

The use wordwall as an apperception media for online learning in civic education

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Abstract

Education should position itself in changing times, including in facing the digital era. During online learning, lecturers have to be accustomed to information technology developments. Online learning allows lecturers to use various digital media to encourage students in learning and innovating to provide learning apperceptions. Apperception is one of the first stages in learning activities disregarded by lecturers. It can help students to understand initial concept of learning material of Civic Education curriculum study course. This research aims to explain the use of wordwall as an apperception media for online learning in Civic education curriculum study course. This research used descriptive qualitative method. Data in this study is apperception questionnaire results of wordwall. The source data in this study is students of Civic Education Study Program in Universitas Ahmad Dahlan who were taking Civic Education Curriculum Study course. Data were collected using questionnaires and observation. The results showed that wordwall can help students remember learning materials. Various games in wordwall make lecturers more creative by creating non-learning quizzes for students. From the use of wordwall, students' interest in learning Civic Education curriculum material is increased. The use of wordwall in learning apperception has effectively alleviated boredom since it gives a good impression to students.

Keywords: educational game, learning apperception, online learning, wordwall

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INTRODUCTION

Education is a complex activity and is an inseparable part of nationality development process (Sari, 2021). Education is considered to be successful if students can understand learning material presented. Therefore, education should be conducted thoroughly by involving various supporting factors to realize national ideas. Contribution of all educational components will lead to effective learning. However, starting in the middle of 2019, almost all countries have been affected by the Coronavirus or Covid-19 impacting in certain aspects of life. Coronavirus Disease 2019 (Covid-19) is a new type of disease that has not been identified in humans and has been declared by World Health Organization as a global public health emergency (Zhou et al., 2020).

Covid-19 pandemic is a multidimensional problem in the world that significantly affect in education field, leading to poor learning quality (Sahu, 2020). Education is one sector affected by Covid-19. It is impacting on various stakeholders, mainly schools and universities. Due to the increasing spread of Covid-19, the government has implemented a social distancing policy. This policy prohibits face-to-face learning activities temporarily.

The government decided online learning as a remote education solution which schools and universities can implement. Online learning is chosen so that students can follow

learning process as planned in curriculum (Santika, 2020). Online learning is expected to be effective, interactive, and flexible learning media because it uses internet technology and unlimited space and time (Arimbawa, 2021). Therefore, online learning is an alternative solution to prevent Covid-19 infection.

Process of conducting online learning activities at the university depends on lecturers. Lecturers play a significant role in college learning. Every lecturer expects an enjoyable learning process and achieves learning goals. Therefore, lecturers are highly required to design and perform their professional duties at the same time. Each learning section must be well prepared by lecturers to achieve learning goals.

One of learning stages lecturers must consider in learning process is apperception activity. Apperception is an important activity in learning process. It is the first activity performed during learning process. Before providing learning materials, lecturers have to conduct apperception activities to create a harmonious atmosphere for students. Implementing apperception gives students stimulation to learn materials. On the other hand, apperception is conducted to determine student motivation before learning materials are delivered.

An optimal apperception affects students' willingness to learn. If lecturers conduct apperception correctly, students would understand learning material better. Lecturers should apply apperception to make students easier in receiving new materials, understanding learning materials through experiences, raising their interest and attention to learn, and embracing new experiences (Eriawati, 2017). Apperception plays a strategic role in creating atmosphere to raise students' interest in materials presented by lecturers.

Apperception given at the beginning of each meeting has many advantages, but there are various constraints in implementing apperception. Constraints in apperception consist of lecturers lacking knowledge of method, unfamiliar with performing different apperceptions, and difficult to find compatibility between apperception items and teaching materials. In a pandemic situation, using technology apperception media for lecturers becomes a constraint. It is because of the difficulty to find proper apperception media. Lecturers sometimes ignore implementation of apperception and go straight to learning core. This affects students' interest to receive materials. According to some lecturers, implementation of apperception does not affect students' learning activities. Therefore, implementation of apperception in online learning process is underestimated.

Civic Education curriculum study course contains curriculum and teaching materials for learning Civic Education at school. This course is a compulsory subject and must be undertaken by students of Civic Education Study Program in Universitas Ahmad Dahlan. This course aims to provide students with various important materials for conducting Civic Education learning at school. Apperception in this course is delivered by asking basic concepts of material given to students through PowerPoint presentation.

Based on initial observation results and interviews, it was found that some students were less active during learning process. Many do not turn on the camera while conducting zoom learning. Implementation of online learning makes students passive and less enthusiastic. The implementation of apperception seems rigid and monotonous. This situation requires a renewal, especially in implementing apperception. Renewing implementation of apperception is simpler, more meaningful, more effective, and more enjoyable for students.

According to this introduction, researcher believes that renewal actions are needed, especially in implementation of apperception in Civic Education curriculum study course at

Universitas Ahmad Dahlan. This wordwall web application media is expected to be an alternative for lecturers to optimally increase students' interest in online learning. The use of wordwall in apperception activities in Civic Education curriculum study course that seem rigid and monotonous can create an effective learning process. Therefore, this study describes the use of wordwall application as a media for online learning in Civic Education curriculum study course at Universitas Ahmad Dahlan.

RESEARCH METHOD

Method used in this study is descriptive qualitative. Data in this research consists of two kinds, namely primary data and secondary data. Primary data is taken from questionnaires and observation results given to 21 students. Secondary data is taken from scientific writing or previous studies about using wordwall as an apperception media as references for this research. Primary data was taken through questionnaires which were distributed to students of Civic Education curriculum study course at Universitas Ahmad Dahlan. Questionnaires were distributed through Google Forms, after lecturer made an apperception. The steps of this research are as follows: (1) planning for learning materials and developing learning methods to meet learning outcomes including apperception implementation; (2) displaying wordwall in apperception process to students; (3) observing students' responses and interests related to apperception by using wordwall; (4) conducting reflection through questionnaires distribution using google form to determine students' interest percentage and effectiveness of using wordwalls as learning apperceptions; (5) drawing conclusion from the results obtained.

RESULTS AND DISCUSSION

Coronavirus Disease (Covid-19) causes all learning activities to be conducted online. Online learning is a program for organizing learning classes to reach a larger and wider audience. It is a remote learning system with various educational methods in which educational activities are conducted separately from learning activities (Mustofa et al., 2019). Online learning is a solution for continuing learning process in school or university to reach all regions.

Online learning can be conducted using various devices such as laptops, smartphones, and internet websites which cause several constraints from any different parties (Abdusshomad, 2020). Schools and universities have to deal with such changes. Preparing other alternative learning, especially in poor signal areas. This transformation in learning process allows students to gain new experiences and become accustomed to online learning.

The role of lecturers during pandemic is urgently needed in learning management process, which begins with planning, organizing, implementing, and evaluating (Syaifulloh & Darwis, 2020). The planning, organizing, implementing, and evaluating process must involve accessible technology to all students. Using appropriate technology in each learning stage affects students' understanding and motivation when studying materials presented.

Learning media that lecturers and students in online learning use must be flexible, and neither should be difficult. Learning media should be accessible to students. Furthermore, the amount of data cellular used becomes lecturers' consideration when choosing a learning media to make it easy for students. When conducting online learning, many lecturers choose to use video conference features such as Zoom, Google Meet, and web e-learning of each campus. The advantage of video conference media such as Zoom is that lecturers can hear students' responses in real time and students can see them in video. So, students can have a direct learning experience. Besides having advantage of interacting via audio and video, this video conference media also requires a larger amount of cellular data. For this reason, some

lecturers do not always use video conference media when delivering materials. Therefore, lecturers in online learning process and apperception learning should look for other alternative media based on material given.

The result of education process depends on planning process, implementing, and policy support (Santika, 2020). During online learning, they must adapt to mastering various learning media including its strengths and weaknesses. Planning and implementing process is conducted using technology corresponds to learning material.

In general, innovations made in online learning include using technology in learning activity. Online learning gives students flexibility to choose when and where to study (Fitriyani, 2020). Implementing online learning process can be flexible through Zoom, Google Meet, Google Classroom, WhatsApp, and others. Furthermore, students can interact with lecturer through various applications such as e-classroom, video conference, phone and live chat, zoom, and WhatsApp groups (Dhull & Sakshi, 2017).

Civic Education curriculum study is a subject that covers curriculum and teaching materials for learning Civic Education at school. This Civic Education curriculum study course provides students with various materials that are important for Civic Education learning in schools. This course must be taken by all students of Civic Education Study Program at Universitas Ahmad Dahlan. In online learning, lecturers try to use various learning media that have advantages and support learning activity.

Learning process of this curriculum has to be well designed, including learning apperception implementation. Apperception did not use interactive media. Besides, many believe that apperception is not optimal because it gives little influence. The use of interactive apperception media will enhance students' interest in learning apperception stages. It is because of using effective and efficient technology in apperception activity.

Apperception is a fundamental process of learning activity to embrace new ideas in conducive learning environment. Apperception activity contributes as stimulation to support students learning materials. This activity helps connect previous materials and new materials to improve students' conceptual understanding. Apperception is a primary learning activity to stimulate students' engagement in learning new materials.

Apperception helps students to contribute in learning atmosphere created by lecturers. In this activity, lecturers can relate subject matter to students' experiences, events, and environments with learning materials. This learning style provides realistic learning experience. Sustainability among these concepts in learning process can improve students' understanding. When lecturers and students have the same perception, it creates conducive learning environment to develop sense of learning new materials.

Giving apperception at the beginning of learning activity has a great effect on students. Apperception plays as stimulus for students to be well-prepared for learning new materials. This activity also helps students ready to focus on the subject matter. Some students may not understand if learning materials are unified and interrelated. Each of materials relates to other materials. It is easier to understand the following materials when they have understood the previous materials. Therefore, lecturers need to be well-prepared and inform students about the importance of this activity.

Apperception activity is considered as successful when students are prepared to learn and highly interested in the materials. This will reduce students' misunderstanding in absorbing learning materials. Highly focused and enthusiastic students will complete their assignments with great enthusiasm in following the next learning stages. Students' readiness and reaction toward lecturers' questions will be improved when apperception activity is

successfully conducted. This facilitates knowledge transfer process from lecturers to students.

Media used in learning apperception process of Civic Education curriculum study course is wordwall. This website application can be used to create apperception media such as quizzes, matchmaking, pairing, anagrams, word randomization, word searching, grouping, and others. This website not only can be accessed online, but it also has download and print features. Some forms of wordwall applications typically use in interactive teaching techniques through media development and learning resources (Yuniar, 2021). Combination of interactive teaching methods and apperception through wordwall makes lecturers easier to conduct learning activities.

As an education game platform, wordwall provides free services for lecturers to develop learning media, including apperception (Savitri et al., 2021). Lecturers can select game type in provided template and input question and answer keys for selected game. The use of wordwall can stimulate students' interest in learning materials and allow them to focus on topics they have discussed.

Wordwall is a type of learning media to improve students' ability in learning materials (Sartika, 2017). Wordwall is a good learning media to use. This media is also designed for group and individual learning (Anindyajati et al., 2017). It can be said that wordwall is used as a learning media at all educational levels, including university. In addition, this application can be an alternative media for online learning apperception used on laptops and mobile phones.

Wordwall will optimally work if supported by media in learning activity, especially media technology. Technology can stimulate learning process and make students to be more interested in learning. Teachers use learning media as a tool to convey learning material information to students (Lestari, 2021).

Learning apperception is an important activity. Apperception is an activity to prepare and attract students' concentration to focus on learning materials (Satria & Raden, 2019: 115). Students' awareness and concentration will increase retention of materials presented. This is important for teaching new materials and recalling students to previous materials.

Students have to prepare themselves thoroughly to receive new materials during learning process. Apperception activity is a method to implement students' knowledge with materials in learning process. Students' knowledge can be linked with new material through apperception process by lecturer. Giving apperception at the beginning of each learning activity can be encouraging students to be well prepared (Puteri, 2018). Apperception stage in learning process will influence learning outcomes. Lecturers have to embrace students from the beginning of learning process in order to achieve learning objectives. Furthermore, apperception makes students easier to understand materials presented. There are various media used by lecturers to apply apperception.

What kind of media is most effective in implementing apperception learning?

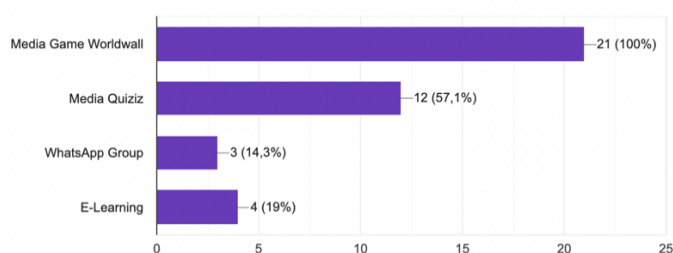


Figure 1. Media Used in Learning Apperception

Based on the graphic, wordwall media percentage is better than other apperception media. Besides, apperception using wordwall makes students enthusiastic by participating in such games. Wordwall media is more popular among students due to its attractive appearance. Besides, games on wordwall are attractive for students since it provides enjoyable learning effects. Wordwall also offers various games, including open box games, random cards, word selection, puzzles, mazes, and others.

Before conducting learning activity, students are provided with zoom links, e-learning access to download materials, YouTube videos, and podcasts. Apperception in this research was conducted by displaying wordwall during zoom meeting. Wordwall templates are divided into two types. First, it provides an open the box game in basic conceptual material of curriculum. Basic conceptual materials of curriculum are very important in this course to give students an awareness and stimulate enthusiasm for learning. Apperception was conducted by five students. They were asked to pick one of boxes on display. After all students select the box, lecturer will open it and students will answer some questions. This activity occurs until all boxes are answered. Students involved in apperception have the opportunity of getting 10 points when participating in learning assessments. Apperception was given through open the box, as shown in Figure 2.



Figure 2. Example of Open the Box Wordwall

Researchers also used random cards for apperception on curriculum development material for Civic Education course at primary and secondary education levels. Apperception was done by asking five students to participate and choose cards on display. After all students choose a card, lecturer will open it and students will answer questions. This activity occurs until all cards are answered. Students involved in apperception have the opportunity of getting 10 points when participating in learning assessments. Apperception was given through open the box, as shown in Figure 3.

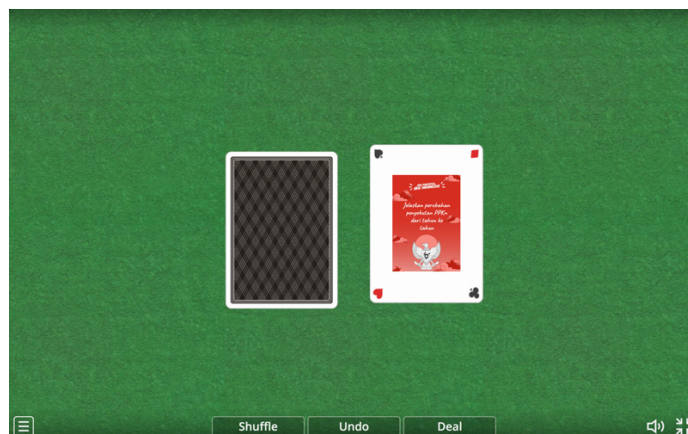


Figure 3. Example of Random Cards Wordwall

After conducting learning apperception through wordwall, the researcher made reflection and evaluation of students' responses. Observation was done by distributing surveys on Google Forms. This step is important for the researcher to determine wordwall media effectiveness in terms of learning apperception, and determine students' responses and awareness to receive learning materials. Below are questionnaire results of 21 students' responses in Civic Education curriculum course at Universitas Ahmad Dahlan.

Does using wordwall in apperception activity can help to remember learning materials?

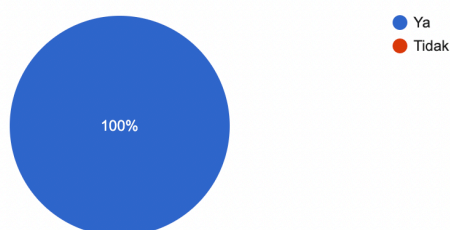


Figure 4. Impact of Using Wordwall for Students on Learning Materials

Based on questionnaires, using wordwall would help students remember learning materials reaching the percentage of 100%. It is because apperception questions review previous materials and discuss new materials in one meeting. Reviewing previous materials enhance students' readiness to absorb new materials since they have understood the last material concepts. Previous materials provided are fundamental to step into new materials, as each of the materials is related. Understanding previous materials help increase students' confidence to step forward. Hence, there is no difficulty in learning other materials. By using this wordwall apperception, students can easily remember basic curriculum concepts and Civic Education curriculum course development for elementary and junior high school. Students are enthusiastic about participating in this activity to earn additional 10 points. Furthermore, students' responses of using wordwall as learning apperception are satisfyingly great. It can be seen in the figure below.

Does using wordwall game for apperception give a good impression before conducting learning activity?

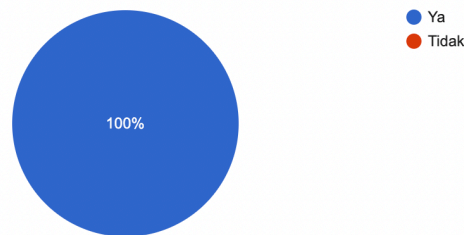


Figure 5. Students' Impression of Learning Apperception Using Wordwall

Based on the questionnaires, using wordwall gives a good impression for students in apperception activity reaching the percentage of 100%. It is important to know as it may be a role model for future learning apperception systems. If learning apperception using wordwall has effectively proven and give a positive impression, wordwall can be used for further learning apperception.

Does using wordwall can attract students to learn materials in Civic Education curriculum study course?

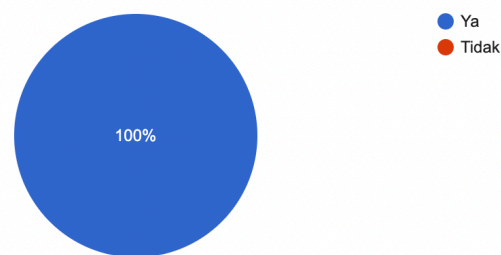


Figure 6. Relation of Using Wordwall and Students' Interest in Civic Education Curriculum Studies

Civic Education curriculum study is a very important course and should be undertaken by Civic Education students. In this course, students will understand basic curriculum in Civic Education subject. Therefore, Civic Education courses should be well designed to attract students' interest in this subject. Increasing students' interest in studying materials given by lecturers will create conducive classroom and effective learning environment. Students will focus on materials provided by lecturers. This condition gives students the opportunity to actively participate in learning process and easily understand learning materials. Students' enthusiasm and desire to understand and learn materials will affect learning outcomes. Using wordwall as a media in learning apperception attempts to increase students' interest. The results show that 100% of 21 students answered that using wordwall could increase their interest in Civic Education course.

CONCLUSION

Based on the results, wordwall can be used as a media to conduct learning apperception for students. It is important because it can raise learning activity for students of Civic Education curriculum study course. This innovation of using wordwall as learning media is important to be well informed to increase students' interest in the undertaken subject. Wordwall also helps students to understand and remember learning materials. Furthermore, various games in wordwall make lecturers more creative by creating non-learning quizzes for students. However, wordwall has a weakness in terms of limiting question characters. This makes reading question type quite difficult to use in wordwall education game. Wordwall has rarely used in universities. Wordwall as an educational game not only can be used for children, but also can be used at the university level. Therefore, using wordwall for online learning in universities should be further developed.

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