



## Enhancing Students Interest in Social Studies Through Wordwall Application

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### Abstract

This research was motivated by the initial condition of class VII-D students at SMPN 8 Pamekasan where during the lesson the students were still less focused on the lesson, still talking to their classmates and the students were easily bored with the material being presented. This is because the method used by teachers is still in the form of lectures and the lack of use of learning media. Under these conditions, class VII-D students cannot develop indicators of learning interest in social studies learning. Therefore, the use of learning media is very important to increase students' interest in learning. To increase students' interest in learning by implementing the wordwall application in social studies learning.

This research used the classroom action research (PTK) method which was carried out in two cycles. Each cycle there are three meetings which consist of: Planning, Implementation, Observation and Reflection. The subject of this research is class VII-D with a total of 29 students at SMPN 8 Pamekasan and there are 3 data collection techniques in this research, namely: Observation, Questionnaire and Documentation.

The results of this research in cycle I in the analysis of teacher observation sheets reached category 2.9, the results from student observation sheets reached 47% and on the student interest questionnaire reached 67%. In cycle II, the analysis of teacher observation sheets reached category 3.9, the results from student observation sheets reached 83% and on the student interest questionnaire reached 84%. So it can be concluded that in this research using learning media in the form of the Wordwall application can increase students' interest in learning in social studies class VII-D at SMPN 8 Pamekasan. Thus, it can be concluded that students' interest in learning can increase by implementing the Wordwall application in social studies learning for class VII-D at SMPN 8 Pamekasan.

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## **Introduction**

Education is the most important element in national development, especially in Indonesia. In the learning context, the use of technology can be a good tool to improve the quality and interest of students' learning. The application of the Wordwall application in social science learning covers various aspects such as social, economic and political life. Using this application can have an impact on the learning process.

Learning in Indonesia faces challenges in increasing students' interest in learning, especially in every social science (IPS) subject. In this context, the application of educational technology is a potential solution to motivate students. One innovation that can be adopted is the use of the Wordwall application in social studies learning.

Education in the 21st century must be able to prepare a new generation that is able to keep up with developments in communication technology. Therefore, learning in schools must have an impact that empowers many parties, including the world of education, such as teachers, students and parents who must master ICT (Information and Communicative Technology).

The Wordwall application offers a visual and interactive approach, allowing students to be actively involved in understanding and remembering information and is a necessity to motivate students to improve the quality of learning. By presenting social studies concepts through keywords, definitions and images. This application can facilitate deeper understanding.

In addition, the Wordwall application can be designed to attract students' attention through interactive and multimedia features using images, videos and interactive elements. So that it can foster learning that is very fun and interesting. This can increase students' interest in learning social studies.

It is hoped that the application of the Wordwall application in learning (IPS) can create a way of learning and make it easier to motivate students. So, it can increase knowledge in social sciences (IPS). This research has a good impact on better and more interesting education.

During the learning process, the teacher acts as a facilitator, ensuring that the teaching and learning experience is comfortable and effective. This involves creating an environment conducive to educational activities, determining the content to be studied, and using effective communication methods.

Various markers of interest in learning include the sensation of pleasure, active student participation, curiosity, and focused student attention. Based on these four criteria, it appears that students' enthusiasm for learning needs to be developed further to be able to cover these four criteria. Childhood or elementary school is the most important period for forming a child's personality, mentality, and talents so that they continue to grow and develop over time. So the child will determine how far they will progress to continue creating and innovating at the next level of education. If children have been trained in developing learning habits from an early age, they will also be accustomed to facing various kinds of challenges in every difficulty they face from all points of view so that those who have high enthusiasm will produce innovative ways to solve them.

Based on the phenomenon, interest in learning in social studies learning in class VII-D SMPN 8 Pamekasan is still low. In this case, it has been proven when conducting research during the teaching and learning process. Having carried out an observation in the form of a direct interview with the social studies teacher, he then said that class VII-D is very lacking in terms of interest in learning, which can be seen from several indicators such as feelings of happiness, students' interest in learning social studies, attention during lessons and involvement in learning. In learning, students pay less attention to the teacher during learning, where students are more concerned with themselves than paying attention to the teacher explaining, such as talking in class, playing during class and joking with their friends. Meanwhile, the method used by teachers is still in the form of lectures and outside learning, but this does not increase students' interest in learning.

Technology that develops over time has indeed brought changes to life, especially in the world of education which is always developing. Therefore, the education sector must always be completely innovative because the education sector holds an important role in the learning and education process and can

encourage the success of the system. There is one development in the educational technology system, namely the introduction of media used by students, one of which is the educational game Wordwall so that students' interest in learning increases by creating a creative and fun learning media that will increase students' interest in learning so that learning goals can be achieved. Not only that, media is part of nonverbal communication. As part of the system, this means that media must be available or used in every lesson. It is said that if one of these components is missing then the results obtained will not be good.

Based on this background, it can be concluded that interest in learning is a very important thing in learning which has a big impact on increasing students' interest in studying. So, to increase students' interest in learning, learning media is needed in the form of Wordwall, which is an alternative media in the form of educational games which can increase students' interest in learning with this media which is adapted to the social studies material at SMPN 8 Pamekasan. The aim of implementing Wordwall media is to increase students' interest in learning and make learning easier and easier to remember through this media. This research is entitled the application of the Wordwall application in social studies learning to increase students' interest in learning in class VII-D at SMPN 8 Pamekasan as an effort to increase students' interest in learning in solving problems.

## **Method**

Classroom Action Research is a research activity that has a classroom context which is carried out to solve learning problems faced by teachers, improve the quality and learning outcomes to try new things in learning in order to improve the quality of learning outcomes. PTK is a research activity that can be carried out individually or collaboratively. Individual PTK is research where a teacher conducts research in his or her class or another teacher's class.

Kemmis and Mc. Tanggart (PTK) is a study carried out to improve oneself, one's own work experience, which is carried out systematically, planned and with an introspective attitude.

## Result and Discussion

At the investigation stage in this classroom action research, the researcher carried out actions arranged in two different cycles. Each cycle consists of three meeting stages. Each cycle consists of three iterations, where three sessions are conducted to support the action. After the third meeting ends, a skills test or exam is held. The learning activities carried out in each cycle are in accordance with the learning plan. Implementation of Wordwall as a social studies learning tool in class VII-D at SMPN 8 Pamekasan.

### 1. Implementation of Cycle 1

In cycle 1 it was carried out 3 times, at the beginning of the learning it was carried out on 22 August 2023 to 29 August 2023. Activities were carried out in each cycle according to the following stages, namely planning, implementation, observation and reflection.

#### a. Planning

This planning is a preparation of open modules for learning activities according to the material that will be discussed using Wordwall media and preparations such as questions, questionnaires, student and teacher observation sheets. The following is the learning schedule.

**Table 1. Cycle 1 Planning Schedule**

No	Hari/tanggal	Pertemuan	Subtema
1	Selasa/22 Agustus 2023	Pertemuan I	Mengenal lokasi tempat tinggal
2	Kamis/24 Agustus 2023	Pertemuan II	Kondisi wilayah indonesia
3	Selasa/29 Agustus 2023	Pertemuan III	Tes kompetensi

#### b. Implementation

This implementation stage was carried out on 22, 24, 29 August 2023 which was divided into 3 meeting stages, namely the first meeting included material about getting to know the location where you live.

## **Meeting I**

The initial meeting took place on August 22 2023. It was held from 08.35 to 08.55 and continued from 08.55 to 09.15. The main focus of this meeting is to get to know the location where you live.

### **1. Initial Activities**

The meeting at 08.35 began with greetings from the students. Then, the teacher asked the class leader to prepare his friends and lead the reading of the lesson prayer before the lesson started, as well as continuing to check the students' attendance books. The teacher then repeats it so that students can remember last week's lesson. The teacher then explains the lesson that will be discussed.

### **2. Core activities**

In this activity the teacher gives direction to students on how to apply or use this wordwall media used as learning media to support students' learning interest in class VII-D. If students understand how to use the application the teacher will deliver learning material with the theme "location". After explaining the material, the teacher then asked the students whether they understood the material that had been taught and then the teacher explained about the use of Wordwall media.

There is a discussion regarding learning using Wordwall media. So you can find out the steps in implementing the Wordwall application and how to do questions using learning media in the form of Wordwall. Apart from that, the teacher provides an explanation to students about Wordwall media so that a laptop can be prepared so that learning can be carried out using this application. This also explains step by step so that it is easy for students during the learning process. By implementing this media, students' interest in learning can increase because learning becomes exciting and not boring.

Then, with the explanation above, students work on questions contained in the wordwall learning media application which contains "location" material so that researchers can understand how students

develop, whether the wordwall media application can foster students' interest in learning.

### **3. Conclusion**

- 1) The teacher provides reinforcement and conclusions.
- 2) Assignment
- 3) Greetings and prayers led by the class leader.

## **Meeting II**

### **1. Planning**

The second action planning refers to the learning process using the wordwall media below as follows:

- a. The teacher gives encouragement to students so that the learning process goes well according to what is desired.
- b. The teacher raises students' self-confidence by asking questions.
- c. Prepare open modules according to the material and use wordwall media.
- d. Provide teacher and student observation sheets.
- e. Provide cycle I competency questions related to the material.

### **2. Implementation**

In this step, the implementation carried out by researchers refers to the open modules that have been prepared, including the following:

- a. Carrying out learning activities in accordance with existing open modules and using learning media in the form of Wordwall
- b. Carrying out learning activities in cycle 1, namely the material that has been determined, namely the conditions of the Indonesian region.
- c. In this case, forming small groups of 1 line means there are 4 groups.  
To determine students' interest in this learning.

### **3. Observation**

This activity was carried out during the social studies learning process by distributing observation sheets provided by researchers to observe student and teacher activities. Student observation sheets are used to

determine student interest, whether it can increase student interest in learning or vice versa. Meanwhile, the teacher observation sheet is used to observe teachers in the social studies learning process using learning media in the form of Wordwall and to find out whether it is in accordance with the open module that has been created.

#### 4. Reflection

Reflection is an effort to evaluate oneself. In this research, the researcher examines, views, and considers the results of the actions that have been taken based on the data that has been collected. From these activities, conclusions will be drawn regarding the achievements of the research. If there are still obstacles or failures then the next action can be called cycle 2.

#### Meeting III

The meeting took place on Tuesday, August 29 at 08.35. The researcher analyzed the results of the competency exam given by the teacher to students in order to determine students' understanding and ability to use Wordwall media, whether by doing this students could increase their interest in learning.

**Table 2. Results of Cycle I Teacher Observations**

No	Aspek	Rata-rata	Kategori
1	Pendahuluan	3,0	Baik
2	Kegiatan inti	2,5	Cukup
3	Penutup	3,0	baik
4	Pengelolaan waktu	3,0	Baik
5	pengamatan	3,0	Baik
	<b>Rata-rata</b>	2,9	Cukup

**Table 3. Based on the table above, it can be seen that the implementation of learning using Wordwall media shows a sufficient category with an average of 2.9.**



No	Skor	Presentase	Kategori
29	23	47	Kurang baik

Based on the table above, the results of student observations in cycle I show that the category is not good. In the student interest in learning questionnaire there are several questions according to the indicators of interest in learning. Where in each cycle students are given individual questionnaires to determine the development of student interest in learning.

**Table 4. Results of Cycle I Student Learning Interest Questionnaire Data Analysis Results**

No	Nama Siswa	Skor	Presentase	Kategori
1	Abdan syakura hasir	37	61%	Cukup
2	Al aska najwa ramadani	42	70%	Baik
3	Alif pratama	42	70%	Baik
4	Ander ghazy mubarook	35	58%	Cukup
5	Annisa al khalifi az-zahra	37	61%	Cukup
6	Arman maulana efendi	39	65%	Cukup
7	Berliana febyanto	39	65%	Cukup
8	Bimbim pangestu	42	70%	Baik
9	Citra kamelia	42	70%	Baik
10	Elvina julia putri	44	73%	Baik
11	Erik subastian wahyudi	40	66%	Cukup
12	Fijri meidy rozita	47	78%	Baik
13	Gilang salman faisal	39	65%	Cukup
14	M ifdal habibi	39	65%	Cukup
15	M fauzan firman syah	43	71%	Baik
16	Maulidiya putri dwi m	39	65%	Cukup
17	Mifrotul maufiroh	41	68%	Baik
18	Moh agustian romadhoni	38	63%	Cukup
19	Moh apriyanto putra p	39	65%	Cukup
20	Moh firmasyah	39	65%	Cukup
21	Moh refan esa pratama	38	63%	Cukup
22	Moh zainal abidin	40	66%	Cukup
23	Novita triyana	44	73%	Baik
24	Nurul hidayah	47	78%	Baik
25	Reki rifandi	40	66%	Cukup
26	Siti icha miftahul jannah	42	70%	Baik
27	Slamet riyadi	40	66%	Cukup
28	Syifa salsabila karomah	45	75%	Baik
29	Wulan oktavia	43	71%	Baik
	<b>Jumlah</b>	<b>1.182</b>	<b>1.962</b>	
	<b>Nilai rata-rata siswa</b>	<b>40</b>	<b>67%</b>	
	<b>Jumlah siswa yang berhasil</b>		<b>13 siswa</b>	<b>Cukup</b>

In the table above, it can be seen that students' interest in learning in the first cycle stage has reached an average of 67% good. Where in this first cycle, out of 29 students and 13 students were successful, 16 students still got the sufficient category.

### **Cycle I reflection**

In the table of observation results that have been carried out previously, a study in cycle I can be said to be sufficient but needs to be tested again in cycle II. This is caused by a problem experienced by students and teachers during the learning process. The shortcomings in cycle I are as follows:

1. When the lesson started there were some students who were not paying attention.
2. During the group division process in the assignment, students want to be in 1 group with students who are the same smart.
3. In the process of cooperation between students, it is still not achieved and is not going well.

Evaluations carried out to improve the implementation of cycle I are as follows:

1. Teachers must be able to create a good atmosphere during the learning process so that students pay attention.
2. Teachers must be able to overcome injustice in group division.
3. Teachers must be able to direct students to create cooperation between students so that learning can be achieved well.

From the results of the reflection above, it will be further developed so that all learning processes reach the excellent category by carrying out the next stage, namely in cycle II.

## **2. Implementation of Cycle II**

In cycle II, it was carried out 3 times, at the beginning of the learning it was carried out from 31 August to 7 September 2023. Activities were carried

out in each cycle according to the following stages: planning, implementation, observation and reflection.

**a. Planning**

This planning is a form of process where at this stage the researcher prepares several things before carrying out learning in the classroom by applying learning media in the form of a word wall, this planning includes:

1. Determine the main discussion that will be studied in this research, namely: Socialization in society
2. Researchers prepare a Teaching Module with socialization material in the community
3. Researchers prepare teacher, student observation formats and questionnaire sheets

**Table 4. Cycle 2 Planning Schedule**

No	Hari/tanggal	Pertemuan	Subtema
1	Selasa/31 Agustus 2023	Pertemuan I	Sejarah lisan
2	Kamis/5 September 2023	Pertemuan II	Manusia sebagai makhluk sosial dan ekonomi yang bermoral
3	Selasa/7 September 2023	Pertemuan III	Tes kompetensi

**b. Implementation**

This stage will be carried out on 31 August, 5 September and 7 September 2023 which is divided into 3 stages of the first meeting, namely socialization material in the community

**Meeting I**

The first meeting took place on August 31 2023, held from 08.35 to 08.55 and continued from 08.55 to 09.15. The main focus of this meeting is Socialization in the Community.

**1. Initial Activities**

The meeting at 08.35 began with greetings from the students. Then, the teacher asked the class leader to prepare his friends and lead the reading of the lesson prayer before the lesson started, as well as continuing to check the students' attendance books. The teacher then

repeats it so that students can remember last week's lesson. The teacher then explains the lesson that will be discussed.

## **2. Core activities**

In this activity the teacher gives students direction on how to apply or use this wordwall media which is used as learning media to support students' learning interest in class VII-D. If students understand how to use the application the teacher will deliver learning material with the theme "Oral History". After explaining the material, the teacher then asked the students whether they understood the material that had been taught and then the teacher explained about the use of Wordwall media.

There is a discussion regarding learning using Wordwall media. So you can find out the steps for implementing the wordwall application and how to do questions using learning media in the form of wordwall. Apart from that, the teacher provides an explanation to students about Wordwall media so that they can prepare a laptop so that learning can be carried out using this application. This also explains step by step so that it is easy for students during the learning process. By implementing this media, students' interest in learning can increase because learning becomes exciting and not boring.

Then, with the explanation above, students work on questions in the form of a wordwall game on the material "Socialization in Society" so that they can see the increase in students' interest in learning by using wordwall media.

## **3. Conclusion**

1. The teacher provides reinforcement and conclusions.
2. Assignment
3. Closing prayer

## **Meeting II**

### **1. Planning**

The second action planning leads to a learning process using the following word wall environment:

- a. Teachers provide encouragement to students so that the learning process goes well according to what is desired.
- b. The teacher raises students' self-confidence by asking questions.
- c. Prepare teaching modules according to the material and use wordwall media.
- d. Provide teacher and student observation sheets.
- e. Provide cycle II competency questions related to the material

### **2. Implementation**

At this stage, the implementation carried out by researchers refers to the teaching modules that have been prepared, including the following:

- a. Carrying out learning activities in accordance with existing teaching modules and using learning media in the form of WordWall.
- b. Carrying out learning activities in cycle II, namely the material that has been determined, namely humans as moral social and economic creatures.
- c. In this case, forming a small group of 1 line means there are 4 groups. To determine students' interest in this learning.

### **3. Observation**

This activity was carried out during the social studies learning process by distributing observation sheets provided by researchers to observe student and teacher activities. The student observation sheet is used to find out whether students' interest can increase students' interest in learning or vice versa, while the teacher observation sheet is used to observe the teacher in the social studies learning process taking place with the application of learning media in the form of Wordwall and to find out whether it is in accordance with the teaching module that has been created.

#### 4. Reflection

Reflection is an effort to evaluate oneself. In this research, researchers evaluate, observe and evaluate the results of activities carried out based on the data collected. Where these activities are located will produce results related to research findings. If there are still problems or failure.

#### Meeting III

This meeting took place on Tuesday, September 12 at 08.35-09. 15 Researchers analyzed the results of the posttest given by the teacher to determine students' understanding and ability to use media to learn wordwall media to determine whether this would improve students' learning abilities

**Table 5. Results of Cycle II Teacher Observations**

No	Aspek	Rata-rata	Kategori
1	Pendahuluan	4,0	Sangat baik
2	Kegiatan inti	3,7	Baik
3	Penutup	3,8	Baik
4	Pengelolaan waktu	4,0	Sangat baik
5	pengamatan	4,0	Sangat baik
	<b>Rata-rata</b>	3,9	Baik

**Table 6. Based on the table above, it can be seen that the implementation of learning using Wordwall media shows a good category with an average of: 3.9**

No	Skor	Presentase	Kategori
29	40	83	Baik

Based on the table above, the results of student observations in cycle II show the good category. In the student interest in learning questionnaire there are several questions according to the indicators of interest in learning. Where in each cycle students are given individual questionnaires to determine the development of student interest in learning.

**Table. 7 Results of Cycle II Student Learning Interest Questionnaire Data Analysis Results**

No	Nama Siswa	Skor	Rata-rata	Kategori
1	Abdan syakura hasir	52	86%	Sangat baik
2	Al aska najwa ramadani	50	83%	Baik
3	Alif pratama	51	85%	Sangat baik
4	Ander ghazy mubarook	52	86%	Sangat baik
5	Annisa al khalifi az-zahra	53	88%	Sangat baik
6	Arman Maulana efendi	51	85%	Sangat baik
7	Berliana febyanto	50	83%	Baik
8	Bimbim pangestu	52	86%	Sangat baik
9	Citra kamelia	51	85%	Sangat baik
10	Elvina julia putri	54	90%	Sangat baik
11	Erik subastian wahyudi	50	83%	Baik
12	Fijri meidy rozita	53	88%	Sangat baik
13	Gilang salman faisal	50	83%	Baik
14	M ifdal habibi	50	83%	Baik
15	M fauzan firman syah	51	85%	Sangat baik
16	Maulidiya putri dwi m	52	86%	Sangat baik
17	Mifrotul maufiroh	50	83%	Baik
18	moh agustian romadhoni	52	86%	Sangat baik
19	Moh apriyanto putra p	51	85%	Sangat baik
20	Moh firmasyah	50	83%	Baik
21	Moh refan esa pratama	51	85%	Sangat baik
22	Moh zainal abidin	50	83%	Baik
23	Novita triyana	52	86%	Sangat baik
24	Nurul hidayah	50	83%	Baik
25	Reki rifandi	50	83%	Baik
26	Siti icha miftahul jannah	51	85%	Sangat baik
27	Slamet riyadi	50	83%	Baik
28	Syifa salsabila karomah	51	85%	Sangat baik
29	Wulan oktavia	50	83%	Baik
	<b>Jumlah</b>	<b>1.480</b>	<b>2.458</b>	
	<b>Nilai rata-rata siswa</b>	<b>51</b>		
	<b>Jumlah siswa yang berhasil</b>	<b>29 siswa</b>	<b>84%</b>	<b>Sangat baik</b>

In the table above, it can be seen that students' interest in learning in cycle II stage has reached an average of 84% Very good. Where in cycle II, out of 29 students, all students succeeded in meeting the assessment criteria for the very good category.

### 3. Cycle II reflection

The results of observations in cycle I and cycle II showed good improvements in both stages of implementing the wordwall application and the results of observations of student interest in learning questionnaires.

## **Discussion**

### **Application of the wordwall application in social studies learning to increase students' interest in learning in class VII-D at SMPN 8 Pamekasan**

In general, media can be understood as an intermediary for information from the source to the recipient. This information can be about education, politics, technology, or news. A learning environment is anything that is used to convey messages that can stimulate students' thoughts, emotions, attention and desires to encourage deliberate, reflective and resolving thinking. The learning environment includes tools that help teachers to teach, as well as ways to convey messages in the course of learning to recipients of the message to students.

Utilizing the learning environment is one solution that can help increase the level of student interest in studying the material that has been presented. When delivering the material, students can be attracted by the presence of a new learning environment when explaining the material. Various types of media such as audio, video or other materials are used so that the process of exchanging ideas and information from teacher to student can take place quickly and the material input is good. Learning media is anything that provides information to students that allows them to achieve learning goals.

Wordwall applications such as quizzes used in learning are also a learning environment that changes the learning environment. The atmosphere and environment will be very different if you use Wordwall media, you will look active, focused and not just sitting and listening, but will also liven up the class atmosphere.

Based on data from analysis results on the application of the Wordwall application in social studies learning to increase students' interest in learning in class VII-D at SMPN 8 Pamekasan. This research was carried out at various stages with using 2 cycles, in each cycle there are 3 meetings so, cycles I and II have 6 meetings. Before carrying out the initial steps of this research, the researcher conducted observations and interviews with social studies teachers at SMPN 8 Pamekasan. The results of the interview explained that learning still uses the lecture method and learning resources in the form of worksheets. Therefore, in this



research we tried to use Wordwall media to increase students' interest in learning so that it is not boring, especially in class VII-D at SMPN 8 Pamekasan.

In implementing phase I, the results of data analysis were obtained from the teacher's observation sheet during the learning process using wordwall learning media. Where in this assessment process he became an observer in an observation, namely: the social studies teacher (Mrs. Eka). From the results of the observation sheet, it shows that in cycle I the material "Getting to know the location where you live" received an average rating of 2.9 so it could be said to be in the sufficient category. Furthermore, observations were made in cycle II, namely on the teacher's observation sheet with the material "socialization in society" with the process of implementing wordwall media so that it could experience a development from the previous cycle which received an average rating of 3.9 so it could be said to be in the good category. So it can be seen from the 2 cycles that students' development is very visible from cycle I to cycle II. So it can be concluded that this learning process can be said to be successful with the application of Wordwall learning media.

### **Implementing the Wordwall Application Can Increase Students' Interest in Learning in Class VII-D at SMPN 8 Pamekasan, Pamekasan Regency**

Student interest in learning is an expression of high desire and enthusiasm for learning. Interest is not often mentioned in psychology because it is influenced by several other internal factors such as the ability to focus, curiosity, and motivation. Someone who has an interest in learning tends to show behavior, such as perseverance, dedication, and tenacity. It can be concluded that interest in learning is a strong inner drive that reflects a student's interest, desire and enthusiasm for a subject or learning activity.

Interest in learning can be interpreted as a tendency, interest, high desire for something. Meanwhile, interest can be interpreted as the desire to have (have) interest, attraction, desire (will). Ministry of National Education, 2013: 1152. Interest in learning is one of the key factors in the educational process which has an important role in student motivation and learning achievement. The ability to cultivate and maintain a strong interest in learning is highly relevant in the context of lifelong learning. Interest in learning is not just a desire to pursue knowledge,

but also encourages students to explore, develop themselves and achieve achievement. Students who are motivated to learn are those who have a strong sense of self-confidence. On what has been learned so that he can remember it, feel happy, feel proud and satisfied with the things he is interested in.

In this research, observations and interviews were carried out with one of the teachers, especially the social studies teacher at SMPN 8 Pamekasan, with the aim of finding out in depth about students' learning interests, especially in social science learning. The results of conducting a teacher interview stated that interest in studying for class VII-D at SMPN 8 Pamekasan was still low because the learning method used still used lectures, so students' interest in the lesson was still lacking.

In this research, using a model from Kemmis and Taggart put forward a PTK model developed by Kurt Lewin's original concept. The PTK model proposed by Kemmis and Taggart uses a self-reflection spiral system with the following steps: 1. Planning. 2. Action. 3. Observation, 4. Reflection.

Based on the problems above, using interesting learning media such as using the Wordwall application will increase students' interest in learning. It can be seen from the implementation of cycle I with the material "Getting to Know the Location of Living Places" showing that class VII-D students' interest in learning reached an average of 67% and 16 students succeeded in getting the sufficient category. The next stage was cycle II with the material "Socialization in Society" by showing that class VII-D students' interest in learning reached an average of 84% and all students succeeded by getting good and very good categories. The explanation above shows that increasing students' interest in learning by using the wordwall application in social studies lessons can be said to be successful.

## **Conclusion**

The results of research regarding the results that have been studied by implementing the wordwall application in social studies learning to increase students' interest in learning in class VII-D at SMPN 8 Pamekasan. Researchers can conclude several conclusions:

Implementation of the Wordwall Application in Social Studies Learning to Increase Students' Interest in Learning for Class VII-D at SMPN 8 Pamekasan is

able to provide an increase in students' interest in learning by using learning media in the form of Wordwall in the form of an educational game which contains many interesting features so that it can create interesting learning. In this case, the indicators of learning interest are achieved, namely feelings of happiness, student interest, student attention, and student involvement.

Results of Implementing the Wordwall Application in Social Studies Learning to Increase Student Interest in Class VII-D at SMPN 8 Pamekasan. The use of wordwall media provides results in social studies learning in which the following data is obtained:

- a. In the first cycle with the material "getting to know where you live" the average student interest score was 67%, with 13 students succeeding in the good category.
- b. In cycle II with the material "socialization in society" the average score for student interest in learning was 84% of students, all students were successful in the good and very good categories.

Based on the description above, it can be concluded that classroom action research using the wordwall application in social studies learning to increase students' interest in learning in class VII-D at SMPN 8 Pamekasan has succeeded in increasing students' interest in learning.

### **Suggestion**

The success of learning by using the wordwall application in social studies learning to increase students' interest in learning in class VII-D at SMPN 8 Pamekasan. So the researcher conveys several suggestions, God willing, that are useful and useful as input contributions for the smooth implementation of learning at SMPN 8 Pamekasan. The suggestions from researchers are as follows:

1. Teachers must be able to create interesting learning so that high interest in learning is created by using varied learning media such as wordwall media.
2. Class VII-D students at SMPN 8 Pamekasan must be able to increase their interest in learning in order to create the desired learning.

3. It is hoped that the author can further develop this research by implementing better learning media by following current developments, so as to create educated students for the future of the nation.
4. For IAIN Madura, the results of this research can be used as reference material and a basis for students in developing this research as reference material and can be followed up by other researchers to develop their scientific fields

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