



Learning Analysis Using Wordwall Web Based Game Methods to Increase Student Motivation at SMPN Sesean Toraja Utara

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Abstrak

Masalah dalam penelitian ini adalah kurangnya motivasi belajar siswa di sekolah. Tujuan penelitian ini untuk menganalisis metode game berbasis wordwall web dalam meningkatkan motivasi siswa di SMPN 1 Sesean Toraja Utara. Jenis penelitian yang dipakai pada penelitian ini adalah penelitian kualitatif deskriptif. Subjek dalam penelitian ini adalah semua pihak yang terkait pelaksanaan pembelajaran dengan metode game berbasis wordwall web untuk peningkatan motivasi belajar siswa di SMPN 1 Toraja Utara. Objek dalam penelitian adalah peningkatan motivasi siswa di SMPN 1 Toraja Utara. Teknik pengumpulan data yakni wawancara, observasi, angket dan dokumentasi. Teknik analisis data dilakukan dengan cara pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian antara lain: (1) data angket siswa terhadap pelaksanaan pembelajaran ada 65% atau 14 orang siswa yang mengaku tidak setuju dengan metode pembelajaran konvensional, 22% atau 5 orang siswa mengaku setuju, sementara 13% atau 3 orang yang menjawab ragu-ragu dan 4% atau 1 orang tidak memberikan jawaban. Data angket guru terhadap penggunaan media pembelajaran ditemukan bahwa 90% atau ada sedikitnya 17 guru mengaku tidak pernah menggunakan media berbasis TI dalam proses pembelajaran dan 10% lainnya guru mengaku pernah menggunakan media pembelajaran berbasis TI; (2) permasalahan yang dihadapi guru tidak memiliki sumber daya untuk menggunakan media pembelajaran berbasis TI, kurangnya sarana dan prasarana dan masih ada guru yang nyaman dengan pembelajaran konvensional; (3) hasil wawancara terdapat 90% siswa mengaku lebih termotivasi dalam belajar jika menggunakan game berbasis Wordwall Web dalam pembelajaran dan 100% siswa mengaku meningkat motivasi belajarnya.

Kata Kunci: Game, Wordwall Web, Pendidikan, Motivasi Siswa, Guru

Abstract

The problem in this research is the lack of student motivation to learn at school. This research aims to analyze the word wall web-based game method in increasing student motivation at SMPN 1 Sesean North Toraja. The type of research used in this research is descriptive qualitative research. The subjects in this research were all parties involved in implementing learning using the Wordwall web-based game method to increase student learning motivation at SMPN 1 North Toraja. The object of the research is increasing student motivation at SMPN 1 North Toraja. Data collection techniques are interviews, observation, questionnaires, and documentation. Data analysis techniques are carried out by collecting data, reducing data, presenting data, and drawing conclusions. The results of the research include: (1) student questionnaire data regarding the implementation of learning, there were 65% or 14 students who said they did not agree with conventional learning methods, 22% or 5 students said they agreed, while 13% or 3 people who answered were doubtful and 4% or 1 person did not provide

an answer. Teacher questionnaire data regarding the use of learning media found that 90% or at least 17 teachers admitted that they had never used IT-based media in the learning process and another 10% of teachers admitted that they had never used IT-based learning media; (2) the problems faced by teachers are not having the resources to use IT-based learning media, lack of facilities and infrastructure and there are still teachers who are comfortable with conventional learning; (3) from the interview results, 90% of students admitted that they were more motivated in learning if they used Wordwall Web-based games in learning and 100% of students admitted that their learning motivation had increased.

Keywords: Games, Web Wordwall, Education, Student Motivation, Teachers

INTRODUCTION

Education is an important part of a country. Because education can provide direction and goals for the national future. Education is also a benchmark in the lives of citizens. According to (1) education can be said to be the breath in supporting the welfare of all people in a country. In Indonesia, education is clearly and firmly regulated in the constitution, namely (2) (1) which reads "Every citizen has the right to education". The reaffirmation is continued in paragraph (3) "The government seeks and implements a national education system, which increases faith and piety and noble morals to educate the life of the nation, which are regulated by law."

Data released by (3) in January 2022, Indonesia is in third place with the most game users in the world. Based on these records, 94.5% of internet users aged 16-64 years play video games. Indonesia's position is below the Philippines which is in first place with a percentage of 96.45 and Thailand is in second place with a percentage of 94.7%. This data description gives the idea that online games have also penetrated school-aged children. Research (4) shows that several impacts of online games on students include being late for school, sleeping easily in class, and even choosing to skip class. The reason is because at night the student in question stays up late so he is easily sleepy when he arrives at school. Meanwhile, those who choose to skip class because the school does not have a strong internet network so they look for a place that has a faster connection.

However, this game can be used in education with certain criteria. Because it cannot be denied that data and facts show that school-age children are very interested in games (5). Therefore, an appropriate method and strategy for using games in learning is needed so that it can motivate students in the learning process. Still from research (4), it is also explained that

there are positive factors in games, namely that students can express their emotional feelings through games and gain financial benefits because they can be used as additional income. According to (6), there was an increase in students' interest in learning when the learning method used the online game Wordwall. This then led researchers to carry out the same research regarding the implementation of web word wall-based game methods to increase student motivation in learning.

LITERATURE REVIEW

1. Conventional Learning

The development of digital-based technology in education certainly cannot eliminate conventional learning methods. This can be seen in learning at almost all levels of education, from primary education to tertiary education. Learning using conventional methods which places the teacher as the center of learning is generally not wrong. However, this method seems to be the ultimate choice for the powerless to accept changes in education. This includes accepting various kinds of learning methods and strategies that are currently popular, such as the use of learning media and/or learning methods using digital technology.

Research has proven that conventional learning is very inadequate in maintaining student motivation in learning. On the other hand, conventional learning methods by using the teacher as a learning resource play a role in putting mental pressure on children to be more enthusiastic about learning in class. Research conducted by (7) shows that conventional learning is very difficult to attract students' attention and motivation in the learning process. Not to mention if the subjects taught are exact. Therefore, the role of teachers who are more open and tolerant towards the development and use of technology in the learning process so that students can be active in learning is very necessary.

Conventional learning is completely wrong when used in the learning process. In certain conditions, conventional learning becomes a very important part of achieving certain goals in learning. Findings (8) show that face-to-face interactions between teachers and students are more effective in improving student learning outcomes. In this way, placing conventional learning as poor quality cannot be justified. It is good that conventional learning is modified by making several improvements. Integrating conventional learning with developments in digital technology such as the use of games.

2. Games and Learning

The use of games in learning is now a hot topic for discussion. One of the reasons is the fact that Indonesia is one of the countries with quite large growth and use of games. With such great potential, it is hoped that the integration of games and learning can have a positive impact. Especially in increasing students' interest and motivation in learning in school classrooms. According to (9), games can make students play them for a long time, so the idea of combining games and learning emerged to make students active in the learning process.

Games in learning refer to the definition that games have certain goals in the learning process. The games used must be based on needs that have been adapted to the characteristics of the material that will be presented in the learning process. This is intended so that the game used is not inversely proportional to the goals to be achieved in the learning process. Research conducted (10) shows the fact that learning game methods should not focus only on multiple learning objectives. The reason is, that this will eliminate the essence of the game, namely fun. Likewise, learning game methods should not only focus on games because they can be assumed to hinder learning. Great care is needed in balancing the game focus and learning objectives.

Research conducted by (11) shows positive results on the impact of using games in learning at school. One important impact that is of concern is the significant change in students' learning motivation in science subjects such as mathematics. The reason is that learning methods that are integrated with games make students more focused because learning is more interesting and very interactive.

Conceptually and theoretically, games and learning strategies are very different.

However, if both are used and combined, they will have a strong attraction to increase students' motivation to learn. Learning in several subjects such as science and theory sometimes makes students bored quickly. By combining games and classroom learning, it is hoped that a strong consensus can be achieved to bridge increased student motivation and student learning outcomes.

3. Learning with Wordwall Web

The use of games in learning has shown positive results in various studies. According to (11), the implementation of web-based educational games in mathematics learning can significantly increase student motivation. This study shows that educational games can make learning more interesting and interactive, which in turn increases student participation and motivation.

Wordwall is one of the websites available on the internet that offers several interesting and interactive online game displays (12). Therefore, this game can be designed to be used in the learning process both online and offline. Below are several templates available on Wordwall, including :

- a. Match up
- b. Quiz
- c. Random wheel
- d. Missing word
- e. Group sort
- f. Matching pairs
- g. Find the match
- h. Random cards
- i. Unjumble
- j. Open the box
- k. Anagram
- l. Labelled diagram
- m. True or false
- n. Whack a mole
- o. Game show quiz
- p. Balloon pop
- q. Maze chase
- r. Air plane

Another advantage of Wordwall is that teachers can not only choose several available templates but can also set the selected game such as game time, how many opportunities (lives) can be used, set the game level, and arrange the content or game material that will be used. According to (12), wordwall also provides other features that are no less interesting, namely providing analysis of the results of student knowledge that has been provided in the form of games. This analysis can be displayed in the

form of students answering the questions correctly or incorrectly, the time required for each student to work on the game questions and the results of each student's work in the form of a diagram.

According to (13), the definition of learning media is anything that can be used to convey messages and can stimulate the thoughts, feelings, attention, and will of the learner to encourage a learning process that is purposeful and controlled. Based on the previous understanding of learning media, we can conclude that learning media using the word wall game can be decided as an alternative learning media that can influence student learning motivation so that it is hoped that student learning outcomes can improve.

An important supporting factor in learning is motivation. This motivation is closely related to two things within students, namely internal motivation and external motivation (14). Internal motivation is related to how students' passion for discovering themselves stimulates adrenaline to receive lessons in the learning process. External motivation is related to circumstances outside the student, such as the environment, educational facilities and infrastructure, and the availability of human resources, namely teachers who have excellent competence. Therefore, the role of the teacher is necessary in knowing students' motivation for learning by directly observing students' enjoyment and activity (15).

4. Motivation to learn

Student motivation is a very important aspect of the educational process. This has a crucial role so that students can be active in learning. With sufficient motivation, students will be interactive in learning. This is expected to improve student learning achievement. Student learning motivation is divided into two forms, namely internal and extrinsic. According to (16), intrinsic motivation is a form of motivation that arises from within students, including high curiosity, intense ability to ask questions, strong ability to master subject matter, and so on. Meanwhile, extrinsic motivation is a form of motivation that is very strongly influenced by factors from outside the student, including praise, rewards, punishment, and so on.

According to (16), intrinsic motivation has a stronger influence than extrinsic motivation. According to him, students who have intrinsic motivation will have a much better

understanding of academic performance because they have strong autonomy over the regulation and termination of student steps in learning. Still, according to (16), students with stronger roles and challenges can increase their motivation in learning.

One of the factors that triggers an increase in student learning motivation is the use of learning media and interactive learning methods. One of them is the use of Wordwall web learning media. Research conducted by (17) illustrates how effective game-based learning such as web word walls is. According to the research results, web word walls provide several excellent and interesting features such as challenges, rewards, and instant feedback. This finding is also confirmed by a study (18) which found that the use of web wordwalls as a learning medium can increase student motivation at school.

The use of learning media such as games also makes the learning system focused on students. According to (19) in his research, students who are actively involved in learning by using media that is appropriate to technological developments that are relevant to students' interests tend to be more motivated in learning. Student involvement in learning also increases collaboration between students and teachers. This can also ward off the stigma that students and teachers have a huge gap, making the learning system ineffective and quickly boring.

RESEARCH METHODS

1. Type of Research

The type of research chosen is descriptive qualitative research. This type of research is used because this type of research can provide a complete picture of the interactions between teachers and students in classroom learning. According to (20), descriptive research is research that attempts to describe an individual's characteristics, circumstances, and symptoms in a particular group about symptoms and/or relationships with other symptoms in the environment that is the focus of the research.

According to (21), descriptive research explains that there is a research method that can explain the latest situations and circumstances. This reason can then become the basis for identifying factors in implementing certain activities on the object under study. The suitability of field data through direct interaction in qualitative research provides effectiveness in

a comprehensive data collection process. This allows the data to be more detailed and explicit.

In particular, (20) explained that descriptive case study research is an in-depth investigation and examination that covers the entirety of individual behavior. Descriptive research will provide an overview of descriptive research with case studies. Research where the researcher will enter the smallest social domain in a collection, group, community, family, or various other smallest social forms. This methodology is known as complex and comprehensive, detailed research directed at finding contemporary problems or phenomena.

2. Data Collection Method

a. Interview

The interview method is the main data collection technique in this research because the author will use this method to obtain data that can review the analysis of the causes and impacts of access to education for school-age children in the coastal area of Tallo Village, Tallo District, Makassar City. For this reason, researchers will pay close and thorough attention to the topics and questions that will be asked of the sources. The interview will explain the interview which is seen as a question-and-answer conversation aimed at obtaining certain information. (20) stated the steps in using interviews in research as follows:

- a. Determine the sources who will be interviewed.
- b. Prepare everything that is the main issue that will be discussed in the interview.
- c. Opening and closing the interview flow.
- d. Carrying out the interview process.
- e. Conduct in-depth confirmation of the summary of the interview results and end it.
- f. Write the results of the interview as field notes.
- g. Identify and follow up on the results of interviews that have been conducted so that information can be obtained.

b. Observation

The observation method is used to observe the situation and conditions that occur in the field related to the research to be carried out. Observations are usually carried out before the researcher decides on the research problem that will be focused on in the research to be carried out. For this reason, the author used this observation method to see the situation and conditions of the research location. (20) said that observation is the basis of science. Scientists can only work based on

data, namely facts about the real world obtained through observation.

c. Documentation

Documentation is used to document all research activities. The aim is to describe the situation and conditions of researchers in the research process both when carrying out observations and interviews with sources.

d. Questionnaire

The questionnaire was used as an effort to present data as a form of support for the interview results. This questionnaire will be submitted to the public and relevant government officials as well as school-age children who are not receiving education.

3. Data Analysis Techniques

a. Data Collection

The data has been obtained from data collection techniques, both through interviews with sources and observations carried out during research activities. The results of the interviews will be analyzed to be connected and compared with each other. Any data that has been obtained will be grouped into important issues based on the research objectives that have been determined. At this stage, sufficient data will also be concluded to create a concept, category, and theory.

b. Data Reduction

At this stage, selection will be carried out, focusing attention on simplifying, abstracting, and transforming the initial data that has been obtained in field notes. This reduction activity includes providing a complete overview of the data that has been previously collected and then selecting concepts, categories, or themes. At this stage, data is also determined to be coded for research, as well as data that may be discarded, summary patterns in scattered parts, developing stories that are overall an analytical choice. In other words, data reduction aims to sharpen, classify, direct, dispose, and organize data so that a conclusion can be drawn.

c. Data Presentation

Data presentation is carried out to organize the data that has been obtained in the data reduction process. For this reason, presenting this data is interpreted as compiling and processing data that can direct researchers in concluding action. Apart from that, researchers can also see the presentation of data which can be understood as a process of events expressed in the form of narrative text.

d. Drawing conclusions

Concluding is the final part of data analysis activities. For this reason, in the process of concluding, a researcher will carry out a structured analysis starting from data collection, data reduction, and data presentation, to concluding. This conclusion will also be a note for researchers to provide explanations in simple, light, open, and skeptical language, to be explicit and accompanied by reasons.

RESULTS AND DISCUSSION

1. Research Sites

The research was carried out at SMPN 1 Sesean. This school is located in Bori, Bori Village, Sesean District, North Toraja Regency, South Sulawesi. This school received B accreditation in 2021 with a final score of 83. This school has 20 teachers consisting of 6 men and 14 women. For educational staff, this school has 7 people consisting of 1 man and 6 women. Meanwhile, the number of active students is 194 people, with an equal number of men and women, namely 97 students each.

In general, the facilities and infrastructure of SMPN 1 Sesean are still very lacking. This can be seen from the many facilities that are still not available. Some facilities that are very important and should be available but have not been provided are counseling rooms, prayer facilities, OSIS rooms, and sports fields. Apart from that, the classrooms which consist of 9 classes with 3 classes each at each grade level have not been maintained optimally. This influences the quality of learning both formally and non-formally.

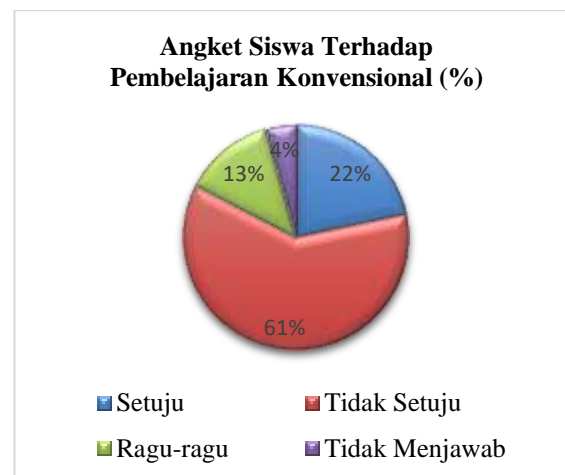
2. Response to Conventional Learning

The results of interviews conducted with 5 teachers at SMPN 1 Sesean found that the implementation of learning at this school was still lacking in the use of educational technology methods. This has an impact on a number of things, one of which is students' lack of interest and motivation in learning.

The number of students in class IX A is 23 students consisting of various different backgrounds. This makes students' learning styles, learning interests, and motivation in learning very heterogeneous. Based on the results of interviews with NAE, it was stated that the learning process he had received in class was not interesting. One of the factors that makes learning uninteresting is that almost all teachers give lessons using conventional methods. As a result, the absorption capacity for the material

presented in learning cannot be optimally received.

The same data was also conveyed by another student, namely J. Conventional learning made him too lazy to participate in learning. In fact, it is not uncommon for J and a number of his friends to admit to skipping certain class hours. Different facts were presented by NMT. According to him, his interest in participating in class learning is very high. However, NMT admits that the strategies, methods, and learning media that teachers must use must be varied. That way, students' interest in learning does not decrease or even disappear. Especially the use of learning media based on information technology is really needed at this time.



The student questionnaire data regarding the implementation of conventional learning above is proof that so far this learning process has not been very popular with students. There were 65% or 14 students who admitted that they did not agree with conventional learning methods, 22% or 5 students admitted that they agreed, 13% or 3 people who answered were unsure and 4% or 1 person did not give an answer. The interesting thing from this data is that 5 students agreed with conventional learning because learning was very relaxed. One of the students, RGP, admitted that he was happy with conventional learning because he could play around and skip lessons.

This finding is by the view (7) that learning using conventional methods is not recommended in classroom learning because of the lack of student interest and motivation. Conventional learning methods are a very ancient form of learning and do not keep up with the latest developments in information technology.

3. Teacher Innovation and Creativity

Teacher innovation and creativity in implementing learning are very necessary. Teachers as the main subject in implementing learning in the classroom are required to have awareness and sensitivity in looking at the learning situation and conditions. So you can decide on strategies, methods, and media that can be used to increase students' interest in learning. This innovative and creative learning, such as the use of learning methods, strategies, and media, is strengthened by the statement (11) that the use of appropriate learning methods, strategies, and media can provide stimulation to participants to encourage good learning. By implementing enthusiastic and good learning, student motivation and learning outcomes can be increased.



Teacher questionnaire data regarding the use of learning media found that 90% or at least 17 teachers admitted that they had never used IT-based media in the learning process, and another 10% of teachers admitted that they had never used IT-based learning media. Several problematic factors include teachers not having the resources to use IT-based learning media, a lack of facilities and infrastructure that support IT-based learning such as the availability of internet networks and there are still teachers who are still comfortable with conventional learning.

4. Web Wordwall Based Game Learning

Game-based learning is no longer new in education. This game-based learning method has been widely used by teachers at various levels. It's just that persistence and special skills are needed to use this game-based learning.

The results of interviews with students in class IX A of SMPN 1 Sesean, 100 percent stated that game-based learning using web wordwalls was very fun. One of the EPK

students admitted that this game-based learning reduced his nervousness and anxiety when learning in class. This is because the methods offered encourage interaction between students and students and between students and teachers, and vice versa. This fact is quite contradictory to the conventional learning methods that are currently applied by almost all teachers in the subjects taught in class.

This fact was not only conveyed by EPK but also conveyed by another student, MS. According to him, word wall web game-based learning is very effective in increasing motivation in learning. One of the factors is that learning is more fun with the various features provided on the web word wall. Apart from that, game-based learning is also something new so student enthusiasm is very high.

Another interesting fact that was found was that male students became very enthusiastic. This is very inverse to the results of interviews regarding conventional learning. One of the male students, RRS, said that he would not be lazy and skip school if the teacher used the Wordwall web game-based learning method. Another male student, CWS, said the same thing. According to him, this web word wall game-based learning, apart from being fun, can also integrate his hobby of playing games. Therefore, this hobby can be more positive if used in the learning system.

The data and facts found are by statement (10) that wordwall web game-based learning attracts students' interest in learning. A quite striking factor that attracts students' interest is that the web word wall provides many features that can be used in learning so that the learning process becomes very flexible and not monotonous.

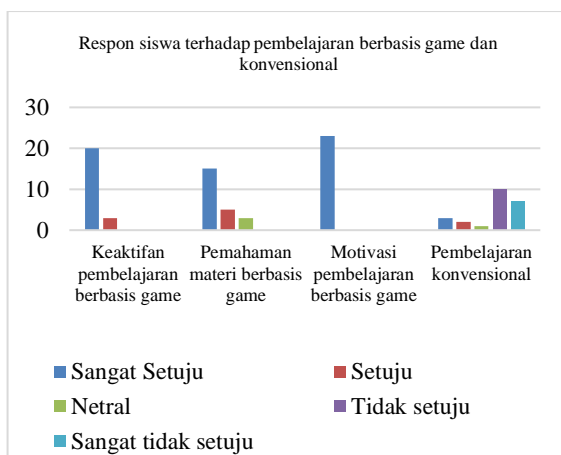
5. Increasing Student Motivation

Learning using conventional systems cannot be eliminated in the implementation of education at all levels. Learning using this old system is still quite relevant if combined with various learning methods, strategies, and media that are relevant to the development of information and communication technology, especially internet-based. The integration of learning into a system that is more open to the use of technology cannot be avoided or even rejected. One of the reasons for the helplessness of this rejection is the change in the new paradigm in education, especially for students.

Teacher innovation and creativity in using learning methods, strategies, and media

combined with technological developments are important factors for success in learning. Therefore, teachers must and must be up to date with the latest technological developments, especially those that can support learning in classrooms. One option for teachers to use technology in learning is Wordwall Web, a website that provides more varied and interactive learning by combining games as an important part.

Based on the results of interviews with ET teachers, it is acknowledged that the learning system provided by Wordwall Web is very interesting. It is even acknowledged that during the learning process, students are very active in learning. According to him, this is very different when providing material using conventional methods where he and the teaching materials he makes are the main source of learning. This statement is also supported by another teacher, NTL. Based on observations made, NTL found that several students were very active in learning. Some of the students observed had never previously been active in learning. Thus, the statements of these two teachers can be an important point that learning integrated with technology has a strong impact on students' learning motivation.



However, several teachers admitted that they felt more troubled because they had to prepare more mature and complex lesson materials including teaching materials, assignments, and quizzes. NTL admitted that it takes one to two days to prepare material for one meeting. According to him, this took quite a long time and was quite burdensome. Moreover, NTL admitted, that it would be even more difficult if the time to prepare the materials was combined with other activities at school. The same thing

was also conveyed by another teacher, PA. The relatively long time it takes to prepare teaching materials for one meeting is very difficult. Moreover, teachers' duties do not only focus on creating and presenting material in front of students but there are many other activities such as administration which make their time very limited.

Meanwhile, the results of interviews with several students generally provided positive comments. More than 90% of students who were asked the same question regarding their motivation for learning using the Wordwall Web game-based learning method said they were very happy and their understanding of learning was better. The reasons are uniform the Wordwall Web game-based learning method is very interesting and interactive and is presented with fun games. This can be proven by the questionnaire in Figure 3 where 100% of students admitted that their learning motivation had increased. With these results, it is hoped that it can also improve student learning outcomes.

CONCLUSION

The integration of learning with technological developments cannot be rejected for any reason. The presence of technology is expected to increase the effectiveness of learning, especially increasing student learning motivation so that it has an impact on better learning outcomes. One of the media that can be used to integrate learning with technology is the use of games in the form of Web Wordwalls. Wordwall Web is one of the websites available on the internet that offers several interesting and interactive online game displays.

From student questionnaire data regarding the implementation of learning, there were 65% or 14 students admitted that they did not agree with conventional learning methods, 22% or 5 students said they agreed, 13% or 3 people answered in doubt and 4% or 1 person did not answer. answer. Meanwhile, teacher questionnaire data regarding the use of learning media found that 90% or at least 17 teachers admitted that they had never used IT-based media in the learning process and another 10% of teachers admitted that they had never used IT-based learning media.

Factors that cause problems include teachers not having the resources to use IT-based learning media, a lack of facilities and infrastructure that support IT-based learning and there are still teachers who are still comfortable

with conventional learning. This was confirmed by the results of interviews that teachers felt more troubled because they had to prepare more mature and complex lesson materials including teaching materials, assignments, and quizzes.

On the other hand, 90% of students admitted that they were more motivated in learning if they used Wordwall Web-based games in learning. The reason is that students are very happy because the Wordwall Web game-based learning method is interesting and interactive and presented in a fun way. This can be proven by the questionnaire in Figure 3 where 100% of students admitted that their learning motivation had increased.

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