Implementation of Wordwall-Based Learning in The Equivalence Program at PKBM Al Ikhram

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ABSTRACT

This study aims to implement game-based learning in the equivalency program at PKBM Al-Ikhram, focusing on the use of Wordwall game media. The research method used is descriptive qualitative through observation and interviews. The results of the study indicate that game-based learning is effective in increasing students' motivation, enthusiasm, and understanding of the material. Learning using Wordwall games not only makes the learning process more interactive and enjoyable, but also helps students improve their numeracy and literacy skills. This positive impact is seen in the increase in student learning outcomes in formative and summative tests. However, this implementation faces challenges such as limited access to technology and the need for training for students and teachers. Overall, game-based learning is a relevant and effective alternative in improving the quality of non-formal education in equivalency programs in the digital era.

1.   INTRODUCTION

Education is something very important and necessary for everyone. Through education, it is hoped that the nation's children will become more intelligent, which is one of the goals of the Indonesian state. Education is not only obtained in schools but also within families and communities where we can receive education. In Law No. 20 of 2003 on the National Education System (Sisdiknas), it is explained that education has three pathways, namely formal education, informal education, and non-formal education, which can enrich and complement each other. Non-formal education is a pathway of non-formal education that can be implemented in a structured and tiered manner. The purpose of non-formal education is to assist communities that require educational programs tailored to their individual needs. The presence of non-formal education can serve as an addition, substitute, and complement to formal education (Syahputra *et al.,* 2023).

One of the Non-formal education program unit known as the Community Learning Activity Center (PKBM) which is one of the self-reliance institutions that operates in the field of community development, especially for the improvement of Human Resources (HR) quality. PKBM is a platform that provides information and lifelong learning activities for every community member so that they become more empowered (Maryati, 2018). In addition, PKBM also organizes continuous education for residents, providing knowledge and skills to improve quality of life in the fields of education, income, health, environment, religion, arts, and culture. PKBM also encourages the independence of residents, enabling them to contribute to the development occurring in their community and even to the nation's development (Zaifullah *et al.,* 2023). This means that in education, both formal and non-formal have the same goal of educating the nation's children. However, the learning processes in formal and non-formal education are slightly different, especially in equivalency programs. The equivalency program is one of the non-formal education programs that provides general education, with Package A equivalent to elementary school, Package B equivalent to junior high school, and Package C equivalent to senior high school. The concept of community-based education is very important to implement. The life skills education policy is a policy aimed at enhancing knowledge, skills, attitudes, and values that are designed and implemented in a tiered and structured manner with a flexible, functional system and develop life skills for lifelong learning. Non-formal education includes life skills education, women's empowerment education, literacy education, skills education and vocational training, equivalency education, as well as other education aimed at developing the abilities of learners.

Based on the results of observations and interviews with one of the Tutors, the learning conducted in the equivalency program at PKBM Al-Ikhram is less engaging or monotonous, only using Google Classroom and Zoom as learning media. Learning should ideally use interactive media, especially in andragogy education. In PKBM, learners vary from young to adult. Learning adjusts to the learners during the learning process. Adult learning is defined as an effort to improve oneself undertaken by individuals without legal compulsion and without striving to make it their main area of activity (Suprijanto, 2007). Adults have a wealth of experience, knowledge, skills, and the ability to independently overcome life's challenges (Sujarwo, 2015). In short, andragogy is the field that studies the broad and deep theories of teaching and learning. This theory provides important support for adult learning activities. Therefore, adult education or learning efforts require a special approach and must have a strong grasp of the theoretical concepts based on the assumption or understanding of adults as learners (Hasibuan *et al.,* 2022).

Learning media is very important in the learning process. Learning media is a learning resource that can help tutors enrich the knowledge of learners. With various types of learning media used by tutors, they can serve as materials for imparting knowledge to learners. The use of learning media can foster learners' interest in learning new things in the teaching materials presented by the tutor, making it easier to understand. Learning media that is engaging for learners can serve as a stimulus for them in the learning process (Nurrita, 2018). Media can be used as a means to deliver educational material presented by the tutor to the learners. Meanwhile, the learning method focuses on the organization of teaching materials and the strategy of their delivery. Next, learning outcomes are measured effectively and efficiently to determine the learners' abilities and interests in the subject matter. One of the learning methods that can be implemented is by using digital-based learning media so that learners can take advantage of the developments of the digital era. One of them is by utilizing computers or smartphones. The learning that can be produced from the use of computers and smartphones is game-based learning. This technology and game-based learning is easy to use and can create active learning for learners, one of which is using the Wordwall game media. Wordwall game is one of the learning media that can be used to improve the quality of learning, whether in numeracy or literacy (Rahmadanti *et al.,* 2024). The Wordwall game is an application presented in the form of a game aimed at involving students in answering quizzes, discussions, and surveys (Purnamasari et al., n.d.). Wordwall is an application that can be used as a learning medium intended as a source of learning, media, and an enjoyable assessment tool for students, as students can see the scores obtained after completing the quizzes in the game. Not only that, Wordwall can be an innovation to attract students' attention and interest in learning (Savira & Gunawan, 2022). Additionally, Savira and Gunawan (2022) stated that Wordwall can help students understand the material (Purnama et al., 2023). This game can be accessed through the Wordwall.net website shared in the classroom, so teachers and students do not need to download additional applications from the Play Store.

2. METHODOLOGY

This research uses a qualitative approach with a descriptive method to explain the research results in detail according to data and facts in the field, to gain an in-depth understanding of the issues being studied, so this research cannot be represented by numbers or statistics. This research was conducted at PKBM Al-Ikhram located at Jl. Medan Area Selatan Gg. Delapan No. 20 Sukaramai I.

The population in this study consists of all learners in the equivalency program at PKBM Al-Ikhram. The sampling technique used is saturated sampling. According to Arikunto (2019, p. 104), if the population is less than 100 people, it is advisable to take the sample in its entirety (use the population), but if the population is more than 100 people, a sample of 10-15% or 20-25% of the population can be taken. Thus, the sample in this study consists of 7 learners, namely 1 person from Paket A, 2 people from Paket B, and 3 people from Paket C.

The data collection techniques used include: observation, which in this research is conducted to understand the actual conditions at PKBM Al-Ikhram, and finally through interviews or question-and-answer sessions between the interviewer and the interviewee. The interviewees in this research are the learners participating in the education. The data analysis technique used involves the researcher asking questions in the form of a question-and-answer session with the research subjects.

The data used in the research are primary data, which are data obtained directly from PKBM, and secondary data obtained from other sources such as books, research results, or

relevant information related to the research theme. The data analysis technique is carried out through data reduction, displaying data in the form of narrative text from the obtained data, and conducting discussions. To test the credibility or validity of the obtained data, the researcher conducted triangulation by comparing the obtained information with relevant theoretical perspectives from various sources. Then draw conclusions.

3.   RESULTS AND DISCUSSION

Based on the research conducted at PKBM Al-Ikhram by implementing wordwall game-based learning, significant results were shown in improving the quality of learning in the equivalency program. This activity was conducted in 4 sessions. The score data from the wordwall game assessment over the 4 sessions (Table 1).

Table 1. Data scores of learners using the Wordwall game

No	Initials of the Learner	Package	Meeting 1 Score	Meeting 2 Score	Meeting 3 Score	Meeting 4 Score
1	LF	A	30	80	90	90
2	FAU	B	40	90	90	100
3	PO	B	30	80	90	90
4	RC	B	50	80	90	100
5	WA	C	60	80	100	100
6	TA	C	70	90	100	100
7	RZ	C	80	100	100	100

From the implementation results of the Wordwall game-based media, from the first meeting, the learners showed high enthusiasm, but the learners' scores were still low due to the initial stage of learning using this Wordwall game media. Then it improved after several meetings. This indicates an increase in understanding and interest in learning. According to the learners, after engaging in Wordwall game-based learning, they stated that they find it easier to understand the lessons through the game media rather than just through explanations because they feel motivated to find answers and learn new things in order to achieve good and excellent grades. The learners also mentioned that Wordwall game-based learning is very easy to understand and can be done directly. According to the tutor at PKBM Al-Ikhram, the next step after provided the Wordwall game-based learning, the learners' abilities and desire to learn more about the subjects that had not yet been covered increased.

In the learning process using this Wordwall media, it can also help tutors evaluate how well learners understand the lesson. In the learning process, the researcher provides syntax-based learning. The learning activity syntax is consist of three main phase including opening, core activities, and conclusion (table 2).

Table 2. Wordwall game Learning Activities Syntax

No	Syntax	Activity
1	Opening	At this stage, the researcher opens the study class by greeting and praying. Then, they fill out the attendance list for the learners. And explain the learning objectives and the learning media that will be used, namely the Wordwall game.
2	Core activities / content	At this stage, the researcher explains the learning material, then explains the use of the Wordwall game media and provides practice to the learners, starting from opening the website to completing tasks using the Wordwall game media.
3	Conclusion	At this stage, the learning is complete. Learners receive scores from their learning outcomes using the Wordwall game media. The researcher conducts a Q&A session, reflection, or review with the learners based on their results using the Wordwall game media. Then, the learning session concludes with the researcher closing the session with a prayer and giving a farewell.

From the results of the research conducted, there have been several advancements in the learning process, namely: (1) The presence of learners in game-based learning at PKBM Al-Ikhram shows high enthusiasm for the use of games as a learning medium. Before using the Wordwall game, the learners often complained of feeling bored with the monotonous and less engaging traditional teaching methods. However, after using the game media, they felt more interested and more active in participating in the learning process. This is evident from the increased interaction between the learners and the teaching conducted by the tutor; (2) The influence of game-based learning on learning motivation. From the results of interviews with learners, the majority stated that they feel more motivated to study after using the Wordwall game. Game-based learning gives them a sense of challenge and excitement, which motivates them to focus more on understanding the material being taught. They believe that the game makes the learning process more enjoyable, and they can learn while playing, which they do not get with the lecture-based learning method; (3) Improvement in understanding the learning material. Observation of learners during instruction using Wordwall media shows an improvement in understanding the learning material. For example, in learning about numeracy and literacy, learners were able to solve problems more quickly and accurately after using the game. This is due to the nature of the game, which encourages learners to continuously practice and review the material in a more enjoyable format. (4) The impact of game-based learning on learning outcomes. The learning outcomes of the learners also improved, both in formative and summative tests. Tests conducted after the use of the Wordwall game showed a significant increase in scores compared to tests conducted before the implementation of the game. This improvement was particularly evident in learners who previously had difficulty understanding certain concepts, but after using the game, they demonstrated a better understanding.

Game-based learning as an effective alternative in the learning process, such as the implementation using Wordwall media, has proven effective in improving the quality of education at PKBM Al-Ikhram. This learning can be used in non-formal education, especially equivalency programs, requiring a more flexible and engaging approach so that learners remain involved and motivated. One way to achieve this is by utilizing digital technology, such as educational games that can strengthen numeracy and literacy skills. Games, as a learning medium, provide opportunities for learners to learn through experience, not just theory. This

aligns with constructivist learning theory, which emphasizes the active role of students in building knowledge through interaction with learning materials (Pramana, dkk. 2024). Games provide elements of play that allow learners to solve problems, review material in an enjoyable way, and feel more confident in their abilities.

The involvement of learners in education is also one of the interesting aspects of implementing game-based learning, which leads to increased learner engagement. Technology-based learning, especially games, can stimulate active participation, which was previously difficult to achieve in traditional learning. Games provide challenges that stimulate curiosity and healthy competition among learners. Additionally, this media reduces the boredom that usually arises from monotonous teaching methods.

Game-based learning also serves as a reinforcement of 21st-century skills. The use of games in learning also provides opportunities for learners to develop 21st-century skills, such as problem-solving, collaboration, communication, and critical thinking. In the context of PKBM Al-Ikhram, the Wordwall game not only helps improve literacy and numeracy skills but also supports the development of social and collaborative skills. Some games in Wordwall can be played in groups, which is encourages cooperation among learners, so they learn to share information and work together to achieve common goals.

Challenges in implementation, despite the positive results, the implementation of game-based learning at PKBM Al-Ikhram is not without challenges. One of the main challenges is the limited access to and understanding of technology among some learners, especially those who are not yet accustomed to using digital devices such as computers or smartphones. Some learners also face difficulties in operating the Wordwall application due to a lack of basic technological skills. Therefore, more intensive guidance in technology introduction is needed for learners who are not yet accustomed to it. Moreover, the success of implementing game-based learning also heavily depends on the readiness of instructors to make the most of this technology. Teachers at PKBM Al-Ikhram must possess the skills and knowledge to integrate educational games with the curriculum, as well as be able to provide effective guidance during the learning process.

4. CONCLUSION

From the results of this study, it can be concluded that wordwall game-based learning increases the learning motivation of the learners. The opening activity began by explaining the learning objectives, the core activity involved explaining the media used, namely the Wordwall game, and providing direct practice on how to use the Wordwall game media to the learners. Then, the closing activity included a question-and-answer session and a review of the use of the game-based learning media, namely the Wordwall game. This means that the use of Wordwall has a positive impact on increasing motivation, understanding of the material, and the involvement of learners at PKBM Al-Ikhram. This enjoyable and interactive learning successfully created a more vibrant atmosphere and improved the learning outcomes of the students, especially in the equivalency program. However, this implementation needs to be balanced with technology training for learners and instructors so that the use of this media can be optimal. The implementation of game-based learning such as Wordwall can be an effective alternative in improving the quality of non-formal education, especially in equivalency programs, and in line with the technological advancements that increasingly dominate various aspects of life.

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