CHAPTER I
INTRODUCTION

A. Background of Study

Islamic Religious Education is an essential subject taught at all levels of education in Indonesia, including at the vocational high school level. This education focuses not only on cognitive understanding of Islamic teachings but also on the development of students' spiritual, moral, and behavioral aspects. According to Mulyasa, Islamic Religious Education plays a crucial role in shaping students' character and personality, contributing to the formation of a generation that is not only academically intelligent but also morally sound and ethical.[1] However, the challenge in teaching Islamic Religious Education at SMK lies in creating learning experiences that are engaging and relevant for students, considering the practical and applicative characteristics of SMK students.[2]

The use of interactive learning media has become a potential solution to enhance The Effectiveness of Islamic Religious Education learning at SMK. Interactive media like WordWall has been widely utilized in various educational institutions to facilitate more engaging, participatory, and student-centered learning experiences tailored to the needs of learners in the digital era.[3] WordWall is a web-based technological platform that enables teachers and students to interact directly with learning materials through interactive features such as quizzes, educational games, and digital whiteboards.[4] In the context of

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[1] Mulyasa, E. (2020). *Manajemen pendidikan karakter*. Bumi Aksara.

[2] Surya, A. (2019). Pendidikan agama Islam di SMK: Tantangan dan peluang. *Jurnal Pendidikan Islam*, 6(1), 112-124.

[3] Kurniawan, A. (2021). Pengaruh media interaktif terhadap motivasi dan hasil belajar siswa pada pembelajaran PAI. *Jurnal Pendidikan Islam*, 9(2), 98-110.

[4] Saputro, D. (2022). World Wall: Inovasi media pembelajaran digital untuk pendidikan agama Islam di SMK. *Jurnal Inovasi Pendidikan Islam*, 8(4), 45-58.

Islamic Religious Education learning, the use of WordWall can increase students' interest and make religious education more dynamic and contextual.[5]

Several studies have shown that interactive learning media have a positive impact on students' learning outcomes. For instance, research by Prasetyo found that the use of interactive media in Islamic Religious Education learning significantly[6] increased student engagement and motivation. Furthermore, interactive media allows teachers to present complex materials in a way that is easier for students to understand, especially in religious subjects, which are often abstract and theoretical.[7] In this study, WordWall was chosen as an interactive medium due to its ability to present visually appealing materials and evaluation features that can measure students' understanding in real-time.[8]

Nevertheless, the application of interactive learning media such as WordWall in Islamic Religious Education teaching has not been widely studied, particularly in the context of SMK. Most previous research has focused on general learning or science and technology subjects.[9] Therefore, this study aims to fill that gap by Quantitative the impact of WordWall on the Islamic Religious Education learning outcomes of Grade X students at SMKN 1 Jatirejo. This medium is expected to help address challenges in Islamic Religious Education learning, such as students' low interest in religious subjects and the complexity of teaching materials that are often difficult to grasp.[10]

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[5] Azizah, S., & Karim, A. (2020). Penggunaan media interaktif dalam meningkatkan hasil belajar PAI siswa. *Jurnal Pendidikan Islam*, 5(2), 123-135.

[6] Prasetyo, B. (2018). Pengaruh media interaktif terhadap prestasi belajar PAI siswa. *Jurnal Pendidikan Islam*, 8(1), 112-125.

[7] Handayani, T. (2021). Media pembelajaran digital: Tantangan dan peluang dalam pembelajaran PAI di SMK. *Jurnal Teknologi Pendidikan*, 7(1), 45-56.

[8] Wijaya, H., & Putra, R. (2023). Efektivitas penggunaan World Wall dalam pembelajaran PAI di SMK. *Jurnal Pendidikan Islam*, 12(1), 56-67.

[9] Santoso, M. (2022). Pembelajaran berbasis teknologi dalam pendidikan agama Islam: Studi di SMK. *Jurnal Pendidikan Agama Islam*, 11(3), 78-90.

[10] Sari, P., & Rahman, A. (2020). Pemanfaatan media pembelajaran interaktif dalam pembelajaran PAI di SMK. *Jurnal Pendidikan Islam*, 11(2), 34-45.

Additionally, this study is expected to provide guidance for Islamic Religious Education teachers in SMK in developing more innovative and technology-based teaching strategies. In today's digital era, integrating technology into education is no longer optional but a necessary.[11] By using WordWall, teachers can transform the learning process from being conventional to more interactive and student-centered.[12] This is crucial because SMK students tend to have more dynamic characteristics and require learning methods that are relevant to the world of work and technology.[13]

From a theoretical perspective, the use of interactive learning media also supports the constructivist learning theory, which emphasizes students' active role in the learning process. According to this theory, students are not merely passive recipients of information but actively interact with learning materials and construct their knowledge through learning experiences.[14] The use of media such as WordWall can facilitate this approach by providing opportunities for students to participate actively in learning, whether through online discussions, interactive quizzes, or collaborative tasks.[15]

This study focuses on the effectiveness of using WordWall on the learning outcomes of Grade X students at SMKN 1 Jatirejo in Islamic Religious Education learning. Students' learning outcomes are often influenced by various factors, including learning interest, teaching methods, and the learning media used.[16] In this context, the use of interactive media like WordWall is expected to enhance students' learning outcomes more effectively than conventional teaching methods.[17] According to Rahman, interactive media

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[11] Wardhani, R. (2019). Integrasi teknologi dalam pembelajaran: Studi kasus pembelajaran PAI di SMK. *Jurnal Teknologi Pendidikan*, 5(2), 67-79.

[12] Putri, R. D., & Hidayat, M. (2021). Pengaruh media pembelajaran digital terhadap hasil belajar PAI siswa SMK. *Jurnal Pendidikan Islam*, 10(1), 89-101.

[13] Sugiyono. (2021). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

[14] Johnson, B., & Christensen, L. (2018). *Educational research: Quantitative, qualitative, and mixed approaches* (6th ed.). SAGE Publications.

[15] Nugroho, A. (2020). Penggunaan media pembelajaran interaktif untuk meningkatkan partisipasi siswa dalam pembelajaran PAI. *Jurnal Teknologi Pendidikan Islam*, 6(3), 45-56.

[16] Taufik, M. (2020). Peningkatan hasil belajar PAI melalui media pembelajaran interaktif. *Jurnal Pendidikan Islam*, 7(3), 89-101.

[17] Hidayati, R., & Nurhadi, M. (2021). Efektivitas media pembelajaran interaktif dalam meningkatkan hasil belajar PAI di SMK. *Jurnal Pendidikan Agama Islam*, 9(1), 67-78

positively impacts the learning process by increasing students' focus, engagement, and motivation.[18]

Furthermore, WordWall includes evaluation features that enable teachers to measure students' understanding immediately after they complete each module or learning activity.[19] With these evaluations, students can identify their weaknesses and address them promptly, thereby improving overall learning outcomes.[20] In the research conducted at SMKN 1 Jatirejo, pre-test and post-test results were used to measure the extent to which students' learning outcomes improved after using WordWall as a learning medium. The results of this study are expected to provide empirical evidence regarding The Effectiveness of using WordWall in Islamic Religious Education learning at the SMK level.

B. Problem Formulation

Is there a influence in Grade X students' learning outcomes in Islamic Religious Education at SMKN 1 Jatirejo before and after using WordWall interactive learning media?

C. Purpose of Study

To evaluate the influence in Grade X students' learning outcomes in Islamic Religious Education at SMKN 1 Jatirejo before and after using the interactive learning media WordWall.

D. Research Benefits

1. Theoretical Benefits

   a. This research will contribute valuable insights to the field of interactive learning media and its application in the context of Islamic Religious Education. The results of this study can serve as a reference for other researchers interested in exploring similar topics.

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[18] Rahman, H. (2022). Pengaruh media interaktif terhadap hasil belajar dan minat siswa dalam pembelajaran PAI di SMK. *Jurnal Pendidikan Islam*, 9(3), 76-85.

[19] Wicaksono, A. (2022). Media interaktif dan hasil belajar siswa: Studi kasus penggunaan World Wall di SMK. *Jurnal Teknologi Pendidikan Islam*, 9(2), 78-89.

[20] Pratama, D., & Anwar, S. (2019). Evaluasi pembelajaran berbasis teknologi: Studi kasus penggunaan media World Wall di SMK. *Jurnal Teknologi Pendidikan*, 8(2), 56-70.

b. This research will provide relevant data and information to enrich theories supporting the use of interactive learning media in the learning process. The findings can help develop a conceptual framework for understanding the mechanisms and effects of using such media.

c. By examining The Effectiveness of the WordWall interactive learning media in the context of Islamic Religious Education, this research will provide empirical evidence on the potential of this media to improve students' learning outcomes.

d. This study will address the need for relevant and up-to-date research on utilizing technology in the learning process, thereby helping to enhance curriculum relevance and teaching practices.

2. Practical Benefits

a. **Benefits for Student:** The use of WordWall interactive media makes learning Islamic Religious Education more engaging, helping students better understand the material and improve their learning outcomes.

b. **Benefits for Teacher:** Teachers can create a more interactive and dynamic classroom environment, making it easier to deliver lessons and maintain student interest.

c. **Benefits for School**: Schools can integrate technology into their learning programs, improving the overall quality of education and supporting innovation in teaching methods.

d. **Benefits for Researchers**: The study provides a foundation for future research on the use of interactive learning media, contributing to the development of education technology, especially in Islamic Religious Education.

E. Systematization Of Writing

Chapter I : Introduction: Research Background, Problem Statement, Research Objectives, Research Benefits.

Chapter II : Literature Review: Research Variables (Dependent and Independent), Previous Research, Conceptual Framework, and Research Hypotheses.

Chapter III : Research Method: Research Methodology: Research Location and Timeline, Research Method, Research Population and Sample, Treatment Design, Control of Internal and External Validity, Data Collection Techniques, Instrument Validity Testing and Reliability Calculation, Data Analysis Techniques, and Statistical Hypotheses.

Chapter IV : Data Presentation, Analysis, and Discussion.

Chapter V : Conclusion and Recommendations.