

The Effect of Word Wall Application on Historical Thinking Ability of History Subject Students in Class XI IPS at SMAN 4 Serang City

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Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan berpikir historis antara siswa yang menggunakan alat evaluasi berbasis aplikasi *word wall* dengan siswa yang menggunakan tes tertulis, serta mengetahui peningkatan kemampuan berpikir historis siswa pada mata pelajaran sejarah kelas XI IPS di SMAN 4 Kota Serang setelah menggunakan alat evaluasi berbasis aplikasi *word wall*. Penelitian ini menggunakan jenis penelitian kuantitatif dengan metode pendekatan *quasi-experiment*, teknik pengambilan sampel yang digunakan adalah *non probability sampling*. Pengumpulan data pada penelitian ini menggunakan *pre-test* dan *post-test*. Hasil penelitian ini memperlihatkan bahwa terdapat perbedaan kemampuan berpikir historis dengan memperoleh nilai Sig. (2-tailed) sebesar $0,001 < 0,05$, yang artinya terdapat perbedaan yang signifikan antara siswa yang menggunakan alat evaluasi berbasis aplikasi *word wall* dengan siswa yang menggunakan tes tertulis, dan terdapat peningkatan kemampuan berpikir historis siswa dengan memperoleh nilai Sig. (2-tailed) sebesar $0,000 < 0,05$ dan $t_{hitung} = 6,843 > t_{tabel} = 1,684$ maka H_a diterima dan H_0 ditolak, yang artinya terjadi peningkatan terhadap kemampuan berpikir historis siswa pada mata pelajaran sejarah kelas XI IPS di SMAN 4 Kota Serang setelah menggunakan alat evaluasi berbasis aplikasi *word wall*.

Kata kunci: aplikasi *word wall*, kemampuan berpikir historis, pembelajaran sejarah.

Abstract

This study aims to determine the difference in historical thinking skills between students who use evaluation tools based on word wall applications and students who use written tests, as well as to determine the increase in students' historical thinking skills in history class XI IPS at SMAN 4 Kota Serang after using evaluation tools based on word wall applications. This study uses a type of quantitative research with a quasi-experiment approach method, the sampling technique used is non probability sampling. Data collection in this study using pre-test and post-test. The results of this study show that there are differences in historical thinking skills by obtaining a Sig. (2-tailed) of $0.001 < 0.05$, which means that there is a significant difference between students who use evaluation tools based on word wall applications and students who use written tests, and there is an increase in students' historical thinking skills by obtaining a Sig. (2-tailed) of $0.000 < 0.05$ and $t_{count} = 6.843 > t_{table} = 1.684$ then H_a is accepted and H_0 is rejected, which means that there is an increase in students' historical thinking skills in the XI social studies class history subject at SMAN 4 Serang City after using an evaluation tool based on the word wall application.

Keywords: word wall application, historical thinking ability, history learning.

INTRODUCTION

The development of information technology and science today makes the

teaching profession must be able to follow and manage information to facilitate interesting and meaningful learning

activities for students. One of the subjects applied in schools is history. History education materials have the ability to develop students' potential to recognize the nation's values that were fought for in the past, maintain them, adapt them to life in the present, and develop them further in the future (Hasan, 2010), (Nuzulurrochmah, 2013), (Zandroto, 2023). Therefore, teachers can utilize the use of the latest digital-based applications in learning and in learning evaluation.

One of the learning evaluation applications that can be used by teachers is word wall (Latjompoh, 2023), (Lismawati. dkk., 2023), (Zahroh, 2024). From the application, teachers can design questions and answers that can build students' historical thinking skills in learning history. Historical thinking is a way of thinking that requires students to be able to see and understand past events with the lens of current life so that students can relate these events critically and be able to analyze events according to the context of time, and students can discuss and solve various problems that exist, and make evaluations or improvements for the future (Wineburg, 2006).

From the above, it can be concluded that historical thinking skills are important in making students think critically to understand historical events that occurred in the past, and helping students to understand these events in the present.

On the other hand, teachers are the most important factor for students' learning success and play an important role in developing and improving students' historical thinking skills. Therefore, teachers are expected to provide stimulus about events that occurred in the past to students during the learning process so that students can actively participate in learning and critically analyze these events.

The results of observations made at SMAN 4 Kota Serang on October 03, 2022, the media used by the teacher in carrying out the pre-test is paper or written. The pre-test determined by the teacher provides an opportunity for students to find information from various sources, including student sheets, textbooks, and the internet. In the learning process, the media used by the teacher for all teaching materials is traditional, meaning that the teacher only explains the material to students, and students only act as listeners, without using interactive media or learning evaluation tools. As a result of boredom during learning, the class atmosphere is not good, and the teacher does not conduct a post-test on the material taught at the end of the lesson.

The reason students dislike history lessons is because teachers tend to learn historical events only from textbook explanations and students only become listeners, and often occurs during the learning process (Astri, 2020), (Lamato,

2016), (Tabroni, 2020). However, it is rare to conduct an evaluation at the end of learning, only occasionally the teacher provides an evaluation in the form of questions that have been included in the LKS book. However, during the learning process, students rarely ask questions or express opinions during group discussions. This is due to the teacher's teaching method that does not attract students' attention, so that students listen carefully to the teacher's explanation or take notes without fully understanding the content (Afwan, 2020), (Magdalena, 2020), (Setyawan, 2019), (Wulandari, 2018).

The ability of students during the learning process is justified by one of the history subject teachers of class XI IPS, he revealed that most students have low historical thinking skills and students lack understanding, which is marked by the inability to restate what has been learned, the inability to analyze and identify sources obtained by students, the inability to express opinions in group discussions, thus affecting student learning outcomes. To develop students' historical thinking skills, teachers must rekindle students' interest in learning, especially in using modern digital applications for learning and evaluating learning.

The conclusion based on the results of the interviews conducted is that a good history lesson is one that can develop students' ability to retell past circumstances by linking daily life with the

subject matter. To improve history education, teachers can design a learning process that helps students understand the content rather than just memorizing it. Because of the above problems, teachers need to pay attention to the learning media and evaluation tools they use.

This is because it can affect the way students think in learning history, by utilizing existing technological developments, teachers have the opportunity not only to facilitate learning through learning media, but also to develop learning through digital evaluation tools that are being developed (Sari, 2021), (Sayono, 2013), (Susilo, 2019). Learning evaluation is a very important step to determine students' thinking skills after completing the learning process. In learning history, historical thinking is one of the main indicators that students must have.

As a result of these problems, researchers are interested in raising research using word wall applications as a learning evaluation tool. With this application, it can change students' perspectives on boring history subjects into something interesting. Meanwhile, students can know directly the results obtained and the extent to which students' ability to understand the material that has been taught, so that these results can be used as student evaluation material to

further improve student learning in the future.

METHOD

This study uses a type of quantitative research with a quasi-experiment approach method with a Non-equivalent Control Group Design research design and a randomized system is not used to determine the experimental and control groups. Two different groups were used in this study. The first class is an experimental class whose learning uses word wall application, and the second class is a control class whose learning is normal without using learning applications.

The population used was XI social studies students at SMAN 4 Serang City as many as 280 students. In determining the sample, this study used non probability sampling technique by purposive sampling. The sample selected in this study considered the characteristics of the sample at the level of historical thinking ability as well as getting advice by the history subject teacher of class XI IPS at SMAN 4 Kota Serang. The samples selected in this study were 47 students from class XI IPS 1 as the experimental class and 47 students from class XI IPS 4 selected as the control class.

The research instrument used was in the form of multiple choice questions structured according to Sam Wineburg's historical thinking indicators, including:

thinking in context, chronology and continuity, ability to understand cause and effect, and interpretation and evidence.

RESULTS AND DISCUSSION

A. Preliminary Study Result

This research was conducted at SMAN 4 Serang City, the number of history subject teachers in this school is 6 teachers, including: 2 teachers teach Indonesian history and specialization in class X, 2 teachers teach Indonesian history and specialization in class XI, and 2 teachers teach Indonesian history and specialization in class XII. This study was conducted with the aim of knowing the difference in historical thinking ability between students who use evaluation tools based on word wall applications and students who use written tests, as well as to determine the increase in historical thinking ability of students in class XI IPS 1 after using word wall applications. The subject matter used in this study is the Triumph of Banten as a Maritime Kingdom during the Sultan Ageng Tirtayasa Period.

The historical thinking ability of students in this study was obtained from the data of the pre-test and post-test results conducted in two classes, namely the experimental class and the control class. The results of the experimental class with a total of 40 students got a minimum score on the pre-test data of 25 and post-test 31, the maximum score of

the pre-test data of 69 and post-test 100, and the average student's ability to think historically in the pre-test data of 45.50 and post-test 70.85. Meanwhile, the results obtained by the control class with a total of 40 students obtained the minimum value in the pre-test data of 25 and post-test 19, the maximum value of the pre-test data of 69 and post-test 87, the average student ability in historical thinking in the pre-test data of 47.05 and post-test 56.53. The following is presented in table 1, to provide a clearer picture of the results of the two groups of data for this study:

Table 1. Result of Descriptive Analysis

Data	Minimum Value	Maximum Value	Mean
Pre-Test Experiment	25	69	45.50
Post-Test Experiment	31	100	70.85
Pre-Test Control	25	69	47.05
Post-Test Control	19	87	56.53

The table above shows that there is a significant difference in students' ability to think historically. The difference is seen from the average value of pre-test and post-test data that has been obtained by two classes, namely the experimental class obtained a value of 45.50 and 70.85 while the control class obtained a value of 47.05 and 56.53. The two classes received different treatments, namely in the experimental class given treatment using the word wall application while the

control class was not given treatment and only used a written test.

This study conducted a normality and homogeneity test which aims to determine whether the research data used is normally distributed or homogeneous. The following is presented in table 2 the results of the normality test in this study:

Table 2. Normality Test Result

Variable	Class	Sig.	Conclusion
Historical Thinking Ability	Pre-Test Experiment	0.111	Normal
	Post-Test Experiment	0.200	Normal
	Pre-Test Control	0.174	Normal
	Post-Test Control	0.144	Normal

The results of the normality test can be seen in table 2 that the pre-test data in the experimental class was 0.111 and the post-test was 0.200. While the control class pre-test data was 0.174 and post-test was 0.144. So it can be concluded that the historical thinking ability in the experimental class and control class in this study is normally distributed because it obtains a significance value > 0.05. Based on the results of the normality test, the next step is to conduct a homogeneity test to determine whether the variants in the experimental class and control class are the same or not. The following is presented in table 3 the results of the homogeneity test in this study:

Table 3. Homogeneity Test Result

Class	F	Sig.	Conclusion
Experimental And Control Classes	0.231	0.632	Homogeneous

The results of the normality test can be seen in table 3 that the Significance value on Based on Mean is 0.632, where the value is > 0.05 . So it can be concluded that the data variance of the experimental class and control class is homogeneous or the same. It is known that the data in this study are normal and homogeneous, so parametric statistical tests can be carried out. In this study using a two-sample t test for normal and homogeneous data. The following is presented in table 4 of the two-sample t test results, below:

Table 4. Two Sample t-test Result

Variable	Data	Sig. (2-tailed)
Historical Thinking Ability	Equal variances assumed	0.001
	Equal variances not assumed	0.001

The results of the two-sample t test can be seen in the Equal Variances Assumed section in table 4 which obtained a Sig value. (2-tailed) of 0.001, which means that the significance value is < 0.05 . So it can be concluded that there is a difference in historical thinking ability between students who use evaluation

tools based on word wall applications and students who use written tests. Then, to compare the difference in pre-test and post-test scores with the difference in maximum scores and pre-test, namely by using the Gain data test. This test was carried out only in the experimental class because it was to see the increase in students' ability to think historically after being given treatment using an evaluation tool based on the word wall application. The following is presented in table 5 of the Gain data test results below:

Table 5. Gain Data Test Result

Variable	T	Sig. (2-tailed)
Historical Thinking Ability	6.843	0.000

The N-Gain test results in table 5 show that the Sig. (2-tailed) is 0.000, which means the significance value is < 0.05 . So it can be concluded that there has been an increase in students' historical thinking abilities in the history subject of class XI IPS at SMAN 4 Serang City after using an evaluation tool based on the word wall application.

The word wall application can be used in this research based on the media feasibility results that have been carried out by media experts, that all aspects assessed by media experts have criteria that are very suitable for use. The following is presented in table 6 of the

results of the media expert assessment instrument below:

Table 6. Result of Media Expert Assessment Instrument

Number	Aspect	Value
1	Presentation	25
2	Konten Quality	15
3	Used	10
4	Construction	10
Amount		60
Average		100%

According to (Turohmah, 2020), wordwalls can be used to see the development of students' abilities. From the expert's opinion, it is true that the historical thinking ability of students in history subjects before using the word wall application has a low ability characterized by students not daring to ask questions about historical events and figures in accordance with the material taught, besides that also during group discussions before the application of this application students are more likely to be silent and do not have curiosity about the group material presented. When this word wall application was applied in the experimental class for group activities and the desired expectations of this research were successful, namely students were more active in asking questions about the material being presented by the teacher and the group, besides that this application was also used as an evaluation tool at the end of learning.



Figure 1. Wordwall Application Home Menu



Figure 2. Quiz Material in the Wordwall Application

The word wall application also has advantages, including: there are interesting templates from these templates that teachers can use in learning which makes the learning process more interesting than before. Meanwhile, this application can help teachers in assessing the abilities obtained by students easily and this application can be used at all levels of education, ranging from elementary school to college level. And, in the assignment the teacher does not need to bother to print the questions that have been made, because basically this application makes it easy for teachers to give assignments to students, so that students can work through their respective cellphones.

In line with research conducted by (Rosmana, 2023) that in choosing learning media as a form of evaluation so that

students do not feel bored by utilizing digital media, one of which is the word wall website. As a form of evaluation, word wall is very useful, because it makes it easier for teachers to see the scores or scores obtained by students. Teachers will also have no difficulty correcting which questions are answered incorrectly or correctly by students, because the results display will show the number of questions answered incorrectly or correctly by students.

The word wall application also has disadvantages, including: writing standards cannot be changed, one of which is the writing format. Meanwhile, in the process of working on it must have a stable signal, if the student's signal is weak, it will automatically exit the word wall application so that students can repeat the work. Then, some templates in the word wall application require a longer duration, and have limitations in the number of sentences, meaning that teachers cannot make questions with long sentences which result in the font size changing to small so that students cannot read clearly.

The results of historical thinking skills in this study are using pre-test data and post-test data. The instrument has the same questions with a total of 16 valid questions. Of the 16 questions, the pre-test and post-test averages were different from the two classes. The experimental class obtained 45.50 and 70.85 while the

control class obtained 47.05 and 56.53. The average value of the two classes has a significant difference. This research uses basic competency 3.2 which is about analyzing Indonesian maritime kingdoms during the Islamic period in the system of government, social, economic, and culture and their influence in the lives of Indonesian people today. These basic competencies are still general in nature, therefore researchers make subject matter that suits the area in this study and is still related to the KD taken, namely the Triumph of Banten as a Maritim Kingdom during the Sultan Ageng Tirtayasa Period in the History Specialization subject.

The implementation of learning carried out in the experimental class and the control class certainly has differences. To collect information regarding the results of historical thinking abilities, researchers used test instruments. There are sixteen questions based on historical thinking indicators used, including: thinking in context, chronology and continuity, ability to understand cause and effect, and interpretation and evidence. A word wall application-based evaluation tool is used as support for learning activities in experimental classes to meet historical thinking indicators. The percentage obtained from each indicator of historical thinking in the experimental class is based on the results of those who answered correctly on the pre-test and

post-test questions, as follows:

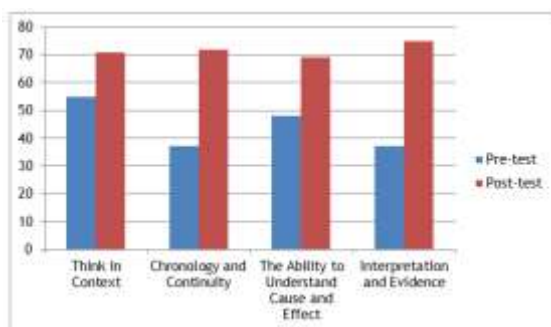


Figure 3. Average Pre-test and Post-test for Each Indicator

Figure 1 shows a significant improvement in the historical thinking skills of students in the experimental class for the history subject after using the Word Wall application-based evaluation tool. The improvement that occurred falls into the high criteria category. From the average pre-test and post-test scores based on the data analysis described above, it is clear that the distribution of average indicator scores is as follows:

1. Think in Context

The pre-test percentage for thinking in context was 55%, while the post-test percentage was 71%. This post-test percentage falls into the high criteria category, indicating a significant improvement in the Thinking in Context indicator. During the learning process in the first meeting, the researcher instructed all students in the experimental class to search for information sources related to the learning material for five minutes about "The Glory of Banten as a Maritime Kingdom during the reign

of Sultan Ageng Tirtayasa in terms of government, economy, social aspects, and culture."

These results prove that students can accurately understand the data obtained, enabling them to explain events according to the facts and data gathered, including the differences in Banten's conditions before and after Sultan Ageng Tirtayasa. Consequently, students were also able to answer post-test questions that indicated thinking in context, including questions number 2, 3, 4, and 11.

Therefore, based on these findings, the Word Wall application-based evaluation tool is offered to enhance students' historical thinking skills. With these improvement results, it can be said that thinking in context can be developed through learning by implementing the Word Wall application-based evaluation tool, allowing students to understand what they have learned during the lesson. This aligns with Norman E. Gronlund's statement that evaluation is a systematic process to assess or determine the extent to which students have achieved various learning objectives (Febriana, 2019). These results prove that the average post-test scores obtained by students after using the Word Wall application-based evaluation tool are better than

the average pre-test scores of students who used written tests.

2. Cronology and Continuity

The pre-test percentage for chronology and continuity was 37%, while the post-test percentage was 72%. This post-test percentage falls into the high criteria category, indicating a significant improvement in the Chronology and Continuity indicator. This was demonstrated at the end of the lesson when the researcher conducted a random wheel selection through the Word Wall application. The student chosen by the random wheel would provide a conclusion on the learning material that had been taught.

These results prove that students were able to provide conclusions based on the material taught, ranging from "the process of Islam's entry into Banten to Banten's glory as a maritime kingdom during the reign of Sultan Ageng Tirtayasa." The explanations given by the students were in line with the chronology of these events. Additionally, students were able to understand the connections between events that occurred in the Sultanate of Banten. Consequently, students were able to correctly answer post-test questions that indicated chronology and continuity, including questions number 1, 9, and 12.

This aligns with (Uno, 2006) statement that the evaluation results of the output serve as a basis for feedback to conduct analysis or revision, both for the process and the input. These results prove that the average post-test scores obtained by students after using the Word Wall-based evaluation tool are better than the average pre-test scores of students who used written tests.

3. The Ability to Understand Cause And Effect

The pre-test percentage for the ability to understand cause and effect was 48%, while the post-test percentage was 69%. This post-test percentage falls into the medium criteria category, indicating a significant improvement in the Ability to Understand Cause and Effect indicator. This can be seen in the learning process, where students were able to understand the various events experienced by the Sultanate of Banten, one of which was economic progress through pepper sales. The demand for pepper commodities increased dramatically, resulting in very large foreign exchange earnings but negatively impacting the food crisis.

These results demonstrate that at the end of the lesson, the researcher conducted a random wheel selection through the Word Wall

application. The student whose name was chosen from the random wheel would be given a question by the researcher about the conflict and division that occurred in the Sultanate of Banten, namely: "The role of the VOC in the Sultanate of Banten began during the reign of Sultan Haji, who replaced Sultan Ageng Tirtayasa as Sultan. In your analysis, what caused Sultan Haji to accept cooperation with the VOC?" From this question, students were able to answer by determining the cause and effect of the problems that occurred. Additionally, students were able to correctly answer post-test questions that indicated the ability to understand cause and effect, including questions number 5, 6, 7, 13, 15, and 16. This aligns with Ryan Dellos's (2017) statement that game-based learning is a tool that helps students solve problems (Rochmada, 2022).

The implementation of the Word Wall application-based evaluation tool in history subjects increased student engagement in learning, resulting in improved historical thinking skills compared to before. This also aligns with Kemp and Dayton's statement in (Rohima, 2023) that when students show active participation and attention during learning, it means their interest in

learning is increasing due to changes in their behavior, knowledge, attitudes, and skills. These results prove that the average post-test scores obtained by students after using the Word Wall-based evaluation tool are better than the average pre-test scores of students who used written tests.

4. Interpretation and Evidence

The pre-test percentage for interpretation and evidence was 37%, while the post-test percentage was 75%. This post-test percentage falls into the high criteria category, indicating a significant improvement in the Interpretation and Evidence indicator.

These results demonstrate that at the end of the lesson, the researcher conducted a random wheel selection through the Word Wall application. The student whose name was chosen from the random wheel would provide a conclusion on the group material that had been presented, in accordance with the evidence of relics and data obtained. Consequently, students were able to correctly answer post-test questions that indicated interpretation and evidence, including questions number 8, 10, and 14.

This aligns with Murray Print's (1993) statement that assessment has a broader scope than measurement,

involving interpretation and representation of measurement data (Maryanti, 2022). These results prove that the average post-test scores obtained by students after using the Word Wall-based evaluation tool are better than the average pre-test scores of students who used written tests.

The weaknesses experienced by the application during implementation in learning were: (1) external disturbances such as unstable signals causing the application features to run slowly, (2) the background in the application cannot be customized or adjusted to match the learning material theme, (3) the sound in the application cannot be customized. Meanwhile, the advantages of the Word Wall application during implementation in learning were: (1) the Word Wall application was used in premium mode, allowing the use of many templates, (2) it made the learning atmosphere more interesting than before, (3) it made students more active during learning. In using the Word Wall application for this research, the researcher did not use many templates, only one template - the random wheels - due to time constraints in the conducted research.

The implementation in the field certainly did not run smoothly,

meaning there were obstacles encountered during the research, including: students experienced external disturbances such as signal interference, short research time due to students' habit of performing Duha prayer in congregation before starting the lesson, and time limitations during the post-test implementation, leaving a rushed impression. However, despite these obstacles, the results met the researcher's expectations and answered all the problem formulations in this study, such as the significant difference between the experimental and control classes and the improvement in students' thinking skills after using the Word Wall application. Meanwhile, the highest score obtained by students in the experimental class for the pre-test data was 69, and the highest score for the post-test data was 100. Therefore, choosing the Word Wall application as a learning evaluation tool is an appropriate selection, as the use of this application certainly makes students participate more actively in the learning process.

CONCLUSION

The conclusions of this research are based on the results of data analysis and hypothesis testing, as follows:

1. If $t\text{-calculated} = 3.588 > t\text{-table} = 1.684$, then H_0 is rejected, meaning

that the average historical thinking ability of students using the Word Wall application-based evaluation tool is not the same as the average historical thinking ability of students using written tests. Therefore, the historical thinking abilities of the experimental class and control class students are not the same, or there is a difference. This difference can also be seen based on the average ability scores obtained by the experimental class of 70.85, with the lowest score of 31 and the highest score of 100. Meanwhile, the average ability score obtained by the control class is 56.53, with the lowest score of 19 and the highest score of 87.

2. The Sig. (2-tailed) value of $0.000 < 0.05$ and $t\text{-calculated} = 6.843 > t\text{-table} = 1.684$, so H_a is accepted and H_0 is rejected. Therefore, there is an improvement in students' historical thinking abilities in history subjects for class XI IPS at SMA Negeri 4 Kota Serang after using the Word Wall application-based evaluation tool. This is evidenced by the pre-test and post-test results obtained by students in the experimental class. The pre-test results show the lowest score of 25, the highest score of 69, and an average score of 45.50, while the post-test

results show the lowest score of 31, the highest score of 100, and an average score of 70.85.

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