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The Effect of Wordwall-Based Interactive Learning Media on Students' Interest and Learning Outcomes in Social Studies at MTs Hifzhil Qur'an Medan

Tiara Rahmadhani Lubis*, Ponidi
Department of Social Studies Education, Universitas Islam Negeri Sumatera Utara Medan, 20235, Indonesia

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* *Corresponding author:*

E-mail: tiara0309211010@uinsu.ac.id

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A B S T R A C T

This study aims to examine the effect of interactive learning media based on Wordwall on students' interest and academic achievement in social studies at MTs Hifzhil Qur'an Medan. A quantitative approach with a quasi-experimental design was employed, involving two class groups: an experimental group using Wordwall and a control group applying conventional learning. Data were collected using a questionnaire to measure students' learning interest and tests to assess academic achievement. The findings indicate a significant difference between the groups. The t-value for learning interest was 4.880, higher than the t-table value of 2.001, and the t-value for academic achievement was 8.225, also exceeding the t-table. Simultaneous testing showed an F-value of 22.391, greater than the F-table value of 2.77, with a significance value of 0.000. These results demonstrate that the application of Wordwall media significantly improves students' interest and learning outcomes. The coefficient of determination (R^2) indicates that 54.5% of the effect on learning outcomes is attributable to the Wordwall intervention, while the remaining 45.5% is influenced by other factors.

1. Introduction

Education is fundamental to developing quality human resources, both through formal schooling and non-formal learning at home. It fosters knowledge, skills, and attitudes essential for national progress. Without it, a country's development across various sectors may stagnate. Thus, the Indonesian government bears the responsibility to prioritize education. Learning is an interactive process between educators and students, aiming to achieve educational goals within a structured environment. Effective learning aligns with curriculum standards and is characterized by active engagement and a conducive classroom atmosphere (Fransiska & Darwis, 2022; Almagofi et al., 2023).

Instructional media play a pivotal role in enhancing the learning experience. Appropriate media selection can boost student interest, motivation, and comprehension. Engaging tools, such as interactive platforms, cater to diverse learning needs and make lessons more dynamic. For instance, Wordwall offers customizable activities like quizzes and matching games, which can invigorate Social Studies lessons and foster deeper student involvement. A teacher's creativity and adaptability in utilizing such media are crucial. By integrating innovative tools, educators can transform traditional lessons into interactive experiences, thereby increasing student enthusiasm and improving learning outcomes. In summary, the synergy between effective teaching strategies and the use of interactive instructional media is essential for cultivating student interest and enhancing educational achievements (Atika, 2024).

Based on empirical data collected by researchers at Mts Hifzil Qur'an for Grade IX during the 2024/2025 academic year, preliminary findings from October 11, 2024, indicate that students exhibited minimal interest in learning throughout the instructional process. This lack of engagement is attributed to the teacher's continued use of a lecture-based approach, resulting in a monotonous classroom atmosphere where students are not actively involved in learning activities. Consequently, students showed disinterest in Social Studies (IPS) lessons. Observations during Social Studies classes revealed that, although the teacher utilized instructional media such as models displayed at the front of the classroom, not all students fulfilled their responsibilities effectively during the teaching and learning stages. This was evident through various student responses: some paid close attention, while others chose to converse with peers or even sleep during lessons, showing a lack of focus on the teacher's explanations. Typically, these less attentive students were seated in the corners of the classroom and received minimal attention or monitoring from the teacher (Rustini, 2016).

Interviews with several students revealed that the teacher primarily delivered theoretical content using visual aids or models as instructional media during classroom activities. Generally, the teacher presented material using these models and the whiteboard. However, this approach led some students to feel bored and less motivated to participate in lessons. They expressed a preference for more interactive instructional media, as such tools could help alleviate boredom and enhance their engagement in learning.Given these challenges, the author believes that employing interactive instructional media based on Wordwall could be an effective solution to foster students' interest and improve learning outcomes. Wordwall offers a variety of engaging and enjoyable activities that can encourage student participation in learning processes. With customizable features, this media allows for diverse and student-centered learning experiences, thereby not only increasing students' interest in the subject matter but also enhancing their comprehension and overall academic performance.

Wordwall is an internet-based digital tool that can be utilized to create instructional media such as quizzes, matching exercises, pairing activities, anagrams, word scrambles, word searches, categorization tasks, and more. Notably, Wordwall provides online access to these media, which can also be downloaded and printed

on paper. The application offers numerous template variations that are freely accessible, allowing users to easily switch between templates they find appealing. Wordwall is designed in a game format to encourage student participation in answering quizzes, engaging in discussions, and other interactive activities. Research supports the effectiveness of Wordwall in enhancing student engagement and learning outcomes. For instance, a study conducted at SD Negeri 02 Taman demonstrated that using Wordwall significantly increased students' enthusiasm, involvement, and engagement in the classroom, leading to better understanding of the content being taught. Similarly, another study highlighted that Wordwall's interactive features make vocabulary learning more enjoyable, helping maintain student interest and facilitating better vocabulary retention. These findings underscore the importance of incorporating interactive digital tools like Wordwall in educational settings to foster a more engaging and effective learning environment (Dewi, 2023).

Students' interest in learning is influenced by various factors, including teaching methods, instructional media, and the teacher's demeanor. Utilizing engaging and diverse learning tools can significantly enhance student enthusiasm and participation. While teachers play a pivotal role, incorporating supplementary media is essential to create a dynamic and effective learning environment. To address these aspects, this study explores the impact of interactive learning media, specifically Wordwall, on students' interest and academic performance in Social Studies at Mts Hifzhil Qur'an Islamic Centre Foundation. The research aims to determine the extent to which Wordwall influences student engagement and learning outcomes in the subject (Pulungan, 2024).

2. Methodology

This study applies a quantitative approach that emphasizes extensive data collection in order to obtain as much data as possible from a large population. Quantitative research is characterized by an approach that follows a logical, well-structured, and directed pattern, starting from the design stage to the implementation of the study plan. In this study, the author chose the experimental or Quasi Experiment method. This approach aims to verify initial assumptions by looking at the causal relationships analyzed through manipulated variables. This study aims to explain whether independent variables can influence dependent variables (Kurniawan, 2020).

The experimental method is very appropriate for the research being conducted by the author, namely regarding the Influence of the Use of Interactive Learning Media Based on Wordwall on Interest and Learning Outcomes of Social Studies at MTs Hifzhil Qur'an Yayasan Islamic Center. The experimental method referred to here relies on the analysis of numerical data processing in order to test the research hypothesis through the learning process. In this study, treatment groups and comparison groups were used based on a study design called Posttest Only Control Group Design. In this design, the study only involves a posttest or final test to evaluate the effects of the intervention applied. The results of this final test will then

be analyzed to evaluate the extent to which the treatment has been achieved in the study (Amanda, 2022).

This study includes three variables, consisting of one independent variable and two dependent variables. The independent variable used in this study is interactive learning media based on Wordwall, while the dependent variable analyzed is student interest in learning and learning outcomes in social studies subjects. The study population consists of all students in grade VIII at MTs Hifzhil Qur'an which is under the auspices of the Islamic Center Foundation of North Sumatra Province which is divided into two classes, with each group consisting of 30 students, so the total population is 60 students. For the research sample, Class VIII-1 was selected as the control group, while class VIII-2 functioned as the experimental group.

3. Result and Discussion

Learning media refers to all forms of tools or means used in delivering teaching materials to attract attention and increase students' learning motivation (Fransiska & Darwis, 2022). Therefore, this study discusses the effect of using interactive learning media based on wordwall on interest and learning outcomes in social studies at MTs Hifzhil Qur'an Medan. This study applies the independent variable (X) in the form of interactive wordwall media and the dependent variable (Y) in the form of learning interest (Y1) and learning outcomes (Y2). The experimental class was given treatment using interactive wordwall media during the study. During the study, the control group received traditional learning methods in the form of lectures and discussions. Learning activities were carried out in eight sessions, consisting of four meetings for the experimental class and four meetings for the control class. Before the study was carried out, the researcher prepared a number of important documents needed during the research process. The documents prepared include the Learning Implementation Plan (RPP), evaluation tools, and question grids, learning interest questionnaire instruments along with grids, and wordwall media. The questionnaire and test instruments were first validated in the trial class before being used as measuring instruments.

The method used in obtaining research data is applied by presenting pretest and posttest questionnaires and tests. The questions distributed to students are 40 questions, of which 40 are for the pretest and posttest on learning outcomes. Meanwhile, the questionnaire instrument used to measure students' learning interest consists of 40 statements, of which 20 statements are for the control class and 20 statements are for the experimental class. Each class undergoes a learning process of four sessions, with a duration of two teaching hours per meeting. In the first session, the control group is given an initial test (pretest), which is done before the learning process begins. The teacher implements the core activities carried out, namely the presentation of the material followed by practice questions in the book. While in the experimental class, after working on the pretest, the core activities

carried out are the teacher implementing the core learning activities of delivering the material for discussion.

In the second meeting, learning activities in the experimental class focused on implementing a quiz using Wordwall media which was carried out in groups. Each group member took turns answering the questions available in the media. After all groups completed the quiz session, the scores of each group were calculated. The group with the highest score was given appreciation by the educator as a form of motivation. Meanwhile, the learning process in the control class was carried out using the method of delivering material followed by practice questions. An overview of the implementation of learning using Wordwall media can be seen in Figure 1.

Figure 1. Learning using Wordwall Media

In the third meeting, learning activities in the experimental class still used quizzes, but were carried out individually. Each student worked on the quiz questions independently through the Wordwall media. After that, students completed the posttest questions that had been prepared by the researcher. An illustration of the implementation of the posttest in the experimental class can be seen in Figure 2. Meanwhile, in the control class, learning activities were still carried out by delivering material conventionally, then students were given posttest questions to work on. The posttest activities in the control class are shown in Figure 3.

Figure 2. Posttest of Experimental Class

Figure 3. Control Class Posttest

Analiysis Prerequisite Test Normality Test The normality test aims to determine whether there is a change in the distribution of values. If the level of significance (p-value) shows a number greater than 0.05, it can be said to be normally distributed. The findings of the normality test for Data on student interest and learning achievement are presented in Tables 1 and 2.

Table 1. Test Results of Normality of Interest Data

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Class_Interest_Control	.080	30	.200*	.973	30	.636
Experimental_Class_Interest	.085	30	.200*	.982	30	.879

source : Output SPSS 26

Based on the output results obtained, both the Shapiro-Wilk test and the Kolmogorov-Smirnov test show results with a significance value greater than 0.05, namely 0.200 for the control class and 0.200 for the experimental class. This shows that the set of data obtained is normally distributed, because the significance value is greater than 0.05. The following is presented in table 2.

Tabel 2. Normality Test Results of Learning Outcome Data

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pretest control	.107	30	.200*	.943	30	.113
	Posttest control	.116	30	.200*	.982	30	.881
	Pretest Eksperiment	.118	30	.200*	.940	30	.089
	Posttest Eksperiment	.136	30	.164	.904	30	.010

source : Output SPSS 26

Based on the output obtained, the normality test conducted using the Shapiro-Wilk and Kolmogorov-Smirnov methods showed that all p values were more than 0.05. This indicates that the data is normally distributed. The significance values obtained

were 0.200 and 0.200 for the pretest and posttest in the control class, and 0.200 and 0.164 for the pretest and posttest in the experimental class. Because all of these values are greater than 0.05, Thus, the data can be stated in accordance with the assumption of statistical normality (Auji, 2020). Homogeneity Test This test aims to identify whether there is a difference in learning interest values between the treated class and the untreated class, as well as differences in posttest results in the two classes. When the sig value is higher than 0.05, it can be concluded that the data can be considered homogeneous or have the same variance. Complete information about this data is presented in Tables 3 and 4.

Tabel 3. Homogenitas

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Interest in learning	Based on Mean	.002	1	58	.966
	Based on Median	.002	1	58	.964
	Based on Median and with adjusted df	.002	1	57.794	.964
	Based on trimmed mean	.002	1	58	.965

source : Output SPSS 26

Based on the output obtained, the level of significance obtained is 0.966, which exceeds the threshold of 0.05 (0.966 > 0.05). Therefore, it can be concluded that the data related to learning interest from the experimental and control classes after testing have similarities in terms of variance, which means that the data is homogeneous.

Tabel 4. Homogenitas

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Social Studies Learning Outcomes	Based on Mean	.056	1	58	.814
	Based on Median	.043	1	58	.836
	Based on Median and with adjusted df	.043	1	58.000	.836
	Based on trimmed mean	.043	1	58	.836

source : Output SPSS 26

Based on the output results, a significance value of 0.814 was obtained, which is greater than the significance limit of 0.05 (0.05 < 0.814). This shows that the learning outcomes between the experimental group and the control group after the testing intervention showed similar variances, which means that the data is homogeneous (Rosalina, 2023). Linearity Test The linearity test is conducted to identify whether there is a linear relationship between variables X and Y, namely whether the data forms a straight line. In this test, if the probability value (significance) exceeds 0.05, then the relationship between the two variables is declared linear. The results of the linearity test for learning interest and learning outcomes can be seen in Table 5 and Table 6.

Tabel 5. Linearity of Learning Interest

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Classinterest Eksperiment class interest control	Between Groups	(Combined)	5161.300	21	245.776	2.304	.113
		Linearity	1536.332	1	1536.332	14.400	.005
		Deviation from Linearity	3624.968	20	181.248	1.699	.224
	Within Groups		853.500	8	106.688		
	Total		6014.800	29			

source : Output SPSS 26

The results of the linearity test on the learning interest data show that the significance value in the Deviation From Linearity section is 0.224, which means it is higher than the threshold of 0.05 (0.224 > 0.05). Therefore, the conclusion is that there is a linear relationship between the variables analyzed (Pulungan, 2024).

Tabel 6. Linearity of Learning Outcomes

Pretest-Posttest Control Class

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Posttest * Pretest	Between Groups	(Combined)	1898.750	15	126.583	1.691	.167
		Linearity	145.697	1	145.697	1.946	.185
		Deviation from Linearity	1753.053	14	125.218	1.673	.174
	Within Groups		1048.125	14	74.866		
	Total		2946.875	29			

source : Output SPSS 26

Based on the results of the linearity test on the learning interest data, the significance value of the Deviation From Linearity component was 0.174, which exceeded the significance limit of 0.05 (0.174 > 0.05). Thus, it can be concluded that the relationship between these variables is linear.

Tabel 7. Linearity of Learning Outcomes

PretestPosttest Experimental Class

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Posttest * Pretest	Between Groups	(Combined)	3449.583	14	246.399	1.195	.367
		Linearity	2.932	1	2.932	.014	.907
		Deviation from Linearity	3446.651	13	265.127	1.285	.318
	Within Groups		3093.958	15	206.264		
	Total		6543.542	29			

source : Output SPSS 26

Based on the results of the linearity test on the learning interest data, the significance value of the Deviation From Linearity component was 0.318, which exceeded the significance limit of 0.05 (0.318 > 0.05). Thus, it can be said that the relationship between these variables is linear.

Hypothesis Testing Partial Test (t-Test) The next stage in data analysis is to conduct a t-test, which aims to test the hypothesis after going through the stages of normality test, homogeneity test, and linearity test. The t-test produces two possible determinations, which means accepting the alternative hypothesis (Ha) and rejecting the null hypothesis (Ho). If the significance value is <0.05 and tcount> ttable. Conversely, if it does not meet these standards, Therefore, Ha is rejected and Ho is accepted. Based on the results of the partial test (t-test) on learning interest and learning outcomes can be seen in detail in Table 8.

Tabel 8. Partial Test (t-Test)

Variabel	Mean	t- count	t-tabel	Sig	Information
Experimental Class Interest	86.20	4.880	2,001	0,000	Significan
Control Class Interest	68.30	4.880	2,001	0,000	Significan
Experimental Class Learni	78.41	8.225	2,001	0,000	Significan
Outcomes					
Control Class Learning	51.25	8.225			
Results			2,001		Significan
source : Output SPSS 26				0,000	

The results obtained showed that the experimental group showed a higher average interest and learning outcomes compared to the control group. The average learning interest of students in the experimental group reached 86.20, while their learning outcomes were at 78.41. Meanwhile, in the control group, the average score of learning interest was 68.30 and learning outcomes were 51.25. From the available data, it can be concluded that the experimental group and the control group showed significant differences. Especially in terms of learning interest and learning outcomes achieved by students, which were influenced by the use of Wordwall learning media. In addition to being based on the average, variations in learning interest and learning outcomes between the treated and untreated groups can also be analyzed using the t-test.

The results of the t-test for learning interest showed that t count was 4.880, while t table was 2.001, which means t count > t table. In addition, the significance value for learning interest was 0.000, which was smaller than 0.05, indicating a significant difference between the treated and untreated groups. For learning outcomes, the t-count value is -8.225, while the t-table is 2.001, with the t-count result > t-table. The significance value is 0.000, which is smaller than 0.05, indicating a significant difference between the groups that received treatment and those that did not receive treatment. Based on these findings, it can be concluded that the use of Wordwall media has a significant influence on learning outcomes, as seen from the significant difference in values (Miftachul, 2020).

Simultaneous Test (F Test) The F test is used to determine whether the independent variables are simultaneously able to explain the existing variance. In the F test analysis, a comparison is made between F count and F table. Before the comparison is made, the initial step that needs to be taken is to determine the level of confidence (1 – α) and the degree of freedom (degree of freedom), which is calculated using the formula n – (k + 1), to obtain the critical value. This study uses an alpha value of 0.05, and the results of the F test are listed in Table 9.

Tabel 9. Uji Simultan (Uji F)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11213.007	3	3737.669	22.391	.000[b]
	Residual	9347.827	56	166.925		
	Total	20560.833	59			

a. Dependent Variable: Media Wordwall (X)
b. Predictors: (Constant), Learning outcomes (Y1), Learning outcomes (Y2)

source : Output SPSS 26

From the Simultaneous Test Table (F Test) it can be seen that the significance value obtained is 0.000, which shows a result lower than 0.05. The Fcount value is 22.391, while the Ftable value is 2.77. Because Fcount > Ftable, Ho is rejected and Ha is accepted. These results confirm that the application of Wordwall media has a significant impact on students' interests and learning outcomes.

Coefficient of Determination

Tabel 10. Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738[a]	.545	.521	12.9200

a. Predictors: (Constant), Learning outcomes (Y2), Interest (Y1)

source : Output SPSS 26

According to the data listed in the table above, the coefficient of determination (R-Squared) shows a value of 0.545, which means that the use of Wordwall (X1) contributes 54.5% to students' interest and learning outcomes. Meanwhile, the other 45.5% is caused by other factors outside the variables studied in this study (Syarifuddin, 2022).

According to Muhibbin Syah, there are various other factors that influence the student learning process. These factors include residual internal factors, which consist of physiological and psychological aspects, as well as intelligence, attitudes, and talents of students. In addition, the learning environment and approaches used by students also play an important role. This learning approach can be interpreted as a strategy or method applied by students to increase effectiveness and efficiency

in understanding certain subject matter.(Ningrum, 2021). Slameto stated that there are several factors that play a role in determining learning outcomes, including:

1. Internal factors, including: a. Physical factors, including general health conditions and physical disorders or limitations. b. Physiological factors, including intelligence, innate potential (talent), learning motivation, maturity level, and individual discipline. c. Fatigue factors, divided into physical fatigue (bodily) and mental or emotional fatigue (spiritual).

External factors, including: a. Family factors, including parenting patterns, relationships between family members, household conditions, family economic level, parents' understanding attitude towards children, and family cultural background. b. School factors, including teaching methods used, curriculum content, interaction between teachers and students, student discipline levels, physical conditions of school buildings, and homework assignments. c. Community activity factors, including student involvement in community activities, the influence of mass media, social environment, and social life patterns in the surrounding area (Slameto 2013).

4. Conclusion

Based on the conducted research, it can be concluded that the integration of Wordwall as an interactive learning medium significantly enhances students' motivation and academic performance. The study's findings indicate that students exposed to Wordwall-based activities demonstrated increased engagement, enthusiasm, and a deeper understanding of the subject matter compared to those who experienced traditional teaching methods. This suggests that incorporating game-based digital tools like Wordwall can create a more dynamic and enjoyable learning environment, thereby fostering better educational outcomes.

The research successfully achieved its primary objective of assessing the impact of Wordwall on learning motivation and outcomes, confirming its effectiveness as a pedagogical tool. These results align with previous studies highlighting the benefits of interactive media in education. For future research, it would be beneficial to explore the long-term effects of using such digital platforms across various subjects and educational levels to further validate and expand upon these findings.

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