

The use of Wordwall as an Evaluation Medium for Deaf Children at SLBN 1 Kulon Progo

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Abstract: The rapid advancement of technology in contemporary times necessitates the involvement of Islamic Education (PAI) teachers in maximizing the use of technological resources. PAI teachers are required to exhibit creativity in conducting evaluations using specific software or applications. This research aims to motivate PAI teachers by elucidating the steps involved in utilizing Wordwall as an evaluative medium and by discussing the advantages and limitations of Wordwall in assessing the learning of prayer movements at SLBN 1 Kulon Progo. Furthermore, this study is intended to serve as a novel innovation by leveraging modern technology to simplify the evaluation process in education. The methodology employed in this research is qualitative, with a descriptive approach and data collection techniques encompassing observation, interviews, and documentation. The research is further developed through field studies that reference journals and related sources. The findings reveal that the implementation of the Wordwall medium for educational evaluation assists and facilitates teachers in assessing the prayer movements of deaf children. The use of Wordwall as an evaluative tool positively impacts deaf students by simplifying their task completion, primarily through the use of predominantly image-based content with minimal text. It is hoped that with technological advancements, the scope of educational evaluation will become more varied and easier for teachers in assessing student learning outcomes. This study is conducted to contribute to the development of evaluative media that simplify teachers' tasks in assessing children's learning outcomes.

Keywords: Implementation, WordWall, Islamic Education Teachers, Learning of Prayer Movements, Deaf Students

INTRODUCTION

Every child is born with their own unique set of strengths and weaknesses. Children with special needs require additional attention and sensitivity from those around them. These children are also part of the community and should be empowered in terms of their mental and physical limitations (Maftuhin & Fuad, 2018). Society and government have been monitoring the provision of educational services, therapy, public accessibility, and the fulfillment of rights for children with special needs over the past decade (Nisa et al., 2018). A comprehensive understanding of children with special needs begins with a clear definition. Simplistically, children with special needs (ABK) are those who require additional services due to developmental issues (Rezieka et al., 2021). They can only thrive with appropriate intervention and care. Various terms have been used to describe children with special needs, including exceptional children, children with impairments, deviant children, disabled children. However, with the evolution of time, the term 'difabel' (differently abled) has become more prevalent (Cahyono, 2019). Deaf children fall under the category of children with special needs, as they experience auditory challenges.

Deaf children are those who face challenges in their hearing abilities. These challenges not only hinder their learning process due to difficulties in receiving auditory information but sometimes also lead to speech impairments, making them mute. Deaf children can be classified into two categories: complete deafness and hearing impairment (Irvan, 2020). Deafness is a condition where an individual is totally unable to hear due to issues in their ears. In contrast, hearing impairment refers to a state where an individual has difficulties with their hearing organs but can still hear to some extent, even without the use of hearing aids.

Children with deafness struggle to receive lesson materials through auditory means; however, they can understand better if the materials are presented visually (Salsabila et al., 2022). Based on the nature of occurrence, deafness is differentiated into two types: congenital deafness and acquired deafness (Riadi, 2022). Congenital deafness means the child is born with the condition, where their hearing function is completely impaired. On the other hand, acquired deafness refers to the loss of hearing due to diseases or accidents that occur after birth.

The auditory impairment in deaf children poses a challenge in assimilating knowledge imparted by teachers, leading to learning obstacles. Therefore, these children require tools/media to facilitate their comprehension of educational materials. A critical topic for deaf children to understand is the movements in Islamic prayer (salat), as it is a mandatory aspect of the religion for those who are baligh (of age) and mukallaf (accountable). The term mukallaf, derived from the Arabic word 'kallafa' (كلف) meaning 'to burden', implies an individual burdened with the responsibility to observe divine commands and prohibitions (Irwansyah, 2021).

Wordwall can be described as an interactive medium that offers an alternative to other interactive media as a solution to alleviate boredom among students and teachers, thus making the learning process more enjoyable (Purnamasari et al., 2022). Wordwall is an application designed as a game used to engage students in responding to questions in the form of surveys, quizzes, and discussions. This application can be accessed through the website www.wordwall.net or downloaded via the Play Store on smartphones. The use of the Wordwall application as a learning evaluation medium can make students more interested and prevent them from becoming disengaged (Rosmana et al., 2023). The implementation of Wordwall as an evaluation tool is straightforward for teachers. The Wordwall medium is highly beneficial for learning evaluation, as it aids educators in monitoring students' scores. Educators also find it less challenging to devise questions that students can answer correctly or incorrectly. This is because the display of results already shows the scores obtained by students (Rosmana et al., 2023).

In education, the term 'learning evaluation' is commonly recognized as a stage in the assessment of students to determine their learning outcomes. This assessment is directed at students after they have undergone the learning process. The key concepts within evaluation are 'test', 'measurement', and 'evaluation' (Suardipa & Primayana, 2020). Although these terms share similarities, they each have distinct meanings. Etymologically, 'evaluation' is derived from the English word 'evaluation', signifying an assessment related to lessons (Julaeha et al., 2022). Therefore, evaluation is necessary as a comprehensive benchmark in measuring learning achievements. From the above explanation, evaluation is directed as a receptacle for refining and perfecting existing learning activities by classifying students into appropriate teaching models to achieve superior student capabilities.

According to Depdiknas (Department of Education), the objectives of learning evaluation include: a. Review of learning activities and their impact, b. Improving and addressing teacher activities, c. Refining, addressing, and advancing teaching strategies, d. Understanding student problems during teaching activities and finding solutions, e. Grouping students with learning conditions that match their potential strengths (Sutrisno et al., 2022).

Islamic Education (PAI) teachers face limitations in imparting knowledge about prayer movements to deaf children, often resorting to one-directional teaching using sign language (Al Irsyadi et al., 2019). Following the instruction, teachers need to evaluate the students' understanding, but this evaluation is challenging as it predominantly relies on written questions, which are less accessible to deaf students (Wulandari et al., 2021). The advancement of technology,

when appropriately utilized, can assist PAI teachers in creating more accessible evaluation methods (Nashir & Salenda, 2020). Therefore, it is beneficial for PAI teachers to develop assessment materials supplemented with images to enhance comprehension among deaf students.

SLBN 1 Kulon Progo, located in Kreet, Gotakan, Panjatan, Kulon Progo, D. I. Yogyakarta, is a special school catering to visually impaired, deaf, and intellectually disabled students. The school has 206 students, including 42 deaf, 9 visually impaired, 10 physically disabled, and 145 intellectually disabled students. It comprises 27 learning groups, with this study focusing on a mixed group of middle and high school deaf students. This school is the only Special Education School (SLB) in Kulon Progo district that utilizes Wordwall as an evaluation medium for deaf students. Among the two PAI teachers in the school, one has innovatively used the Wordwall application to evaluate prayer learning.

Therefore, this research aims to outline the steps of using Wordwall as an evaluative medium for prayer movements among deaf students. It is intended to assess students' understanding of the prayer movements taught by PAI teachers. Additionally, this study will discuss the advantages and drawbacks of using Wordwall as an evaluation tool, potentially motivating other PAI teachers to adopt similar evaluative approaches in their teaching.

METHOD

The methodology employed in this study is qualitative, a type of research designed to generate findings that cannot be obtained through statistical steps or other quantitative means. This research adopts a descriptive approach, which involves defining, recording, examining, and interpreting current conditions (Alkornia, 2016).

Qualitative research aims to understand real-life events experienced by the subjects, such as behavior, opinions, motivations, actions, and more, in their entirety using a descriptive framework in a specific discussion that occurs without human involvement and is optimized as a commonly used scientific study (Sidiq & Choiri, 2019). The qualitative method strives to comprehend and define human behavioral conditions in specific contexts (Zalillah & Alfurqan, 2022). The subjects of this research are Islamic Education teachers at SLBN 1 Kulon Progo. The focus of the research object is on the evaluation of learning using Wordwall. The researchers developed the study with fieldwork referring to journals and several related sources. Data collection in this study was conducted through documentation, observation, and interview techniques. The research was carried out in three stages of analysis: first, data reduction; second, data presentation; and third, drawing conclusions.

RESULTS & DISCUSSION

Currently, with the rapid advancement of technology, Islamic Education (PAI) teachers must enhance their knowledge and skills to effectively utilize the digital space for teaching and learning purposes (Muchith, 2016). However, beyond its use as a learning medium, PAI teachers should also exploit the digital realm for evaluating student learning. For instance, PAI teachers at SLBN 1 Kulon Progo, the subjects of this study, utilize Wordwall as an evaluation medium for deaf students.

According to information from the sources, the deaf students who are the focus of the learning evaluation are those who bring their own mobile phones from home. Nevertheless, the school provides tablets and computers for those deaf students who do not have mobile phones. In implementing Wordwall as an evaluation medium, the sources organize a learning group or 'rombel' (study group) of deaf students with similar abilities, even though they may be from different classes. Typically, a single evaluation session involves one 'rombel', consisting of 12 students drawn from three different classes.

Steps for Using Wordwall as a Learning Evaluation Media for Prayer Movements

According to the teacher as the source, the following steps are involved in using Wordwall for evaluating prayer movement knowledge:

1. Preparing Questions on Prayer Movements: The teacher first prepares questions related to the material on prayer movements.
2. Displaying Barcode from Wordwall Programming: Using a projector, the source displays a barcode generated from the Wordwall programming.
3. Scanning by Deaf Students: Deaf students are instructed to scan the barcode using their mobile phones, tablets, or computers provided by the school.
4. Students Work on Questions: After scanning, the deaf students work on the prayer movement questions using Wordwall.



Figure 1. Implementation of Wordwall for Deaf Students. This shows how deaf students interact with the Wordwall platform during the evaluation.



Figure 2. Monitoring by PAI Teachers During Classroom Evaluation. This depicts the involvement and supervision of PAI teachers during the evaluation process in the classroom.

Steps for Creating a Program in Wordwall for Evaluation:

1. Accessing Wordwall: Go to www.wordwall.net on a browser and click on 'sign up start creating' (Figure 3a).
2. Account Creation: Create an account using an active email address (Figure 3b).
3. Creating an Interactive Game: Select a template provided by Wordwall to create an interactive game (Figure 3c).

4. Filling in the Template: Input the questions on the taught material into the chosen template (Figure 3d).
5. Ready to Play (Figure 3e): The evaluation game is now ready to be played by the students.

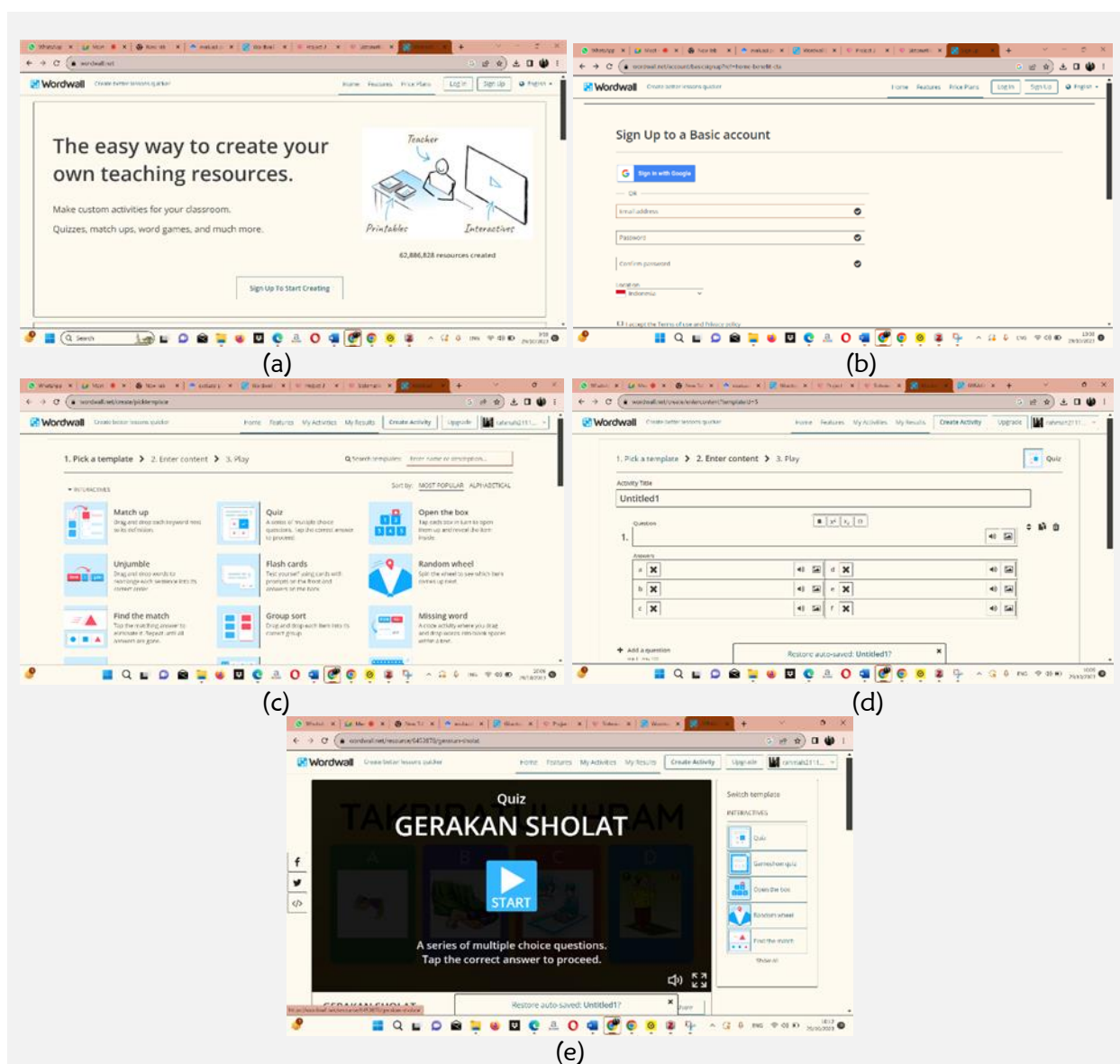


Figure 3. A detailed view of how Wordwall is utilized as an effective tool for evaluating the learning of prayer movements, particularly for deaf students.

Advantages and Disadvantages of Using Wordwall as a Learning Evaluation Media for Prayer Movements

Based on the interview with the source, it has been identified that using Wordwall eases the task of Islamic Education (PAI) teachers in evaluating the learning of prayer movements. The application is user-friendly, offering a variety of game templates that can be edited into questions. The source often uses several features for evaluation with Wordwall, including:

1. Balloon Pop: This feature in Wordwall involves matching each keyword to its definition.
2. Find the Match: This involves eliminating one correct answer according to the picture-based question until all answer options are exhausted.

The PAI teacher source indicated that the advantage of using Wordwall as an evaluation medium is that it makes deaf students feel as if they are playing a game rather than being assessed

or tested on their understanding. This is because the questions on prayer movements are packaged in a game format. For example, when evaluating the prayer posture of 'ruku', the PAI teacher designs questions with several images of people in the 'ruku', 'i'tidal', and 'sujud' postures, and the students choose the correct image. This approach makes the deaf students less focused on the evaluation aspect, making the quiz more engaging and enjoyable.

However, there are also disadvantages to using Wordwall for evaluation. One limitation is the difficulty in elaborating answers for descriptive questions. Another issue is poor Wi-Fi connectivity, necessitating the PAI teacher to share a hotspot with deaf students to ensure smooth evaluation. Additionally, for deaf students who struggle with reading, answering questions can be challenging, especially when answers are color-coded, as the correct color does not necessarily indicate the correct answer.

Results of the Evaluation of Prayer Movement Learning

According to the Islamic Education (PAI) teacher source, the results of the prayer movement evaluation using Wordwall showed that 60-70% of deaf students achieved scores above the standard criteria. This indicates that the use of Wordwall significantly impacts the students' understanding in answering questions. Wordwall's emphasis on visual content over text is particularly effective for deaf students who may struggle with reading, aiding their comprehension of the material.

After the evaluation using Wordwall, the deaf students are asked to demonstrate the prayer movements under the direct supervision of the PAI teacher. If any mistakes are made in the performance of the prayer movements, the teacher immediately corrects them. The source notes that deaf students are often also mute. Therefore, the evaluation of prayer recitations for deaf students is not emphasized, as it has not been taught to them. Given the speech difficulties encountered by deaf students, the focus is more on the accuracy of their prayer movements.

The findings of the study reveal that the use of Wordwall as an evaluation medium positively affects the activity and enthusiasm of deaf students. This approach not only helps in assessing their understanding of prayer movements but also engages them actively in the learning process, catering to their specific needs and capabilities.

CONCLUSION

The advancement of sophisticated technology has led to the creation of various digital products, including software applications. One such application used for post-learning evaluation is Wordwall. The purpose of this study was to outline the steps in using Wordwall as a learning evaluation medium for prayer movements among deaf children and to discuss the advantages and disadvantages of using Wordwall during the evaluation process. The research found that the implementation of Wordwall as a learning evaluation medium can aid and facilitate teachers in evaluating prayer movements for deaf students. The use of Wordwall positively impacts deaf students, making the evaluation process more engaging and less intimidating.

The study identifies both advantages and disadvantages of using Wordwall in evaluating deaf students. The primary advantage is that students feel as though they are playing a game, which reduces the pressure of being tested or assessed. However, the disadvantages include difficulties in answering descriptive questions, poor Wi-Fi connectivity, and challenges faced by students who struggle with reading, who may be inclined to choose answers based on color rather than correctness.

The author recommends that future researchers investigate the application of Wordwall in the learning processes of children with special needs, exploring further how such technologies can be optimized to enhance educational outcomes for this demographic.

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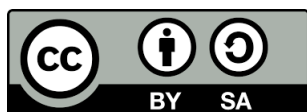
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