

## CONNECTING TRADITION WITH INNOVATION: THE IMPACT OF WORDWALL ON LEARNING OUTCOMES IN FIQH STUDIES

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### Abstract

*This study investigates the effect of AI-based Word Walls on the learning outcomes of Fiqh students at MIN 1 Probolinggo. Highlighting the role of innovative learning tools in improving student achievement, the research utilizes a quantitative approach with a quasi-experimental design, involving 42 first-grade students from MIN 1 Probolinggo. Over four weeks, the experimental group engaged with Word Walls, while the control group continued with traditional teaching methods. The results showed a significance value (Sig.) (2-tailed) of 0.000 for Pair 1 and 0.000 for Pair 2, both below 0.05, indicating a substantial effect of Word Wall media on student learning outcomes. Furthermore, the independent t-test revealed a Sig. value (2-tailed) of 0.000, underscoring a significant difference in average learning outcomes between the Word Wall media and conventional methods. In conclusion, the use of AI-based Word Walls substantially improves learning outcomes in Fiqh subjects at MIN 1 Probolinggo.*

**Keywords :** *Wordwall, Learning Outcomes, AI*

### INTRODUCTION

Fiqh is an important subject in Islamic education which focuses on understanding Islamic law and its application in everyday life (Wijaya, 2021). However, many students have difficulty understanding complex and abstract fiqh concepts. This can be caused by various factors, such as less interesting learning methods, lack of diverse learning resources,

and different student learning styles. Wordwall learning media offers several advantages that have the potential to improve students' fiqh learning outcomes (Sa'diyah, 2022). Wordwalls can present information in interesting and interactive formats, such as text, images, and videos, which can attract students' attention and increase their participation in learning. Additionally, wordwalls can accommodate visual, auditory, and kinesthetic learning styles, so all students can learn in the way that best suits them.

Previous research has explored various aspects related to the use of Word Walls in educational contexts. Lestari et al. (2022) and Safitri et al. (2022) have revealed that Wordwall is an interactive and easy-to-use learning tool that can enhance student interest and motivation in thematic learning. This aligns with the views of Fakhruddin et al. (2021), Hasram et al. (2021), Hidayaty et al. (2022), and Pradini & Adnyayanti (2022), who assert that the Wordwall application significantly impacts student learning outcomes, with an improvement of up to 65.7%. Additionally, Aprilia et al. (2024), Hidayaty et al. (2022), and Rahmi & Angraina (2021) noted that Word Walls are an application that can serve as an engaging learning medium or assessment tool for students in online learning. Some advantages of Wordwall include its free basic options and a variety of available templates.

The uniqueness of this research lies in the integration of WordWall technology, which has not been widely applied in Fiqh learning studies, as well as the in-depth empirical analysis of its effectiveness in classroom learning contexts. In an increasingly advanced digital era, technological innovation in education is key to improving learning quality. This study offers a novel approach by examining the impact of interactive WordWall media on student learning outcomes in Fiqh education. Although many studies have investigated the use of technology in education (Nadia, 2022; Ainishifa et al., 2023; Hidayaty et al., 2022), very few have specifically explored its effects in the context of Islamic religious education. This research is distinctive as it combines modern technology with traditional curriculum, aiming to determine how WordWall media can enhance students' understanding of Fiqh concepts.

This research aims to analyze the impact of Wordwall media on student learning outcomes in Fiqh subjects and to compare these outcomes between the use of Wordwall and conventional media. The study involves two groups: an experimental group using Wordwall media and a control group employing traditional learning methods. By utilizing

Wordwall media, it is expected that students will find it easier to understand complex and abstract Fiqh concepts, thereby improving their learning outcomes.

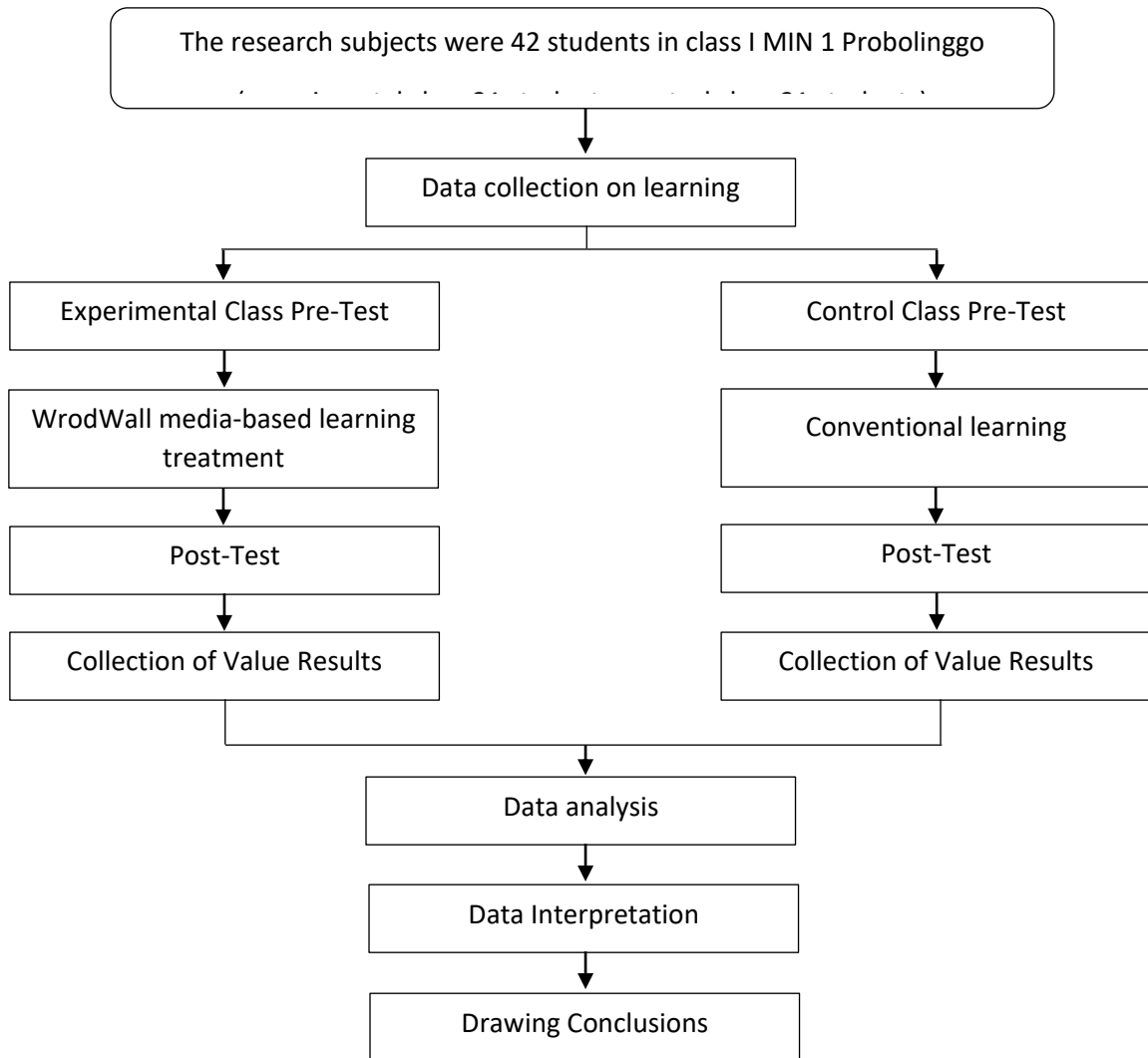
This study will test two main hypotheses: First, that Wordwall media has a positive effect on students' Fiqh learning outcomes. Second, that there is a significant difference between the Fiqh learning outcomes of students who use Wordwall media and those who use conventional learning methods. To test these hypotheses, the research will use an experimental design with two groups: one group using Wordwall media and the other using conventional learning methods. Data will be collected through Fiqh learning outcome tests administered to students in both groups before and after the learning intervention.

Subsequently, the data will be analyzed using appropriate statistical tests, such as the independent t-test or ANOVA, to determine whether there are significant differences in students' Fiqh learning outcomes between the two groups. It is hoped that this research will make a significant contribution to the field of Islamic education by providing empirical evidence on the effectiveness of Wordwall media in enhancing students' Fiqh learning outcomes. The findings of this study could serve as a basis for teachers and policymakers to implement Wordwall media more widely in Fiqh education.

## **METHODS**

This research aims to analyze the impact of using word walls on improving student learning outcomes at MIN 1 Probolinggo. The study employs a quasi-experimental design with a pre-test and post-test approach involving two groups: an experimental group and a control group. The research subjects consist of 42 first-grade students at MIN 1 Probolinggo. The experimental group utilized word walls as a learning medium for four weeks, while the control group used conventional learning methods without word walls.

The instruments used in this research include pre-test and post-test learning outcome tests. The learning outcome tests, which consist of multiple-choice and descriptive questions, were administered before (pre-test) and after (post-test) the intervention to measure the improvement in learning outcomes. The data obtained were analyzed using t-tests to compare changes in pre-test and post-test scores between the experimental and control groups, thereby revealing the impact of using word walls on enhancing student learning outcomes.



**Analysis Process Chart for Using WordWall in Fiqh Lessons**

Data collected from learning outcomes tests will offer a detailed view of how using word walls affects student performance. Through descriptive analysis and t-tests, the study will quantify changes in learning outcomes. This methodology aims to provide robust empirical evidence on the effectiveness of word walls as a learning tool at MIN 1 Probolinggo.

## RESULTS

The results of the study were obtained from the results of descriptive analysis of the learning data of the experimental class and the control class, which can be seen in the table below:

**Table 1.** Data Description Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	21	50	76	63.43	7.467
Post-Test Eksperimen	21	83	97	91.43	3.641
Pre-Test Kontrol	21	55	75	63.19	5.706
Post-Test Kontrol	21	67	89	74.33	6.118
Valid N (listwise)	21				

Descriptive statistical analysis is useful for explaining and describing research data, covering the amount of data, maximum values, minimum values, average values, and so on. From Table 2 above, it can be seen that the learning outcomes of the experimental class and the control class are different. The average score of the experimental class is higher than that of the control class, indicating a positive impact of using word walls on student learning outcomes.

Prior to performing a hypothesis test, it is essential to first conduct a prerequisite analysis, specifically a normality test. This test assesses whether the research data is normally distributed, which is crucial before applying parametric statistical analyses such as the paired sample t-test and independent sample t-test. The normality test was executed using SPSS 23 for Windows. Below are the results from the normality tests conducted using the Kolmogorov-Smirnov and Shapiro-Wilk methods:

**Table 2.** Normality Test Results

Tests of Normality							
Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Eksperimen (Word Wall)	.144	21	.200 <sup>*</sup>	.961	21	.543
	Post-Test Eksperimen (Word Wall)	.218	21	.011	.911	21	.058
	Pre-Test Kontrol (Konvensional)	.148	21	.200 <sup>*</sup>	.946	21	.287
	Post-Test Kontrol (Konvensional)	.170	21	.114	.921	21	.090

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results, the significance values (Sig.) for all data analyzed using the Kolmogorov-Smirnov and Shapiro-Wilk tests exceed 0.05. This suggests that there is not enough evidence to reject the null hypothesis, which asserts that the data follows a normal

distribution. Statistically, a significance value greater than 0.05 implies that the data do not significantly differ from a normal distribution. Therefore, it can be concluded that the data are normally distributed, meeting a crucial criterion for performing further parametric statistical tests, such as the paired sample t-test and independent sample t-test.

Subsequently, a paired sample t-test was conducted to determine whether there was a significant difference in the means of two paired samples. This test was used to investigate the research question: "Does the use of Word Wall media affect student learning outcomes in Fiqh subjects?" To address this question, the paired sample t-test was applied to the pre-test and post-test scores of the experimental class, which utilized Word Wall media. Similarly, the test was conducted on the pre-test and post-test scores of the control class, which followed a traditional learning model. The results of the paired sample t-test are presented below:

**Table 3.** Paired Sample T-test Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-28.000	8.961	1.955	-32.079	-23.921	-14.319	20	.000
Pair 2	Pre-Test Kontrol - Post-Test Kontrol	-11.143	6.673	1.456	-14.180	-8.105	-7.652	20	.000

Based on the results for Pair 1, a significance value (Sig.) (2-tailed) of 0.000 was obtained, which is below the 0.05 threshold. This finding indicates a statistically significant difference between the average learning outcomes of the pre-test and post-test for the experimental class that utilized Word Wall media.

Similarly, for Pair 2, the significance value (Sig.) (2-tailed) was also 0.000, indicating a significant difference between the average learning outcomes of the pre-test and post-test for the control class that followed the conventional learning model.

These results suggest that the use of Word Wall media has a notable impact on student learning outcomes in Fiqh subjects.

Following this, a homogeneity test was conducted to evaluate whether the variance (spread) of the data between the experimental group (using Word Wall media) and the control group (using traditional methods) was homogeneous. The purpose of this test is to determine if the variances across the two groups are equal or different. The findings of the homogeneity test are detailed in the table below:

**Table 4.** Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	3.085	1	40	.087
	Based on Median	2.841	1	40	.100
	Based on Median and with adjusted df	2.841	1	31.229	.102
	Based on trimmed mean	3.216	1	40	.080

Based on the output, the Significance (Sig.) Based on Mean value is 0.087, which exceeds the 0.05 threshold. This suggests that the variance in post-test scores for both the experimental class (using Word Wall media) and the control class (employing the conventional learning model) is equal or homogeneous.

The prerequisite tests confirmed that the data for both the experimental and control classes met two essential criteria: normal distribution and homogeneity of variance. The normal distribution indicates that the data follows a bell-shaped curve, with most values centered around the mean. Homogeneity of variance shows that the dispersion levels in the data are similar across both groups.

These conditions allow for the application of standard statistical methods, such as the independent t-test, to compare the effectiveness of different learning methods with greater confidence and reliability.

To conclude, a hypothesis test was conducted using the Independent Sample t-test. This test assesses whether there is a significant difference in the mean scores between two independent samples. The results of this test are provided below:

**Table 5.** Independent Test Results Sample T-test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Hasil Belajar Siswa	Equal variances assumed	4.578	.039	11.003	40	.000	17.095	1.554	13.955	20.235	
	Equal variances not assumed			11.003	32.587	.000	17.095	1.554	13.933	20.258	

Based on the output, a significance value (Sig.) (2-tailed) of 0.000, which is less than 0.05, indicates a significant difference in average learning outcomes between the use of Word Wall media and conventional models. This finding suggests that the observed differences in student learning outcomes are attributable to the different teaching methods

applied in each class—the experimental class using Word Wall media and the control class using traditional methods.

The results demonstrate that the implementation of Word Wall learning media in the experimental class led to more active student engagement, increased interaction among students, and improved communication between students and teachers. This heightened interaction is presumed to enhance students' understanding, boost their motivation, and result in better learning outcomes.

The use of Word Wall media appears to positively impact student participation, interest, and enthusiasm, leading to more active involvement in the learning process. This study highlights the effectiveness of Word Wall media in creating a dynamic and interactive learning environment for Fiqh subjects. The innovative nature of Word Walls offers a valuable tool for enhancing the teaching and learning experience, making lessons more engaging and improving students' comprehension of the material.



**Figure 1.** Use of Word Wall

## DISCUSSION

The implementation of Word Wall media has been demonstrated to positively impact student learning outcomes across various subjects and educational levels. Research by Gandasari and Pramudiani (2021) and Yanti et al. (2022) highlights that Word Walls can enhance student motivation and performance in science and mathematics. Similarly,



Pitman (2022) found that incorporating Word Walls into an inquiry-based learning model can improve students' argumentative writing skills. These findings align with broader literature that emphasizes the beneficial effects of increased student motivation on learning outcomes (Howard et al., 2021). Thus, it can be concluded that Word Wall media has a positive influence on student learning outcomes.

Additionally, previous studies support these findings. For example, David et al. (2022) reported that the use of Word Walls in English instruction significantly enhances students' writing abilities. This research extends these results to other subjects, such as those taught at MIN 1 Probolinggo, confirming the effectiveness of Word Walls in diverse educational contexts.

Further research by Daryanes et al. (2023) underscores the role of learning media in boosting student motivation and making abstract concepts more accessible. Observations from this study reveal that students using Word Walls are more engaged and motivated, reinforcing the idea that effective learning media can increase student participation and involvement. Kohler and Dietrich (2021) also discuss the potential of both print and digital media in science education, noting their benefits and limitations. This study expands on their findings by demonstrating that Word Walls are not only valuable in science education but also in subjects like Fiqh, enhancing students' comprehension of taught concepts.

Moreover, Simbar et al. (2022) show that a life skills-based learning approach significantly improves students' knowledge, attitudes, and skills. This research supports these findings by highlighting that Word Walls, as an innovative learning tool, significantly enhance student learning outcomes. Evidence from MIN 1 Probolinggo shows that students utilizing Word Walls exhibit notable improvements in learning achievement, increased activity during lessons, and positive perceptions of this media. These results align with existing research, which emphasizes the crucial role of learning media in boosting student motivation, engagement, and academic performance.

The use of Word Wall media has a significant impact on student engagement. Several studies have documented how Word Walls contribute to increased student participation and interaction in the classroom:

1. **Enhanced Participation:** Word Walls can make learning more interactive and engaging. By visualizing key terms and concepts, they provide students with constant, easy access to important information. This can lead to higher levels of

active participation during lessons as students refer to the Word Wall to support their contributions to class discussions and activities.

2. **Increased Interaction:** The use of Word Walls fosters a more dynamic learning environment. Students often collaborate with peers to explore and utilize the Word Wall, enhancing their communication and teamwork skills. This interaction can help students feel more involved and invested in their learning process.
3. **Improved Motivation:** Word Walls can boost student motivation by creating a visually stimulating and organized learning space. The presence of interactive and relevant content can make learning more appealing and less monotonous, which can drive students to engage more actively with the material.
4. **Facilitation of Active Learning:** The interactive nature of Word Walls encourages students to engage in active learning. For instance, students may be prompted to use the Word Wall to solve problems, answer questions, or participate in group activities, all of which contribute to a more engaging learning experience.
5. **Visual and Kinesthetic Learning:** Word Walls cater to visual and kinesthetic learners by providing visual cues and interactive elements. This can help these students better understand and retain information, leading to increased engagement and participation.

In summary, Word Walls enhance student engagement by making learning more interactive, motivating, and visually stimulating. They support increased participation, collaboration, and active learning, ultimately contributing to a more dynamic and involved classroom environment.

## CONCLUSION

The research findings indicate that Word Wall media has a considerable impact on student learning outcomes in Fiqh subjects. The analysis, utilizing a paired t-test, reveals a significance value (Sig.) (2-tailed) of 0.000 for both pairs, which is below the 0.05 threshold. This signifies a noteworthy enhancement in student performance following the use of Word Wall media. Additionally, the independent t-test results also show a Sig. value (2-tailed) of 0.000, indicating a substantial difference in average learning outcomes between students using Word Wall media and those using conventional teaching methods. The

experimental class employing Word Wall media demonstrated a significant improvement in learning outcomes compared to the control class.

The introduction of Word Wall media has notably energized the learning environment, as evidenced by increased student participation, heightened interest and enthusiasm, and more positive interactions between students and teachers. Students using Word Wall media exhibited greater engagement and activity, which directly contributed to improved learning outcomes.

This study corroborates existing literature that highlights the effectiveness of learning media in enhancing student motivation and academic achievement. It suggests that educators at MIN 1 Probolinggo and similar institutions should incorporate Word Wall media more frequently into their teaching strategies. Future research with larger sample sizes and across diverse subjects is recommended to further validate these results and assess the versatility of Word Wall media in different educational contexts.

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