Analysis of the Effect of Online-Based Interactive Digital Learning Media Word Wall on Pancasila and Citizenship Education Learning Outcomes of Elementary School Students

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Abstract: This research aims to analyse the effect of online-based interactive digital learning media Word Wall on primary school student Pancasila and Citizenship Education learning outcomes. The method in this research used quantitative methods and quasi-experimental models with non-equivalent control group design. The research instrument used was test questions through pre-test and post-test. The data analysis technique used descriptive quantitative. The results of this research indicate that the interactive digital learning media Word Wall has an effect on improving student Pancasila and Citizenship Education learning outcomes as evidenced by statistical data from hypothesis testing using t-test with a significance value of 0.01 <0.05 and value of t-count > t-table which is 5.809 > 2.042. So, it can be said that the use of interactive digital learning media Word Wall in learning can improve the Pancasila and Citizenship Education learning outcomes of elementary school students.

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Introduction

Many consider the low quality of education in Indonesia to be far from the standard of completeness and understanding of learning in the world of education, this means that completeness and understanding of learning in Indonesia is still far from education in other countries (Awaludin, 2017). Education is an important activity for students, so education should be carried out regularly and directed to achieve the expected goals (Sujana, 2019).

Pancasila and Citizenship Education (PPKn) is a subject that intends to prepare and form citizens (Pertiwi *et al*., 2019). Meanwhile, the learning objectives of Pancasila and Citizenship Education are to make and prepare Indonesian citizens to be competent, actively participate, and have high responsibility for society, nation, and state (Hastuti, 2019). Pancasila and Citizenship Education are very important in schools. So, learning success in schools needs to be considered, because learning success is the most expected thing in the process and implementation of education (Sari *et al*., 2021). One aspect that determines student success especially in Pancasila and Citizenship Education learning is the use of learning media used by teachers to make it easier for teachers to convey lesson information to students (Arimbawa, 2021). Learning media acts as a stimulant for the growth of interest and understanding of learning in students (Maghfiroh, 2018). Learning media also provide benefits such as making the teaching and learning process at school not boring, so students are more motivated to learn (Nurrita, 2018).

There are several up-to-date researches on the types of media that are in accordance with the characteristics of students at this time, namely by using interactive digital learning media (Purnama & Pramudiani, 2021). With the current era that is all digital, there are many

types of interactive digital learning media (Khairani *et al*., 2021), including Word Wall which is an online-based learning media in the form of an educational game that can be in the form of questions or quizzes in it to add understanding of concepts and materials in students (Firman *et al*., 2021; Sari *et al*., 2021).

Based on the data obtained by the researcher, it is known that students' learning interest and understanding are relatively low. This can be seen from the number of students who do not reach the minimum completeness criteria (KKM). This is because students are bored with monotonous learning and teachers do not use interactive digital learning media in updating the learning process in schools. With the increasing trend of using Word Wall applications as interactive digital learning media to increase students' motivation, interest, and learning outcomes in the learning process at school, this research is important to do with the aim of analysing the extent to which interactive digital learning media Word Wall has an effect on improving Pancasila and Citizenship Education learning outcomes in elementary schools.

Research Method

This research uses a quantitative method with a quasi-experimental model with a non-equivalent control group design type based on the facts in the research conducted in search of the influence of the learning media Word Wall (Anam, 2018). This research was conducted at Public Elementary School (SDN) Bambu Apus 04, Cipayung District, East Jakarta City, by making Class IV as the population of this research as well as using a control class and an experimental class. Meanwhile, for the provision of learning media Word Wall as a test of this research, it was carried out in the experimental class.

The research instrument used was a questionnaire as well as pre-test and post-test questions from a grid of instruments that had been made previously by adjusting the learning material for religious diversity in the community in Class IV that had been carried out. Validation testing was carried out by distributing research instrument questions to Class IV students apart from the control class and the experimental class. The results of the validation test got 30 valid questions and 10 invalid questions. Then, the reliability test got a result of 0.816 with a very high classification. Furthermore, normality test and homogeneity test were carried out before proceeding to hypothesis testing. Hypothesis testing was carried out using a t-test with the independent sample t-test test formula with a significance level of 0.05. Hypothesis testing is used to analyse data in making decisions (Kajian, 2020).

Results and Discussion

To see how big the influence of interactive digital learning media Word Wall to improve Pancasila and Citizenship Education learning outcomes, the tests in this study were carried out including the following:

Validity Test

The validity test in this research is a measurement that is seen from the accuracy of an instrument that should be measured to students. The results can be said to be valid if the instrument has accuracy with the applicable provisions (Nasution & Maqhfirah, 2017). The validity test was carried out at Public Elementary School Bambu Apus 04 with the number of respondents / samples of 30 students and the number of questions given of 40 questions. Based on the results of the calculations, it was found that the r-count value for 30 students was 0.361, and the provisions in each question could be said to be valid if r-count > r-table.

Table 1. Validity Test

Results	Amount	Question Numbers
Valid	30	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 32, 33
Dropped	10	2, 27, 31, 34, 35, 36, 37, 38, 39, 40

Based on the table above, after the validity test conducted by the researcher, it was found that from 40 questions there were 30 valid questions that had r-count > t-table and 10 dropped questions that had r-count < t-table.

Reliability Test

The reliability test in this research serves to determine the consistency of the instruments used in research conducted in Class IV control group and experimental group (Amanda *et al*., 2019). The reliability test was carried out to see the stability of the score obtained. Instruments can be said to be reliable if r-count > t-table.

Table 2. Reliability Test

r-count	n	r-table	Explanation
0,816	30	0,361	r-count > r-table Instrument is Reliable

After the calculation, it can be concluded that the r-count of 0.816 > r-table of 0.361, so that the Pancasila and Citizenship Education learning outcomes instrument can be said to be "reliable" and suitable to be used as a research instrument.

After conducting and getting 2 results from the previous test, the researcher conducted research by distributing pre-test questions to the 2 classes being tested to see the results of the scores prior to the learning of Pancasila and Citizenship Education subjects with material on the diversity of religious communities in the community in Class IV.

Figure 1. Working on Pre-test Questions

Furthermore, the researcher conducted teaching Pancasila and Citizenship Education subjects with material on the diversity of religious communities in the community after the pre-test questions were carried out by students and special treatment was carried out by using learning media Word Wall in the experimental class, while the control class did not receive special treatment. In the use of learning media Word Wall in the experimental class, there

were students who used smartphones and laptops. Students entered the application Word Wall by logging in with the link provided by the researcher.

Figure 2. Use of Media Word Wall

After using the interactive digital learning media Word Wall and the learning process, both from the control class and the experimental class, students worked on post-test questions for the end of the lesson. Then, the researcher conducted a series of statistical tests with normality test, homogeneity test, and hypothesis testing to analyse the effect of interactive digital learning media Word Wall on student learning outcomes.

Normality Test

After doing the calculations, the researcher obtained data for the initial test (pre-test) and the final test (post-test) for the experimental class and the control class. Next, a normality test was carried out to see if the results of this research were normally distributed or not (Janna & Herianto, 2021). From the results of this test, a significance value of 0.200 was obtained from the control class and the experimental class with the provisions of the value of Sig. > 0.05. Thus, the experimental class and control class data can be concluded to be normally distributed.

Table 3. Normality Test

Class	N	Significance	Results	Explanation
Exp. Class	30	0,200	0,200 > 0,05	Normally Distributed
Cont. Class	30	0,200	0,200 > 0,05	Normally Distributed

Homogeneity Test

The results of the control class and experimental class data obtained from based on mean is 0.210 and with the level of determination based on mean > 0.05. So, it can be stated that the data is homogeneously distributed.

Table 4. Homogeneity Test

Based on Mean	N	Criteria	Explanation
0,210	30	Sig. > 0,05	Homogeneously Distributed

Hypothesis Testing

Hypothesis testing used t-test by conducting two tests. The first one used a paired sample t-test which was conducted to see the post-test results of students from the experimental class and the control class.

Table 5. Paired Sample t-test

Class	Mean	Std. Dev.	Std. Error Mean
Exp. Class	80	5.435	994
Cont. Class	69	5.774	1.054

From the table data above, there is a difference in the average results of the experimental class of 80.00 and the control class of 69.00 with a difference of 11.00 in results. This proves the influence of the learning media Word Wall on the material on religious diversity in the community in Class IV.

Furthermore, the second one used the independent sample t-test to find out whether there is an effect of learning media Word Wall with a significance value of 0.05. And, the results obtained were significance value of 0.01 as shown in the following test table:

Table 6. Independent Sample t-test

N-count	N-table	Criteria	Explanation
0,01	**0,05**	**0,01 < 0,05**	**There is Effect**

Decision: There is a significant effect of interactive digital learning media Word Wall on student learning outcomes in Pancasila and Citizenship Education subjects.

Based on this research, in the era of revolution 4.0 at Public Elementary School Bambu Apus 04, Cipayung District, East Jakarta City, it can be seen that students are less motivated in learning interest and do not achieve the expected learning outcomes with reference to the minimum completeness criteria (KKM) value in school. This is due to the lack of use of interactive digital learning media used by teachers in the learning process. Not only teachers who play an important role, but students also play an important role in achieving the expected learning outcomes.

In the era of the industrial revolution 4.0, it can be seen that society cannot be separated from technology, especially in terms of education itself. Teachers must continue to innovate and develop learning media to be applied in the teaching and learning process in schools (Rahim *et al*., 2019). Learning media that can be used by teachers in this revolutionary era can be by using interactive digital learning media to make it easier for teachers to convey information and help students to increase interest and motivation to learn as well as improve student learning outcomes. This has been proven empirically from research results that prove that interactive digital learning media are able to improve the quality of students in the teaching and learning process (Siregar & Mansyur, 2021).

Interactive digital learning media is a strategic step that can be used by teachers in improving and maintaining good quality of education (Puspaningrum *et al*., 2021). One of the interactive digital learning media is Word Wall in the education process to improve student learning outcomes and the quality of education. Student learning outcomes are determined by how the learning process is carried out by students, both inside and outside school (Nabillah & Abadi, 2020). Therefore, learning outcomes can be improved if learning uses interactive digital learning media Word Wall in the teaching and learning process, so that learning becomes interesting which can make students motivated and focused in the learning process

as well as learning is easier for students to understand (Nurrita, 2018). Based on the results of what the researcher did, the interactive digital learning media Word Wall has an effect on improving student learning outcomes at Public Elementary School Bambu Apus 04, Cipayung District, East Jakarta City, with a significance level of $0.01 < 0.05$. And, there is an average difference between the control class and the experimental class.

Conclusion

This research concludes that there is a significant effect of interactive digital learning media Word Wall on the learning outcomes of elementary school students. With the results of this research, it can be said that the use of interactive digital learning media Word Wall in learning can improve Pancasila and Citizenship Education learning outcomes for elementary school students. Therefore, learning media Word Wall can be used in the learning process, because this media is also included in interactive digital media.

Recommendation

The recommendation submitted based on the results of this research are as follows: (1) For Teachers, Interactive digital learning media Word Wall can be used as a recommendation in the use of interactive digital learning media in the classroom; (2) For Students, Interactive digital learning media Word Wall can be used as a reference to increase interest and motivation in learning, and Students must be able to continuously improve learning outcomes in schools; (3) For Principals, Principals are advised to urge teachers to use interactive digital learning media in the teaching and learning process.

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