: Wordwall, Card Sort, Active Learning.

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INTRODUCTION

Student learning activity is an important indicator of an effective educational process (Slavin, 2019). In the context of education in Indonesia, many studies show that the level of student activity in learning still needs to be increased (Rahmawati & Suryadi, 2021). This can be seen from the low level of student participation in class discussions, lack of initiative in doing assignments, and minimal involvement in activities (Yusuf, 2020). Low learning activity can hinder understanding of concepts and critical skills needed to face challenges in the era of globalization (Setiawan et al., 2022). Therefore, it is important for educators to create a learning environment that encourages students to more actively participate and interact (Johnson & Johnson, 2020).

In an effort to increase student learning activity, the independent curriculum currently being implemented offers a more flexible approach and is based on student needs and interests. According to Kemendikbud (2022), this curriculum emphasizes collaborative, creative, and contextual learning, so that students are encouraged to be actively involved in the learning process. By giving students the freedom to choose topics and learning methods that suit their interests, it is hoped that they can increase their motivation and activeness in learning (Dewi, 2023). Apart from that, the Merdeka Curriculum also facilitates the development of 21st-century skills such as critical thinking, collaboration, and communication, which are very important to prepare students to face the world of work in the future (Santoso & Wulandari, 2021).

The development of technology coupled with the development of education which currently uses an independent curriculum, makes it easier for educators to modify the methods and media used in learning in order to encourage active student learning (Mishra & Koehler, 2016). This is not limited to any subject, one of which is learning jurisprudence. In learning Fiqh, especially in Inheritance Science material, students are required to be able to understand basic concepts, analyze inheritance cases, and apply Islamic legal rules in calculating inheritance shares (Rahman, 2019).

Studying jurisprudence, especially in the mawaris chapter, is often considered difficult by many students. This is due to the complexity of the rules and principles that must be understood, such as the distribution of inheritance assets in accordance with the provisions of Islamic law (Ibrahim & Hassan, 2020). In addition, there are a variety of situations that can affect inheritance distribution, such as family relationships, types of assets, and individual legal status, adding another layer of difficulty to studying this material (Ali, 2021). This is one factor in the lack of student involvement in the learning carried out in class (Nurdin, 2022).

In this case, innovation is certainly needed in learning media that can stimulate active student involvement. One of the appropriate learning media to overcome this is Wordwall and Card Sort. Wordwall is a web-based platform that allows users to create various types of educational activities, such as games, quizzes, and puzzles. Word walls are a learning medium that must be used, not just displayed or seen. This media can be designed to increase study group activities and can also involve students in making it and being active. Wordwall is an education-based website application that is applied as a fun learning medium for students and increases student activity. Wordwall is very suitable for exploring and planning active learning evaluations (Farhaniyah, 2021). In the wordwall application there are various game templates such as quizzes, pairing, matching and so on which can be used to create evaluation questions.

That way, Wordwall makes it easier for teachers to design interesting and interactive material. This platform offers various templates that can be adapted to teaching needs (Sari et al. 2020). Wordwall media is effectively used as a learning tool in schools because it can provide interesting and interactive learning. This can be seen from the many features available, starting from templates that can be changed, themes that can be embedded on websites, can be edited again, and can be shared which can function as homework for students.

By utilizing this wordwall, it is believed that intuitive learning can be carried out better. This is in line with research findings conducted by (Aryani, Patiro, and Putra 2021) which states that using Wordwall is quite simple, visually attractive, interactive and straightforward. Not only wordwall, combining wordwall with card sort is also a solution to encourage active student learning. Card Sort is an activity-based learning technique that allows students to categorize and connect concepts independently. The Card Sort strategy is a collaborative activity that can be used to teach concepts, classification characteristics, facts, about objects or reviewing information. Basically, the Card Sort strategy is a strategy where the learning conditions are cooperation, mutual help and responsibility in completing tasks given through card games, which are in the form of pieces of paper shaped like cards containing information or learning material.

In this case, encouraging active student learning is one of the biggest challenges for every educator, one of which is MAN Sidoarjo. Based on the results of initial observations in class As a result, there are still many of them who are less active in learning and only see and hear explanations from the teacher. Learning methods are still conventional, so they do not provide opportunities for students to think critically. Based on this background, this research aims to examine the effectiveness of using wordwall and card sort media in increasing student learning activity in inheritance science material in class XI of Madrasah Aliyah Negeri Sidoarjo. It is hoped that this research can contribute to the development of more innovative and effective learning methods in Fiqh subjects.

RESEARCH METHODOLOGY

This research used a type of classroom action research (PTK) which was carried out at Madrasah Aliyah Negeri (MAN) located on Jl. Stadium No.2, Bedrek, Siwalanpanji, Kec. Buduran, Sidoarjo Regency, East Java. This classroom action research uses Wordwall-based media by combining Sort Cards in the Fiqh subject, chapter of Mawaris in class totaling 451 students. Based on the results of observations made by researchers on class XI fiqh subjects at MAN Sidoarjo, the chapter on the study of jurisprudence on the waris is a chapter that is quite difficult to study. Due to this difficulty, to increase students' understanding of the chapter on the waris, it can be done by using Wordwall and Card Sort media as one solution (Amin & Yusuf, 2021).

This classroom action research design uses a cycle model, which consists of planning, implementing actions, observing, and reflecting (Kemmis & McTaggart, 2000). Each cycle begins with planning and ends with the reflection stage. Each cycle will stop after there is a significant change in students' understanding and engagement.

The data collection techniques used in this research include observation, where researchers directly observed the teaching and learning process to analyze student engagement

and interaction while using Wordwall and Sort Cards (Johnson, 2019); tests, in which pre-test and post-test assessments were conducted to measure students' understanding before and after the intervention (Slavin, 2020); interviews with teachers and students to gain qualitative insights into their experiences and challenges in learning the mawaris chapter (Creswell, 2018); and documentation, which involved recording class activities, lesson plans, and student responses to provide supporting evidence for the research findings (Miles & Huberman, 1994).

The data analysis technique used in this research is a combination of qualitative and quantitative methods. The qualitative data obtained from observations, interviews, and documentation were analyzed using descriptive analysis, which involved categorizing and interpreting patterns related to student engagement and learning difficulties (Bogdan & Biklen, 2007). Meanwhile, the quantitative analysis was conducted by analyzing test results using comparative statistical methods to determine the effectiveness of Wordwall and Sort Cards in improving students' understanding of the Mawaris chapter (Fraenkel & Wallen, 2006).

The classroom action research method was chosen because it allows researchers to implement practical interventions and observe their direct impact in a real classroom setting (McNiff, 2013). The cycle model ensures continuous improvement through iterative planning and reflection. Using Wordwall and Sort Cards is justified based on their interactive nature, which enhances student engagement, encourages active participation, and simplifies complex topics like Islamic inheritance law (Mayer, 2021).

RESULTS AND DISCUSSION

The use of wordwall and card sort media to improve critical thinking skills as a form of implementing independent learning in the subject of moral beliefs in this classroom action research begins with the pre-cycle stage. Where in this pre-cycle hope, researchers will see how jurisprudence learning takes place in class. At this stage, the researcher found that in learning fiqh, especially in the Maharis chapter, there were still many difficulties in understanding this subject. The need for deep understanding and also the need for critical thinking skills in students in studying this chapter of the Mauris, makes it difficult for students to digest the material in class. Conventional media such as books, packages and power points are shown to be very inadequate to support them in learning to understand and also improve critical thinking in the material. There is still a lot of conventional media used in this subject, as a result there are still many students who do not understand the material being taught.

Thus, the researcher offers a class action solution using wordwall and card sort based media to improve their critical thinking skills. This classroom action research was carried out with a pre-cycle and cycle I. The pre-cycle began with observation and seeing how fiqh learning took place in class XI. In this pre-cycle, researchers only see and assess how learning takes place. In this cycle there are still many students who do not pay attention and feel bored with the material being taught. Next, cycle I begins with the researcher, who in this case acts as a teacher in the class, introducing himself and also conveying the learning objectives that will be achieved in this chapter. Students can prepare themselves, and teachers can conduct attendance and prayer sessions before learning begins.

In the next stage the teacher explains the material through power point media which is displayed on the class projector screen. After the researcher explained the material discussed,

namely in the roseis chapter. Researchers conduct quizzes as a form of interaction between educators and students. The quiz uses wordwall media, where the media will display 20 random questions that will be chosen by students. But before playing the quiz together. Researchers divide 3 groups into the class, these groups will then be given media in the form of card sorting. Or what is usually called a card. The card contains random answers that they will look for to answer the questions on the wordwall media that will be displayed. Each group holds cards containing the same number of answers. After dividing the groups and completing the cards, the next step is that the researcher, who also acts as a teacher, in this case chooses the first question to be answered by students in class.

How to play this quiz is quite easy, students read the questions on the wordwall screen together and answer quickly and accurately. Not only do they answer quickly and accurately, but students are also required to show the correct answer card to the researcher or teacher. This also trains students' dexterity and critical thinking. After that, when one of the groups managed to answer correctly and quickly. Then this group will have the opportunity to select a question box on the wordwall media which will then be answered by other groups and their group. Points are also awarded for this. Based on the results of observations made in class, students are very enthusiastic about taking part in this activity, 90% of them compete to beat other groups, even learning activities will be easier to understand by giving this quiz.



Figure 1. Media Card Sort



Figure 2. Media Wordwall

Active learning in the Pre-cycle using power point media and textbooks shows students' active learning with an average score of 0.6 with a percentage of 60% which falls into the quite active category. If we look at this when learning is taking place there are still many students who are less interested and less active in learning, the lack of discussion activities with groups is also quite visible in this case.

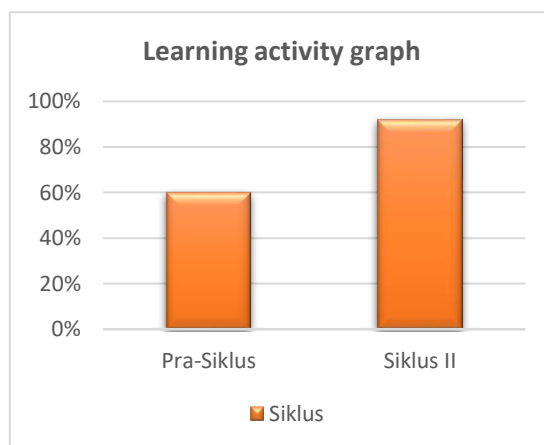


Figure 3. Learning activity graph

Meanwhile, if we look at cycle I after different teaching methods and methods were implemented, cycle I showed a significant increase, namely 0.92 with a percentage of 92% which was in the very active category. Judging from the learning process that took place during the quiz game, the students were very enthusiastic about the cards and word walls that they were doing, some of them even competed openly to beat other groups. Their dexterity and speed in answering and finding random cards also increased. Where in cycle I they were faster and more precise in answering the quiz presented. It is not uncommon for some of them to ask for additional time to play the quiz. The way they respond quickly to quizzes, discuss with their group to determine the right answer, the way they work together in a team and the way they convey an idea can be said to be an indicator of the fulfillment of active learning in the class at that time.



Figure 4. Learning activities assisted by wordwall and card sort

This is in line with research conducted by (Misliyanti, Adnan, and Hajar, 2023) the results of the research showed an increase in student learning outcomes and student learning activity increased from an average of 59.43% in cycle I to 89.89% in cycle II. The research concluded that the use of wordwall media can significantly increase students' ability to do activities and understand food chains, thus having positive implications for classroom teaching strategies.

Another research was also conducted by (Nafisah 2024) with the results showing that student activity increased from pre-cycle to cycle II. Pre-cycle was 50%, cycle I was 64.9%, and cycle II was 83.7%. Research conducted by (Nurdiyanto and Achmadi, 2018) also said that the application of the card sort method gave good results and had an effect on students' active learning. (Hanifah, E. N., & Wulandari, 2018) in their research produced data triangulation, it was obtained that student activity could be seen from the average percentage of all student activity indicators in cycle I, which was 65.67% to 77.13% in cycle II. The increase has met the success criteria of = 75%, so this research can be said to be successful.

CONCLUSION

Based on the discussion above, the use of media in the form of wordwall and card sort has been proven to cause a reaction in the form of active learning in students, especially in the Islamic jurisprudence subject, chapter of Mawaris. The application of this media in the learning process has proven to be effective in generating student interest, motivation and active participation. With Wordwall, students engage in fun, educational games, while Card Sort encourages students to think critically and collaborate in grouping and categorizing information. In implementing the use of this media, many students are enthusiastic about taking part in the game, many of them have the ambition to beat other teams/opponents. Students' active learning can also be seen from how they interact between their groups, the speed at which they answer quizzes, and also the interaction between students and teachers. The other data for this research is supported by previous research that is relevant to current research.

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