

Blended Learning Model Through Wordwall Application In Improving Critical Thinking Of Madrasah Ibtidaiyah Students

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Abstract

Students' learning outcomes and capacity for critical thinking decline as a result of boring learning. Using wordwall applications and a blended learning model, this issue can be resolved through action research with the goal of improving student learning outcomes and critical thinking. Kurt Lewin's research model, which consists of planning, action, observation, and reflection stages, is utilized in this study. 35 sixth-grade students from MI Model Panyabungan, Mandailing Natal Regency, served as the study's subjects. Rubrics were used to assess students' capacity for critical thinking, tests were used to assess students' learning outcomes, and observation sheets were used to collect data on learning activities. Percentage, categorical, and comparative data analysis methods are utilized. The following findings are revealed by the action research results: 1) The average difference in students' critical thinking abilities between Cycle I and Cycle II was 10.29 points, indicating an improvement in students' critical thinking abilities; 2) From Cycle I to Cycle II, there was a 4.5-point difference in average student learning outcomes. despite the fact that the percentage of classical learning outcomes that are complete has increased, with a difference of 24.31 percent. As a result, wordwall applications and blended learning models are highly recommended for enhancing student learning outcomes and critical thinking.

Introduction

Technological developments and the influence of globalization in the 4.0 era are becoming increasingly important to ensure students have the skills to innovate in learning. Skills in using information media and technology, surviving and being able to work by mastering one of the life skills needed, namely critical thinking (Williya Novianti, 2013). Critical thinking or critical thinking is a way of thinking logically, thinking highly, by recognizing, analyzing, exploring problems and how to solve them, combining, and making conclusions and evaluations related to problems (Atris Yuliarti Mulyani, 2022). Critical thinking is a mindset based on logical and reflective considerations before deciding on a problem (Nahnu Robid Jiwandono, 2018). In this century students are expected to be skilled in solving every problem critically and creatively. Learning by simply memorizing theory is no longer relevant in terms of the development of all aspects of life in dealing with dynamic situations. For this reason, critical thinking is a very interesting topic that is widely discussed in the world of education today.

One of the schools that still implements learning by rote theory is the MI Panyabungan Model, Mandailing Natal Regency, North Sumatra. The fact is that the conditions at the MI Model Panyabungan experience many difficulties caused by distance learning including a decrease in students' critical thinking skills which can result in low student learning outcomes, learning resources at home are only the internet, lack of concern for students in learning activities, facilities or Inadequate student devices, almost every student in the class has a gadget but not all have quotas and applications that support it. Students do not have the responsibility in collecting assignments given by the teacher. Students experience boredom in learning which can affect their psychology. Based on observations of online learning activities, this was demonstrated by the fact that student learning outcomes showed a decrease in success in the teaching and learning process, with 25 out of 35 Class VI students experiencing incomplete learning, or 71.42 percent of students. This is shown by the class average value of 70.12, with the lowest score being 50 and the highest being 88. The MI Panyabungan Model's Minimum Completeness Criteria for integrative thematic subjects is 75.

Critical thinking is the ability to think at a higher level in an effort to solve problems in order to train and develop human thinking power (Peter a. Facione, 2021). Critical thinking is a strategic, mental and representational process used by individuals in making decisions, solving and learning new concepts (Endang Winarti Retno, Rochmad, and St. Budi Waluyo, 2018; David Florius Samuel, 2019). Critical thinking is an investigation that aims to explore phenomena, situations, questions or problems as conclusions or hypotheses through integrating all available information so that it has a reliable justification. Critical thinking includes the ability to think reflectively and rationally which focuses on decisions about what to believe or do. Due to the fact that students are required to complete assignments or respond to questions posed by the teacher in the form of problems found in real life, performance evaluations can encourage students to be more responsible and active.

The significance of alternative solutions in today's world for improving students' critical thinking, particularly in class VI MI Model Panyabungan. The teacher has attempted to alter the learning model that is currently in use. The right learning model is using blended learning through a wordwall application, which is suitable for face-to-face and online learning (Ma'rifah and Mawardi, 2022). Blended learning is a teaching-learning process that is implemented through a combination of face-to-face meetings and using online media (Charles Dziuban et al, 2018). This learning can provide an opportunity for students to return to school so they don't get bored. Blended learning is strategic to implement because schools serve face-to-face and online learning, so that the level of student success can be increased according to their respective conditions. By implementing blended learning, education and learning that cannot be realized online can be a solution. In addition, blended learning can overcome student boredom and overcome students who also miss the school environment. Professional teachers must continuously improve their pedagogical values, skills and knowledge to be competent. Mastering and applying blended

learning is a professional teacher competency. Teacher competence is basically a concretization of skills, knowledge and values mastered through learning (Mawardi & Koeswanti, 2021).

An effort that is carried out consciously and planned in creating an atmosphere as well as a learning process so that students can actively develop their potential in themselves to have religious spiritual abilities, good personality, self-control, morals nobility, intelligence, and skills needed by himself and society is in accordance with the goals of education outlined in Law Number 20 of 2003. However, the pandemic that occurred changed all implementation systems in the world of education (Beby Masitho Batubara, 2021; Ummi Mukarromah and Wiwik Wijayanti, 2021). To minimize the spread of covid, one of the efforts offered by the government is to keep learning smooth by using distance or online learning. Infrastructure that supports the online teaching and learning process for free through various discussion rooms such as Whatsapp, Google Classroom, Smart Class, Quipper, Zenius and Microsoft (Azmil Abidah et al, 2020). Of the many applications that can be used to assist online learning during a pandemic, it is not surprising that students often experience difficulties such as a lack of ability to access applications, unsupported electronic devices, signal disturbances, limited quota availability and lack of social interaction which causes learning boredom for student. Problems of student learning saturation can lead to decreased learning outcomes and individual student problems. In accordance with the statement that online learning boredom from home without interaction with friends or playing can cause lethargy, weakness, and lack of motivation in learning which has a negative impact on student learning outcomes. The importance of reducing burnout is because schools continually equip students with lots of theory, regardless of students' psychological conditions, this can make students feel bored, stressed and only a few students are able to understand the material well. This has an impact on declining learning outcomes as well as lagging behind education.

Through online system learning students become lazy and bored in learning and interact less with friends because they spend more time at home (C Heckel and T Ringeisen, 2017). Not all students can study optimally due to device and quota limitations. Online learning systems also create negative student emotions (Kristina Randelović and Jelena Opsenica Kostić, 2022). This condition certainly affects the results of achieving better academic scores or student achievement through face-to-face compared to online or distance learning because student memory is easier when face-to-face compared to distance learning. In addition, parents and teachers certainly have difficulty providing supervision (S B Kurniawan and P Rintayati, 2021). The teacher cannot ensure whether students are following the lesson or not because they are not dealing directly with students. Parents also cannot always monitor or accompany their children to study at home because they have to work. Limited supervision from parents and teachers makes students not take the learning process seriously. Most students use gadgets or computers to play rather than study.

Blended learning is learning that combines face-to-face and online learning (Melati et al., 2021). So that its application exists when teachers and students meet face-to-face in class, there are times when distance learning is also carried out. Blended learning is learning that is applied to adjust the content of learning models with various web-based media, IT, and videos to follow the needs of the current learning process (Noni Kurniasih, 2022). This blended learning model is learning that can provide opportunities for students to be more active in constructing their own knowledge through discovery learning so that the knowledge obtained is knowledge that is appropriate to their point of view. Blended learning is a design that combines multiple offline and online learning. Blended learning is not a digital learning platform, but a learning design model. Through blended learning which provides flexibility and accessibility for students to use the internet, it can be an opportunity for teachers to train students' critical thinking. From the application of blended learning, more students are required to think critically, analyze and evaluate the information obtained. From the results of these activities, active learning will be formed which is able to stimulate students' critical thinking.

Learning media is the media used in learning, which includes teacher aids in teaching as well as means of conveying messages from learning sources to recipients of messages (students),



but currently many students feel bored with monotonous and burdensome routine activities (Swita Amallia Hapsari and Heri Pamungkas, 2019). Learning media can also be done using communication media such as telephone, computer, internet, e-mail, and so on. The use of the internet in the form of web-based learning media is a form of e-learning which is currently being popularly developed by educational institutions. Wordwall is an interactive learning media ranging from quizzes, wordsearch, to anagrams based on website applications (Aidah & Nurafni, 2022). In addition, users can provide media access online, it can also be downloaded and printed on paper.

Wordwall is an interesting application on the browser (Dasar et al., 2022). This app specifically aims to be a fun learning resource, media, and assessment tool for students. The wordwall page also provides examples of teacher creations so that new users get an idea of what to create. Wordwall can be interpreted as a web application that we use to make fun quiz-based games. This web application is suitable for designing and reviewing a learning assessment (Dasar et al., 2022). Wordwall according to Nadia, learning media is the media used in learning, which includes teacher aids in teaching and means of carrying messages from learning sources to message recipients (students) (Nadia et al., 2022). This application provides 18 templates that can be used free of charge, and users can switch activity templates from one activity to another very easily. Teachers can also create custom content as assignments. During the Covid-19 pandemic, the use of wordwall applications can be used by teachers to create educational games. Educational games created can be used for all subjects. Through educational games, teachers can convey material with games so that students will not get bored in implementing distance learning (A irawan, 2014). Wordwall facilities include: One free account for 5 games, 18 types of free games available, Change game type with one click, Can be played via device/laptop, results can be downloaded as PDF and printed (Basic et al., 2022).

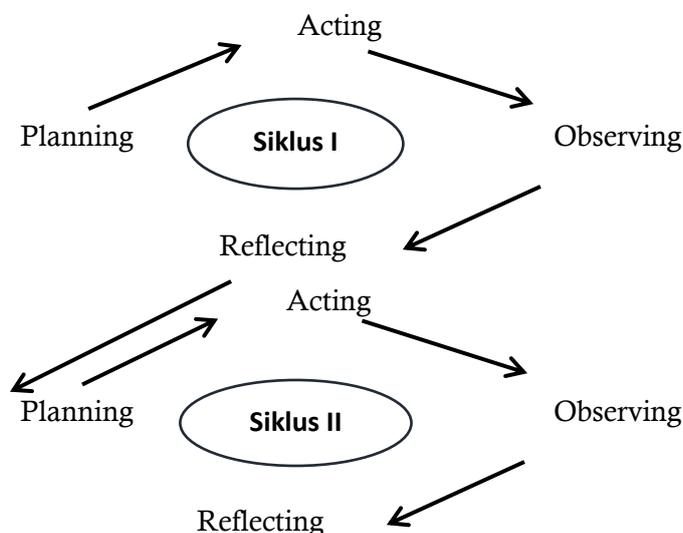
The steps for using wordwall include: 1) registering an account at <https://wordwall.net/>. Then click sign up then fill in your name, email address, password and location. 2) Select create activity then select one of the templates provided. 3) Write down the game title and description. 4) Type content that has been made according to the type of game. In some types it is allowed to upload images. 5) Click done when finished (Pradani, 2022). The benefits of learning through the wordwall facility, even though studying at home, children remain active and don't get bored learning with the learning tasks on the wordwall. In addition, teachers and students are also motivated to learn to recognize and use information technology in the form of wordwalls. Learning with this wordwall can inspire teachers in making learning media that are innovative, interesting and fun, so that children don't get bored learning. This is in accordance with the research of Ma'rifah and Mawardi which states that students' critical thinking skills have increased by using wordwall-assisted hypertext learning, with a difference in the average score of students' critical thinking skills from Cycle I to Cycle II of 10.29 points, the average student learning outcomes have increased, with a difference in score from Cycle I to Cycle II of 1.9 points (Ma'rifah & Mawardi, 2022). While the percentage of completeness of classical learning outcomes has increased, with a percentage difference of 24.31%. The results of Putri and Ishaq's research also stated that the use of the wordwall application was effectively used in learning and was able to improve student learning outcomes in mathematics lessons, especially building materials in online learning during a pandemic like today (Dasar et al., 2022). The advantage of using a wordwall is that it can be accessed anywhere and anytime, it can also encourage students to be more active and independent in learning. The weakness, the success of learning depends on the independence and motivation to learn.

Based on this background, the purpose of this research is to reveal the impact of implementing the blended learning model through the wordwall application in improving students' critical thinking and learning outcomes.

Methods

This study uses a class action research method. Class action research is an observation of learning activities that are deliberately given action and occur in a class together. This study uses

a research model developed by Kurt Lewin. The research concept of the Kurt Lewin model consists of four components, namely planning, acting, observing, and reflecting which is recycling or cyclical in nature (Mohammad Ali Nasrollahi, 2015). Next, the cycles of research activities are described with indicators of success to be achieved in each cycle.



Scheme 1. Class Action Research Model Cycle According to Kurt Lewin

This research was conducted at the MI Panyabungan Model, Mandailing Natal District, North Sumatra. The research was carried out in semester 1 of the 2022/2023 school year. The process of collecting data, processing data, analyzing data, drawing conclusions and compiling reports takes 1 month, starting from October to November 2022 assisted by the homeroom teacher. In this study, 35 students were used as research subjects in class VI MI Model Panyabungan, Mandailing Natal Regency. It consists of 16 male students and 19 female students.

Table 1. Critical Thinking Indicators

No.	Participant	Total
1	Male student	16
2	Female student	19

Data collection techniques and instruments in this study were test techniques, the form of the instrument was in the form of written test questions, and non-test techniques, in the form of observations and critical thinking assessment rubrics. Written test instruments are used to measure or give points to the learning process or student work as learning outcomes which are a reflection of the level of mastery of integrative thematic subjects. The test was carried out at the sixth meeting. For meetings 1-5 students carry out learning activities through projects that have been designed by the teacher. The non-test technique uses a student performance rubric using an assessment sheet which includes 4 indicators of critical thinking skills in this study as follows:

Table 2. Critical Thinking Indicators

No.	Critical Thinking Indicators
1	Confirmatory thinking
2	Digging information
3	Use data to develop critical insights
4	Synthesize multiple viewpoints

Observation sheets are used to determine learning activities, both teacher and student activities. While participating in the lesson the teacher observes student performance according to indicators of critical thinking skills. Data analysis techniques use percentage, category and

comparison techniques. The percentage technique is used to obtain an overview of the percentage of students who score very high, high, moderate, low and very low. The category technique is used to group critical thinking measurement data and learning outcomes into the following pattern:

Table 3. Measurement of Critical Thinking

No.	Measurement of Critical Thinking	Category
1	81-100	Very high
2	61-80	Tall
3	41-60	Enough
4	21-40	Low
5	0-20	Very Low

Specifically for learning outcome data, an analysis of learning completeness is also carried out. Determination of the minimum completeness criteria limits is determined by the education unit at the beginning of the year by taking into account intake (average student ability), complexity and ability of supporting resources (oriented to learning resources). The results of the calculation stated that the MI Model Panyabungan with individual and classical minimum completeness criteria were grouped into two categories of complete and incomplete, with criteria ≥ 75 complete while < 75 incomplete.

Result

3.1 Pre Cycle

The results of observations at the beginning before the implementation of the cycle showed that the thematic learning in Class VI MI Panyabungan Model was not effective. Based on field notes obtained during the pre-cycle during online learning, it can be seen that students feel bored during distance learning due to a lack of socializing by spending a lot of time at home, resulting in a lack of sense of responsibility, decreased students' critical thinking, and critical thinking abilities that are less than optimal. student achievement of class VI MI Panyabungan Model. This was proven based on observations on online teaching and learning activities which resulted in less successful learning as shown through student learning outcomes, namely, 71.45% of students or 25 out of 35 Class VI students experienced incomplete learning. With a distribution of the lowest score of 50 and the highest score of 88 with a class average value of 70.12 while the Minimum Completeness Criteria for thematic content in the MI Panyabungan Model is 75.

In connection with this problem, teachers are required to innovate in conveying learning but it takes a lot of time. The only source for learning at home is the internet, student practice facilities are inadequate, almost all students in the class have gadgets but not all have supporting applications and quotas. Likewise, the problem of students not having awareness in collecting assignments given by the teacher. Students experience learning boredom that can interfere psychologically.

3.2 Cycle I and Cycle II

The researcher planned a few things ahead of time, including: A lesson plan on environmental change was created by the researcher for the thematic learning theme 8, subtheme 2 learning 1-6. After that the researcher prepared learning resources and media in the form of Student Worksheets. Evaluation questions at the end of the sixth lesson or lesson using the blended learning model through the wordwall application, preparing for a Zoom meeting or Google Meet, compiling presentation material through innovative Power Point, using Canva Education. In the next stage, the researcher prepared research instruments, consisting of observation sheets, critical thinking assessment rubrics and test questions, then carried out learning actions. Data on the measurement results of critical thinking variables and student learning outcomes are presented sequentially.

On the critical thinking variable, the results of measuring the level of critical thinking for class VI MI Panyabungan Model students, Mandailing Natal Regency in Cycles I and II are presented in descriptive statistics tables, consisting of the average value (mean), the highest value (max), the lowest value (min), as in the following:

Table 4. Descriptive statistics on the level of critical thinking skills

<i>Descriptive Statistics</i>				
	N	Minimum	Maximum	Mean
Siklus I	35	52	85	67.21
Siklus II	35	60.5	90	78.56
<i>Valid N (Listwise)</i>	35			

Based on table 4 above, it can be seen that the number of students who took part in the study was 35 students. The average score of students' critical thinking level in cycle I was 68.21, in cycle II it was 78.56. There was an increase in the difference in the average score of students' critical thinking levels from Cycle I to Cycle II of 11.35 points. The highest score achieved by students in cycle 1 learning was 85 and the lowest score was 52. While the highest score achieved by students in cycle 2 was 90 and the lowest score was 60.5. Seeing the large amount of data presented, the data is arranged through a frequency distribution table so that the presentation of data is more efficient and easier to understand. The determination of the interval class contained in the frequency distribution table is guided by the normal distribution pattern. The data presentation of the frequency distribution of critical thinking scores in cycles I and II can be seen in table 2 below:

Table 5. Frequency distribution of students' critical thinking skills in cycles I and II

No.	Class	Cycle I		Cycle II		
		Interval	Frequency	Percent	Frequency	Percent
1	81-100		7	20.00%	12	34.29%
2	61-80		17	48.57%	18	51.43%
3	41-60		11	31.43%	2	5.71%
4	21-40		0	0.00%	0	0.00%
5	0-20		0	0.00%	0	0.00%
Total			35	100.00%	32	91.43%

Based on table 5 above, it can be seen that the distribution of critical thinking scores in cycles 1 and 2 is grouped into 5 classes with an interval length of 20. In cycle II, there were 12 students who scored between 81-100 with a percentage of 34.29%, 18 students who scored between 61-80 with a percentage of 51.43%, 2 students who scored between 41-60 with a percentage of 5, 71%, and no students who scored 0 - 40. Of the total number of students (35), it appears that seven students received scores between 81 and 100 with a percentage of 20.00%, 17 students received scores between 61 and 80 with a percentage of

In terms of learning outcome variables, the measurement of the level of student learning outcomes in class VI MI Panyabungan Model, Mandailing Natal District in Cycles I and II are presented in descriptive statistical tables, as shown in Table 6 as follows:



Table 6. Descriptive statistics on the level of student learning outcomes

Descriptive Statistics				
	N	Minimum	Maximum	Mean
Cycle I	35	60	90	75.20
Cycle II	35	60	100	85.31
Valid N (Listwise)	35			

Based on table 6 above, it can be seen that the number of students who took part in the study was 35 students. The average score of learning outcomes in cycle 1 was 75.20, in cycle 2 it was 85.31. The highest score achieved by students in the learning cycle I was 90 and the lowest score was 60. Likewise in Cycle II, the highest score achieved by students was 100 and the lowest score was 60.

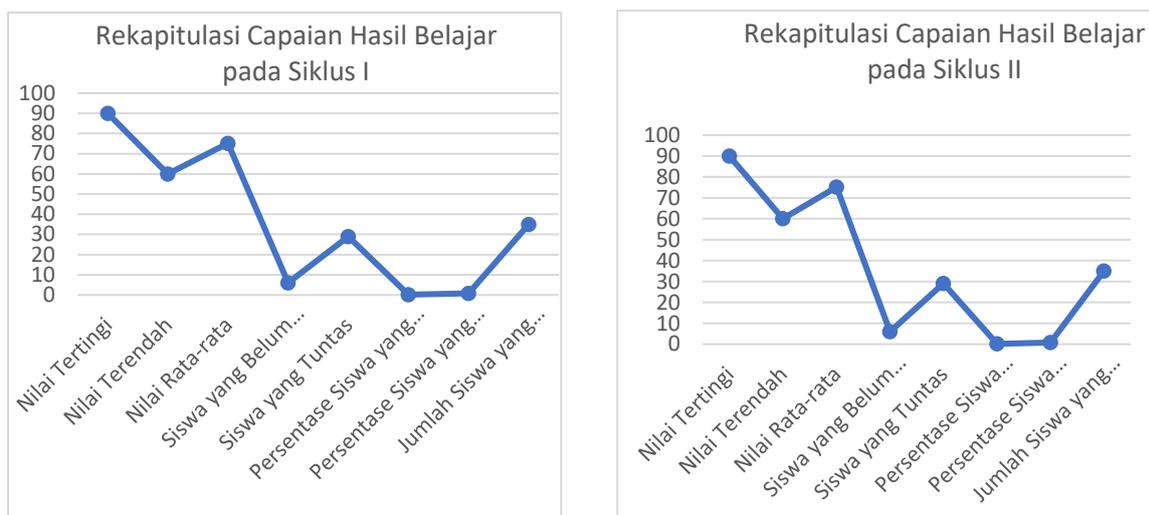
Table 7. Distribusi frekuensi hasil belajar siswa pada Siklus I dan II

No.	Class Interval	Cycle I		Cycle II	
		Frequency	Percent	Frequency	Frequency
1	81-100	10	28.57%	13	37.14%
2	61-80	20	57.14%	21	60.00%
3	41-60	5	14.29%	1	2.86%
4	21-40	0	0.00%	0	0.00%
5	0-20	0	0.00%	0	0.00%
Total		35	100.00%	35	100.00%

In view of table 7 above, it very well may be seen that the circulation of learning results scores in cycles I and II follows, from the all out number of understudies (35 understudies), apparently in cycle I, there are 8 understudies who get scores between 81-100 with a level of 28.57%. With a percentage of 57.14%, 20 students received scores between 61 and 80, 5 received scores between 41 and 60, and none received scores between 0 and 40. In cycle II, there were 13 students who getting a score between 81-100 with a percentage of 37.14%, 21 students getting a score between 61-80 with a percentage of 60.00%, 1 student getting a score between 41-60 with a percentage of 2.86%, and no student getting score 0-40.

3.3 Post Cycle

The following is a comparison of the learning outcomes achieved by students in Cycles I and II as a result of the action of utilizing the wordwall application to apply blended learning to their respective learning outcomes :



Graph 1. Summary of Learning Outcomes for Cycles 1 and 2

The differences in the recapitulation of cycle 1 and cycle 2's learning outcomes can be seen in the graph. The following are the differences between Cycles I and II: 1) Between cycles, the lowest score, 60, does not change; 2) The highest score has increased by a difference of ten points (100-90); 3) There is a difference of 10.11 points (75.2 – 85.31) in the average learning outcomes; 4) With a difference of 22.86%, there has been an increase in the percentage of classical learning outcomes that are complete.

3.4 Reflection

During cycle I of reflection, a number of issues that arose while carrying out the action were the primary focus. The issue with the wordwall application for thematic learning is that students do not properly demonstrate their critical thinking abilities when they are enrolled in distance learning. It is feared that the continued impact on the level and learning achievement obtained is still not in accordance with the indicators of success to be achieved. The classical completeness of student learning outcomes at the first meeting was 60% and the average student score was 75.20. To overcome this, an action was held in cycle II, with internet literacy conditioning and students' investigative abilities which were further enhanced.

In Cycle II, as well as preparations in Cycle I, planning action research for cycle II, the researcher prepared a lesson plan for thematic learning theme 8 sub-theme 3 learning 1-6 about environmental change. Researchers are more focused on providing internet literacy and critical-confirmatory skills for the information they obtain. The results of measuring students' critical thinking as presented in tables 1 and 2 show that students' critical thinking skills have increased. In comparison, if in the implementation of cycle I there were 11 students or 29.73% who had critical thinking abilities in the sufficient category, then in Cycle II there were only 2 or 5.71% who had critical thinking abilities in the sufficient category, meaning that classically there a significant difference of 25.71%. Data on students who have accumulated critical thinking skills in the high category reach 85.31%. This means that there is an increase in the critical thinking ability of class VI students of the MIS Model Panyabungan, Mandailing Natal Regency.

Discussion

In this part of the discussion, the focus of the discussion is directed at the action variable in the form of applying the blended learning model through the wordwall application and its impact on the level of critical thinking and student learning outcomes, both Cycle I and Cycle II. As has been described in the research results section in tables 1 and 2, the results of measuring students' critical thinking. Measurement using indicators: 1) students use questioning and confirmatory thinking skills, 2) students do simple research, 3) students learn new ideas and



concepts, 4) students learn to use time well, 5) students play an active role in group activities, 6) students are responsible for their work, 7) students are active in discussions, 8) students apply learning outcomes through action, and 9) students' ability to convey to friends and the ability to draw conclusions. The results show that in the implementation of the first cycle of action there were 11 students or 31.43% who had critical thinking abilities in the sufficient category, although there were no students who were in the low and very low critical thinking ability categories, but not optimal.

The results of the action are because the students are not used to doing simple research so the teacher is still guiding them. The courage of students in learning new ideas and concepts is still lacking. There are still many students who are shy and afraid of being wrong when appointed by the teacher to apply learning outcomes through action. This finding seems to be in accordance with the explanation of research results which states that blended learning which provides flexibility and accessibility for students to use the internet can be an opportunity for teachers to train students' critical thinking. (Haryono, 2021) From the application of blended learning, more students are required to think critically, analyze and evaluate the information obtained. The problem is that students do not have sufficient literacy to surf the internet to find sources and criticize them. Inadequate critical thinking in Cycle I also seems to be because students do not yet have the prerequisite skills for critical thinking as stated in her research report. (Retno et al., 2018) Critical thinking is the mental processes, strategies and representations that individuals use to solve, make decisions and learn new concepts. Critical thinking is an investigation that aims to explore situations, phenomena, questions or problems to become hypotheses or conclusions by integrating all available information so as to have convincing justification. Critical thinking includes the ability to think rationally and reflectively that focuses on decisions about what to believe or do.

The following indicators indicate this improvement's findings: 1) Students make good use of their ability to ask questions and think critically, 2) Students do better simple research, 3) Students learn new ideas and concepts, 4) Students learn to use time effectively, 5) Students participate actively in group activities, 6) Students are responsible for their assignments, 7) Students participate actively in discussions, 8) Students apply learning outcomes through action, 9) Students are able to communicate with friends

This study proves that the impact of implementing the blended learning model through the wordwall application is successful in increasing students' critical thinking and learning outcomes. Increasing student learning outcomes in Cycles I and II shows that the blended learning model through an effective wordwall application can also improve learning outcomes, both directly and sequentially through students' critical thinking. This is in accordance with the opinion of other research results which reveal that wordwall applications are effective in improving learning outcome (Khofifah Indra Sukma, Trisni Handayani, and Universitas Muhammadiyah Hamka, 2022). So the use of blended learning models through wordwall applications is highly recommended in improving critical thinking and student learning outcomes.

Conclusion

The use of the blended learning model through wordwall applications in increasing the critical thinking of class VI MI Panyabung Model students, Mandailing Natal Regency, researchers can draw the following conclusions: 1) students' critical thinking has increased, with a difference in the average score of students' critical thinking skills from Cycle I to Cycle II of 11.35 points; 2) the average student learning outcomes have increased, with a difference in score from Cycle I to Cycle II of 10.11 points. While the percentage of completeness of classical learning outcomes has increased, with a percentage difference of 22.85%.

Declarations

Author contribution statement

ATN acted as an observer and RIW as a collaborator, both of them conducted research at MI Model Panyabungan. ATN was in charge of interviewing participants in the study and RIW was in charge of documenting the results of the field research. the results of research in the field, then the data obtained were processed together and compiled in this article.

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Data availability statement

The data used in the research is publicly accessible if the article has been published.

Declaration of interests statement

the authors of this article are not related to each other, nor are they competing in their work. the authors are purely collaborative researchers.

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