

## WEB-BASED LEARNING MEDIA WORDWALL IN FINE ARTS LEARNING TO INCREASE STUDENT LEARNING MOTIVATION

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### ABSTRACT

This study aims to describe the application of web-based learning media, WordWall, to fine arts learning and to determine the extent to which the media can improve students' learning motivation. This study uses a survey method with a mixed-methods approach, namely a combination of qualitative and quantitative methods. The population and sample are 36 students of class XI B4 MAN 1 Bone. Data collection techniques include observation, interviews, questionnaires, and documentation. We carry out qualitative data analysis through reduction, presentation, and conclusion drawing, while we carry out quantitative data analysis through descriptive statistical calculations. The results of the study indicate that the application of WordWall through various interactive features has succeeded in creating a fun and interactive learning atmosphere. The results of the observation showed an increase in learning motivation from an average score of 3.7 to 4.8, while the results of the questionnaire showed an average score of 4.44, which is included in the "excellent" category. The four aspects in the ARCS model (attention, relevance, confidence, and satisfaction) have increased significantly. Therefore, WordWall has demonstrated its effectiveness in enhancing students' learning motivation in fine arts education.

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## 1. INTRODUCTION

Education is an important pillar in the journey of human life, because it provides knowledge and insight to individuals to develop their potential (Greenland et al., 2022). In today's digital era, the education process cannot be separated from technological advances that have influenced various aspects of life, including learning (Akour & Alenezi, 2022). This requires educators to adapt to technological developments and have the competence to utilize technology in learning.

Educators can utilize technology to facilitate the learning process, so that learning activities become more interesting and focused on students (Haleem et al., 2022; Lampropoulos & Kinshuk, 2024). Learning media is a means used by educators to transfer knowledge to students. The use of media in learning can spur students' learning

motivation, so that they remain enthusiastic and do not easily feel bored (Dichev et al., 2020; Siburian & Mahmud, 2022).

Motivation is one of the most crucial elements. Students with high learning motivation tend to achieve more optimal learning outcomes (Tohir, 2022; Lo et al., 2022). Conversely, low learning motivation leads to students exerting less effort in understanding the material, experiencing a lack of concentration in class, participating minimally in learning activities, and achieving lower learning outcomes. The lack of educator skills in using technology and limited learning media are factors that contribute to the lack of student learning motivation (Beardsley et al., 2021). Efforts to increase students' learning motivation are crucial in achieving maximum learning outcomes. One effective method to encourage learning motivation is to apply intriguing and unique learning media (Daryanes et al., 2023).

However, observations conducted at MAN 1 Bone reveal various weaknesses and obstacles in learning fine arts. One of the problems that arises is the low motivation of students to learn the theoretical concepts of fine arts. They tend to feel that fine arts theory is difficult to understand and irrelevant, so they tend to ignore the material. Low motivation has an impact on the less-than-optimal understanding of students in applying basic concepts of fine arts, which ultimately affects the quality of the artwork produced.

In addition, another problem observed is the minimal use of more sophisticated technology and learning tools by educators who still use books; this is what causes them to feel less enthusiastic about learning. The use of web-based media and games, which can encourage student involvement and interactivity, has never been applied in classroom teaching (Schindler et al., 2017; Felszeghy et al., 2019; Muir et al., 2022). The limitations in the use of this technology further exacerbate student boredom with existing teaching methods.

This problem can be overcome by implementing more innovative and interactive learning media to increase student motivation and participation. An alternative solution that can be applied is to use WordWall, a web-based learning medium (Pramudita & Sunarso, 2024; Sholiha et al., 2024). WordWall provides various ready-to-use templates to create interactive learning activities, such as matching, grouping, quizzes, word searches, random words, anagrams, pairing pairs, and so on (Abdillah & Syaban, 2023; Frada et al., 2024; Jamilah et al., 2024). By using WordWall, educators can present more engaging learning, reduce student boredom, and ensure that they remain actively involved in the learning process (Hasibullah, 2023; Atifa et al., 2025).

Referring to the background description that has been provided, this study aims to describe the application of a web-based learning medium, WordWall, to fine arts learning and to determine the extent to which the media can improve students' learning motivation.

## 2. METHOD

The method used in this study is survey research with a mixed-methods approach (a combination of qualitative and quantitative). The population and sample are students of class XI MAN 1 Bone. The sample in this study was all students of class XI B4, totaling

36 students. Data collection techniques used were observation, interviews, questionnaires, and documentation. We carried out data analysis in three ways: qualitatively through data reduction, data presentation, and drawing conclusions from observations and interviews. We conducted a quantitative analysis by applying a Likert scale to the descriptive statistical analysis of the observation sheet scores and student motivation questionnaires. The following is the Wordwall media model used in this research, presented in Figure 1, and the Wordwall game model in learning is presented in Figure 2.

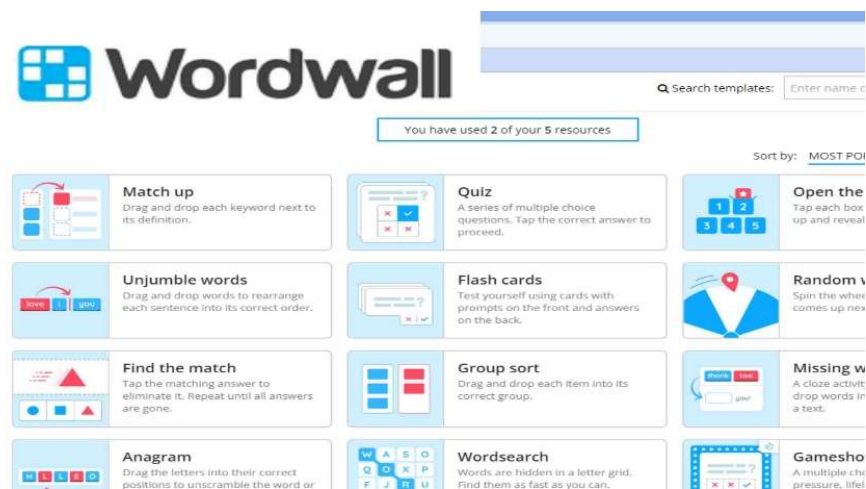


Figure 1. Web Wordwall

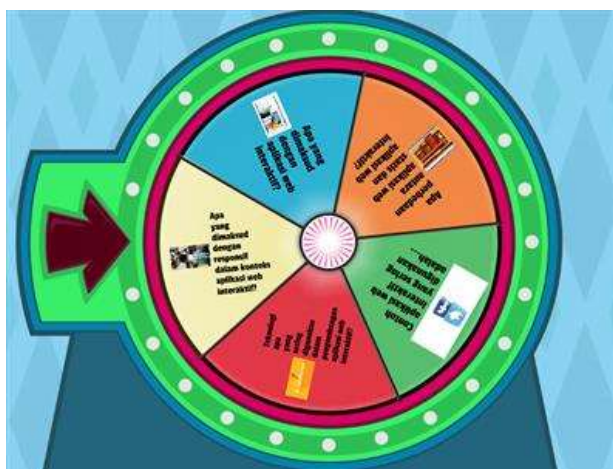


Figure 2. Wordwall Game Model in Learning

### 3. RESULTS AND DISCUSSION

#### Web-Based Learning Media Wordwall in Fine Arts Learning in Class XI

The implementation of web-based learning media (WordWall) in fine arts learning in class XI was carried out in three meetings, consisting of two interventions and one

evaluation. This media is used to deliver fine arts appreciation material through interactive features such as Spin the Wheel, Open the Box, Flip Tiles, Match Up, Labeled Diagram, Matching Pairs, Group Sort, and Quiz. Each meeting adjusts these features to the learning objectives, and each student accesses them through their device.

The implementation process showed an increase in student activity and enthusiasm. The teacher facilitated individual and group activities. WordWall was considered effective in creating a more dynamic and enjoyable classroom atmosphere.

The results of interviews with teachers showed that the use of WordWall greatly helped the learning process because it was able to present material visually and interactively. Teachers stated that the classroom atmosphere became livelier, and students appeared more active and enthusiastic. In addition, this media is considered very relevant to the characteristics of today's students, who are accustomed to digital technology.

From the students' perspective, they said that the material presented through WordWall was relevant to everyday life and supported understanding of the concept of fine arts. WordWall's quiz and game features help them learn while playing, making the material easier to absorb. However, some technical constraints, such as internet connection and device specifications, were obstacles. Overall, WordWall has been proven to be able to increase students' learning motivation. This evidence is in line with [Li & Keller's \(2018\)](#); [Chang \(2021\)](#) that ARCS theory, which emphasizes the importance of attention, relevance, confidence, and satisfaction in building learning motivation. WordWall media supports these four aspects through interactivity, visualization of materials, and direct feedback ([Widodo et al., 2025](#)).

### **Level of Student Learning Motivation After Implementing WordWall Web Media in Fine Arts Learning in Class XI**

The increase in students' learning motivation after implementing WordWall was analyzed based on four indicators from the ARCS model (Attention, Relevance, Confidence, and Satisfaction) through observation, questionnaires, and interviews. The following are the results of observations presented in Table 1.

**Table 1.** Observation Results

| Aspect       | Average Score Meeting 1 | Average Score Meeting 2 |
|--------------|-------------------------|-------------------------|
| Attention    | 3,6                     | 5,0                     |
| Relevance    | 4,3                     | 4,6                     |
| Confidence   | 3,0                     | 4,6                     |
| Satisfaction | 4,0                     | 5,0                     |
| Total        | 3,7                     | 4,8                     |

We conducted observations in two meetings. The results showed an increase in learning motivation scores from 3.7 (good category) to 4.8 (very satisfactory category).

In the first observation, some students were still in the adaptation stage to the new media. They began to show curiosity, but participation was not evenly distributed. In the second observation, students showed high enthusiasm, actively participated, and showed a significant increase in self-confidence and learning satisfaction.

The second observation revealed the highest scores in the attention and satisfaction aspects, with each score achieving a perfect average (5.0). This shows that WordWall effectively builds student engagement and enthusiasm through interactive features and direct feedback. Below are presented the results of the Wordwall effectiveness questionnaire in Table 2.

**Table 2.** Questionnaire Results

| Aspect       | Average Score |
|--------------|---------------|
| Attention    | 4,48          |
| Relevance    | 4,40          |
| Confidence   | 4,40          |
| Satisfaction | 4,48          |
| Total        | 4,44          |

Questionnaire data from 36 students showed an overall average score of 4.44 (an excellent category). A total of 33 students were in the “excellent” category, and 3 students were in the “good” category. If detailed every indicator, the attention aspect obtained the highest average score of 4.48, followed by satisfaction (4.48), confidence (4.40), and relevance (4.40). This study indicates that WordWall can attract attention, increase the relevance of the material, build self-confidence, and provide learning satisfaction.

### Interview Results

Interviews with teachers and students confirmed the results of observations and questionnaires. Teachers stated that WordWall creates a competitive yet fun learning atmosphere and can attract attention and increase student enthusiasm. This medium is also considered relevant to the character of today's students because it can be accessed via digital devices. Students said that learning through WordWall feels more interesting and interactive. They feel more confident and satisfied because they get direct feedback in the form of scores. Collaboration in groups is also more effective. Several participants mentioned that using WordWall helps them relate art material to real life and other lessons, such as history and local culture.

## 4. CONCLUSION

We carry out the implementation of the WordWall web-based learning media through three stages: planning, implementation, and evaluation. The implementation results indicated that this media was able to create an active, enjoyable learning atmosphere and increase student involvement both individually and in groups. The level of student learning motivation after the implementation of WordWall increased significantly. Based on the observation results, the learning motivation score increased from 3.7 to 4.8, while the

questionnaire results showed an average score of 4.44, in the "excellent" category. The increase was observed in the four aspects of motivation defined by the ARCS model, which are: a. Attention: WordWall is able to attract attention through visual displays and game-based activities. b. Relevance: Learning materials are considered relevant and contextual to students' lives. c. Confidence: Students become more confident in understanding and completing assignments. d. Satisfaction: Students feel satisfied, proud, and more enthusiastic about participating in learning.

The study's findings support the following recommendations: Teachers are advised to continue to develop the use of technology-based learning media such as WordWall in learning fine arts and other subjects by adjusting WordWall features to learning objectives and materials. For Researchers Furthermore, WordWall can serve as a foundation for additional studies that investigate its effectiveness across various subjects and educational levels, including the use of an experimental approach or the development of other web-based learning media.

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