

Students' Perception Towards The Use of Wordwall in Indonesian Language Learning

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Abstract

The use of information and communication technology (ICT)-based learning media in grade VI of SD Negeri 01 Semedo is still limited, although learning media is a crucial factor in the success of the learning process. This study aims to explore students' perceptions of the use of Wordwall application, which provides interactive templates such as images and video games to increase students' interest and engagement in Indonesian language learning. The study involved 23 students as subjects, with data collection conducted through in-depth interviews and focus group discussions (FGDs). The results of the analysis showed that most students gave positive perceptions towards the use of Wordwall, felt more motivated, and actively participated in learning activities. The findings suggest that ICT integration, particularly game-based applications, can enhance students' learning experience as well as better understanding of the material. This study recommends that teachers continue to use technology such as Wordwall in learning to improve student motivation and learning outcomes.

Keywords: Wordwall, perception, learning, motivation.

1. Introduction

An effective learning process in education is greatly influenced by the selection and use of appropriate learning media. Learning media serves as a tool to convey information and facilitate interaction between teachers and students. Arsyad (2010) states that learning media has an important role in creating a conducive learning climate and helping students understand the subject matter better. In today's digital era, the use of information and communication technology (ICT)-based media is increasingly widespread and has become a necessity in the.

The use of game-based learning apps, such as Wordwall, has shown significant improvement in engaging students' attention. Wordwall is a platform that allows teachers to create a variety of interactive learning activities, including quizzes, matching games and more, designed to increase student engagement. Research by Aidah and Nurafni (2022) at SDN Ciracas 05 Pagi showed that the use of Wordwall application in science learning not only succeeded in improving student learning outcomes, but also created a more enjoyable learning atmosphere. This finding is in line with the research of Arrosyad et al. (2023), who suggested that Wordwall as an integrated learning media is able to increase the attractiveness of student learning in elementary schools.

In the context of Indonesian language learning, a study by Sugiani (2023) stated that Wordwall application successfully increased students' motivation and made it easier for them to understand the subject matter. This finding is supported by Lubis and Nuriadin's (2022) research that found the effectiveness of using Wordwall in math learning, indicating that game-based applications have great potential to be applied in various disciplines. In addition, Agusti and Aslam (2022) emphasized that innovations in learning media can significantly improve student learning outcomes, especially in subjects that are considered difficult.

However, although many studies have shown the benefits of using Wordwall, there is a need to dig deeper into students' perceptions of this application. Some previous studies, such as the one conducted by Rahmadanti et al. (2024), indicated that although students showed improved learning outcomes, their perceptions of the effectiveness of learning media still varied. This research is important because students' perceptions can affect their motivation and success in learning. Therefore, this study aims to explore students' perceptions of the use of Wordwall in Indonesian language learning, as well as how this application contributes to improving their understanding of the subject matter.

It is hoped that the results of this study can provide useful insights for educators and policy makers in designing more effective learning strategies by utilizing digital technology. By understanding students' perceptions, educators can optimize the use of Wordwall and similar applications to improve the quality of learning and achieve better educational goals.

2. Literature Review

The attention of educators in recent years. Wordwall as an interactive learning media offers a variety of game-based activities that not only increase student engagement, but also encourage the improvement of their learning outcomes in various subjects in primary school. In the context of Indonesian language learning, this application has great potential to increase students' learning motivation as well as strengthen their understanding of the material being taught. According to Arsyad (2010), learning media plays an important role in helping teachers deliver subject matter more effectively and interestingly. The right media can influence students' learning climate and conditions and make it easier for them to understand the subject matter. Sugiyono (2016) adds that in conducting research related to the effectiveness of learning media, quantitative and qualitative approaches are needed to measure the impact of the media, both on learning outcomes and student engagement in learning.

Aidah and Nurafni's (2022) study showed that Wordwall, applied to fourth grade science learning at SDN Ciracas 05 Pagi, successfully increased students' participation in class. In addition, this application can transform learning into more interactive, attract students'

Attention, and encourage their active involvement in the learning process. This finding is supported by the research of Arrosyad et al. (2023), which revealed that the use of Wordwall in integrated learning in elementary schools can increase students' learning attractiveness, especially by utilizing a game-based approach. Sugiani (2023) specifically evaluated the application of Wordwall in Indonesian language learning. Her research identified that Wordwall provides significant benefits in increasing students' engagement, as well as helping them understand language concepts more easily. Wordwall is considered highly relevant to be applied in Indonesian language learning due to its ability to present abstract concepts in an interactive and fun game form.

The use of Wordwall not only increases student engagement, but also has a positive impact on their learning outcomes. Lubis and Nuriadin (2022) found that Wordwall application significantly improved students' learning outcomes in Mathematics in elementary school. This is due to the interactive learning method that motivates students to actively participate in each learning session. Agusti and Aslam (2022) supported this finding, where Wordwall proved effective in improving students' learning outcomes in science subjects. Both studies highlighted that Wordwall offers an enjoyable learning experience, thus increasing students' motivation and understanding of the material taught. Rahmadanti et al. (2024) also found that Wordwall was effective in improving students' learning outcomes in Mathematics at primary school. This research shows that the use of this application helps students understand abstract concepts better. Students who participated in Wordwall-based learning experienced increased understanding because this media allows them to learn through games and quizzes that encourage active engagement.

In addition to improving learning outcomes, Wordwall also contributes to increasing students' interest in learning. Chintia and Kholik (2024) found that the use of Wordwall in learning Mathematics in elementary school was able to increase students' interest in learning. This shows that Wordwall is not only effective in improving students' understanding, but also motivating them to be more active in learning. Olisna et al. (2022) developed a Wordwall-based interactive game to improve students' praiseworthy morals in elementary school. Their findings show that Wordwall can be used not only for cognitive learning, but also for affective learning, such as character education. This research highlights the flexibility of Wordwall as a learning medium that can be adapted to various subjects and learning needs.

Research conducted by Luftia Putri et al. (n.d.) confirmed that Wordwall is effective in improving Indonesian language learning outcomes in grade III of SDN 10 Koto Baru, Dharmasraya Regency. The application of this game-based learning media significantly improved student learning outcomes. In addition, Puji et al. (2024) also emphasized that Wordwall helps in developing creative and effective learning skills, which are crucial in building deep and sustainable understanding. Overall, the existing literature suggests that Wordwall is a highly effective learning tool, both in improving student engagement and their learning outcomes across a range of subjects. The app successfully captures students' attention with its game-based approach, which makes the learning process

more interesting and interactive. Wordwall not only helps students understand academic concepts better, but also motivates them to engage more actively in learning activities. The use of this app in Indonesian language learning at primary school level has great potential to increase students' learning motivation and strengthen their understanding of the subject matter.

3. Research Methods

This research was conducted in class VI of SD Negeri 01 Semedo, involving 23 students consisting of 17 boys and 8 girls. As a researcher as well as a teacher at the school, this study aims to explore students' perceptions of the utilization of Wordwall media in Indonesian language learning through a qualitative approach.

Before starting the research, researchers conducted observations and reflections for 1 month (September 2024) to obtain a clear picture of the learning process in the classroom. The data sources in this study include 23 students of grade VI, observation and reflection notes, and related documents. During the observation, it was found that the teacher still used the lecture method and textbooks as the main media, which had the potential to make students feel bored and less motivated. After reflecting on the learning, the teacher analyzed several obstacles when using the conventional method and used the reflection results as a reference in the preparation of the next teaching module. The teacher chose Wordwall as one of the game-based learning media (gamification). The teacher used Wordwall for about 15 minutes and invited some students to explore the media. In addition, the teacher also shared some wordwall links in the WA group for practice/study at home.

After the observation stage, the researcher conducted in-depth interviews with students to explore their perceptions regarding the use of Wordwall. The interviews were conducted individually and used an interview guide containing open-ended questions to explore students' experiences while using the app. In addition, the researcher also conducted focus group discussions (FGDs) with students to identify key themes from their experiences and understand group dynamics in learning.

Data obtained from observations, interviews, and group discussions were analyzed using qualitative analysis techniques. At this stage, the researcher coded the data to identify themes, patterns and categories relevant to students' perceptions of Wordwall use. The data analysis provides an in-depth picture of how students interpret their experiences and the impact of ICT- based learning media on their motivation and learning outcomes.

By using a qualitative approach, this research is expected to provide a more comprehensive understanding of students' perceptions of Wordwall media in Indonesian language learning, as well as identify factors that influence the effectiveness of using the media in the classroom.

4. Research Results

This study shows that the use of Wordwall application in Indonesian language learning in class VI SD Negeri 01 Semedo has a positive impact on students' perceptions. Most students feel more motivated, active and involved in the learning process. In this section, the results of in- depth interviews and focus group discussions (FGDs) will be discussed to answer research questions related to students' perceptions of the use of Wordwall and its contribution in improving understanding of the subject matter.

4.1. Student Perception of Wordwall

The results of interviews and FGDs showed that most students gave very positive responses to the use of Wordwall. This application is considered to make the Indonesian learning process more interesting and interactive. For example, Fikoh stated, "My experience when using the Wordwall app was very pleasant. I feel more involved in the learning process." This shows that Wordwall succeeds in attracting students' attention, creating a more interactive learning atmosphere, and increasing their involvement in the learning process.

In addition to increasing student engagement, Wordwall also plays a role in motivating students to actively participate in lessons. Amri, one of the students, revealed, "I feel that learning has become more interesting and less boring." This reflects that the game-based approach presented by Wordwall is effective in creating a fun learning atmosphere and eliminating boredom in traditional learning methods. With the game element, students feel more enthusiastic to actively participate in the lesson, which has a direct impact on increasing their learning motivation.

The use of game features in Wordwall is one of the main attractions for students. Bagas stated, "I like the grouping and matching features, but I don't like it when there are too many questions in one session." This shows that while students enjoy interactive activities, too many questions can be a challenge that overwhelms them. This highlights the importance of balancing the number of questions so that students do not feel overwhelmed and stay focused in the learning process.

Table 1. Interview Questions

No.	Question
1	"What is your experience when using the Wordwall app in Indonesian language learning?"
2	"What do you like and dislike about using <i>Wordwall</i> ?"
3	"Does <i>Wordwall</i> affect the process of understanding the subject matter?"

Table 2. Interview Results

No.	Student Name	Experience	Likes/Dislikes	Influence
1	Fikoh	"My experience with the <i>Wordwall</i> app was very pleasant."	"I like the interactive way of quizzing. However, I don't like it if the internet connection is unstable."	"Using <i>Wordwall</i> helped me understand the elements of a formal letter better."
2	Amri	"I find learning more interesting."	"I really liked the game features. However, I found some of the questions difficult at times."	"By using <i>Wordwall</i> , I understand the material about official letters faster."
3	Bagas	"My experience with <i>Wordwall</i> has been very positive."	"I like the grouping and matching features, but I don't like it when there are too many problems."	" <i>Wordwall</i> made me understand the elements of a formal letter better, as each activity gave a clear explanation."
4	David	"I really enjoy using <i>Wordwall</i> ."	"I like the variety of templates in <i>Wordwall</i> . However, I feel that some activities could be easier."	"Using <i>Wordwall</i> really helped me understand how to write official letters better and faster."
5	Tio	"When using <i>Wordwall</i> , I feel that the lessons become more interactive."	"I like the quiz and challenge features, but I don't like it when the time to answer is too short."	" <i>Wordwall</i> was very influential in my understanding of the elements of a formal letter."
6	Desta	"The experience of using <i>Wordwall</i> is really fun because I can learn while playing."	"I like the way the app teaches with different activities, but sometimes I get confused with the interface."	" <i>Wordwall</i> makes it easier for me to understand the official letter material in a more memorable way."
7	Fairel	"Every time I use <i>Wordwall</i> , I feel happy because I can interact directly with the materials."	"I really like the word scrambling feature, but don't like it when there is no further explanation after answering."	"This app helped me clarify my understanding of official letters."

8	Fajri	"The experience of using <i>Wordwall</i> made me feel more active in learning."	"I like the variety of activities, but sometimes it's slow when there are many students accessing."	" <i>Wordwall</i> really helped me understand the elements of a formal letter in an interesting way."
9	Nurin	"I feel very happy learning with <i>Wordwall</i> . This app makes me more excited."	"I like attractive and interactive displays, but I don't like technical errors."	"Using <i>Wordwall</i> helps me understand official letters more clearly."
10	Muti	"After using <i>Wordwall</i> , I find learning more fun."	"I like the quiz feature that provides a challenge, but some questions should be easier."	"With <i>Wordwall</i> , I can understand the elements of a formal letter better through interactive exercises."
11	Galih	"My experience using <i>Wordwall</i> has been very positive, as it makes learning more fun."	"I liked the variety of quizzes available, but didn't like that there were too many questions."	"Using <i>Wordwall</i> helped me better understand the elements of a formal letter."
12	Jihan	"Every time I use <i>Wordwall</i> , I feel more enthusiastic about learning."	"The quiz feature was very helpful, but there were questions that confused me."	"With <i>Wordwall</i> , I can understand the elements of a formal letter better."
13	Azwa	"We feel <i>Wordwall</i> makes learning more interesting. By using this app, we can directly engage in fun activities."	"We really enjoyed participating in the game, it felt like playing, but still learning."	"The main benefit is that we understand the material better in a fun way."
14	Landes	"We appreciate the way <i>Wordwall</i> makes learning more interactive. We can choose different activities."	"We don't feel pressured because we are playing while learning, and it makes the classroom atmosphere more lively."	"We can understand the elements of a formal letter in a more fun way."
15	Faris	"Our participation in the <i>Wordwall</i> game was very encouraging. We felt more confident when answering the questions."	"We feel we understand the material faster. <i>Wordwall</i> provides different ways to practice."	"We can do that repeatedly if needed."
16	Afgan	"We feel <i>Wordwall</i> is a great tool for learning. Using this app helps us to see examples of the material in real time."	"We feel we understand the material faster. <i>Wordwall</i> provides different ways to practice."	"We can practice as needed, making the understanding deeper."

17	Rizki	"I really liked the learning experience with Wordwall because it was more fun."	"I really liked the game features. However, some problems felt too easy."	"With Wordwall, I can understand the elements of a formal letter better."
18	Syahwal	"Learning with Wordwall provides a fun and different experience."	"I really liked the game elements, but some questions felt too difficult."	"Using Wordwall helped me understand the elements of a formal letter."
19	Taqiyah	"My experience using Wordwall has made me more enthusiastic about learning."	"The quiz feature is very helpful, but sometimes there are questions that confuse me."	"Wordwall helps me understand official letters better."
20	Zaka	"Every time I use Wordwall, I feel more excited about learning."	"The quiz feature is very helpful, but sometimes the app is slow."	"Using Wordwall made me understand the elements of a formal letter better."
21	Zaki	"My experience using Wordwall has been very enjoyable and has made learning more interesting."	"I really like the variety of activities. However, I don't like it when apps are slow."	"With Wordwall, I can understand the elements of a formal letter better."
22	Andin	"My experience with Wordwall has been very positive, making learning more fun."	"I like the activity variation feature, but I don't like it when the app is slow."	"Wordwall helped me understand the official letter material in a more interactive way."
23	Hafiz	"Learning with Wordwall provides a fun and different experience."	"I really liked the game features. However, some problems felt too easy."	"Using Wordwall helped me understand the elements of a formal letter better."

a. Critical Analysis of Wordwall

From the interviews and FGDs, it was found that students felt that Wordwall not only added variety to the teaching method, but also created an atmosphere that supported active engagement. Fikoh said that using Wordwall helped them understand the material more effectively. This proves that game-based applications such as Wordwall are not only interesting, but also effective in improving the understanding of the material taught, especially on the elements of official letters in Indonesian.

In addition, students felt that Wordwall successfully overcame the boredom that often arises in traditional teaching methods. Amri mentioned that learning becomes more fun and less monotonous with Wordwall. With the integration of game elements, students not only feel energized, but also more focused and motivated in understanding the material. This is one of the main reasons why Wordwall is well received by students.

However, some students noted that technical challenges such as difficult signaling could detract from their learning experience. Bagas highlighted that while the Wordwall feature is interactive, it can be a burden if not managed well. A balance between challenge and ease in the app is essential so that students do not feel pressured.

Table 3. Discussion Questions

No.	Question
1	"What do you think about the way <i>Wordwall</i> is used in class?"
2	"How did you feel when participating in the game using <i>Wordwall</i> ?"
3	"What are the benefits of using <i>Wordwall</i> compared to other learning methods?"

Table 4. Group Discussion Results

Group Name	Member	Discussion Results	Conclusion
Group 1	Fikoh, Amri, Bagas, David, Tio, Desta	"We feel Wordwall makes learning more interesting. By using this app, we can directly engage in fun activities."	The use of Wordwall greatly increases students' engagement in learning, making them feel active and enthusiastic while learning.
		"We really enjoyed participating in the game. It feels like playing, but still learning."	Interactive games in Wordwall create a fun learning atmosphere and encourage students to actively participate.
		"The main benefit is that we understand the material better in a fun way."	Wordwall is effective in helping students understand official letter material through a more interactive and fun learning method.
Group 2	Fairel, Fajri, Nurin, Muti, Galih	"We like that teachers use Wordwall to teach the material, especially when there are interactive quizzes."	Wordwall app is considered a good tool to increase student participation and make learning more interactive.
		"It feels fun and challenging. We feel engaged and more focused when we play."	Student focus and engagement increases when using Wordwall, contributing positively to their learning experience.
		"Compared to traditional methods, Wordwall provides an opportunity for hands-on practice."	Wordwall offers a more practical and effective way of learning, allowing students to more quickly understand the material being taught.
Group 3	Jihan, Azwa, Landes, Faris, Afgan	"We appreciate the way Wordwall makes learning more interactive. We can choose from a variety of activities."	The interactivity offered by Wordwall contributes greatly to student engagement, creating a positive learning environment.
		"Our involvement in the game is very exciting. We don't feel pressured because we are playing while learning."	The use of game elements in Wordwall helps reduce learning pressure and makes the learning process more enjoyable.

		"The benefit is that we can understand the elements of a formal letter in a more fun way."	Wordwall enriches students' learning experience in a fun way, making it easier for them to understand the concepts being taught.
Group 4	Rizki, Syahwal, Taqiyah, Zaka, Zaki, Andin	"We feel Wordwall is a great tool for learning. Using this app helps us to see examples of the material in real time."	Wordwall is considered an effective learning tool, helping students understand the material better through interactive examples and activities.
		"Participation in the Wordwall game was very encouraging. We feel more confident when answering questions."	Engagement in the game increases students' confidence in understanding and answering the questions posed.
		"We feel we understand the material faster. Wordwall provides different ways to practice."	Wordwall provides a variety of activities that help students practice and accelerate their understanding of the elements of a formal letter.

b. Benefits of Using Wordwall

The group discussion results show that students experience various benefits from using Wordwall, including increased engagement and interaction during the learning process. Rizki, for example, noted that they could understand the material faster and better due to the different types of activities in the app. This suggests that Wordwall not only makes learning more interesting, but also more effective in helping students understand the material being taught.

In addition, another benefit felt by students is a more relaxed and less stressful learning atmosphere. Galih revealed that they feel more comfortable because they can learn while playing, without feeling burdened by learning methods that are too formal. Wordwall succeeds in creating a relaxed, yet productive learning atmosphere, where students feel free to experiment and learn in their own way.

Wordwall also contributes to enhancing cooperation among students. In the competitive atmosphere presented by this app, students can work together and support each other to achieve the best results. Thus, Wordwall not only serves as a teaching medium, but also as a tool to build social skills and cooperation among students.

5. Discussion

5.1. Summary of Research Results

The results of this study indicate that the use of Wordwall application in Indonesian language learning in class VI SD Negeri 01 Semedo has a significant positive impact on students' perceptions. Students reported that Wordwall made the learning process more interactive, fun, and effective in improving material understanding. Most students feel more motivated, actively involved and enthusiastic when using Wordwall in the learning process. However, there were some challenges identified, such as technical issues related to internet connection and the number of questions considered too many in one session.

5.2. Reflection on Research Results

- a) This research provides empirical evidence on how Wordwall can be implemented as an effective learning media in a primary education environment, particularly in SD Negeri 01 Semedo. The positive impact of Wordwall on students' motivation and engagement is the end of the testing process of implementing this technology in Indonesian language learning.
- b) This research paves the way for further integration of technology in basic education in Indonesia, with Wordwall application as one of the solutions to enrich the teaching-learning process. This study provides an initial foundation for broader research on the impact of technology on learning in other schools.

5.3. Interpretation

The results of this study have significance in the modern educational context, where the use of information and communication technology (ICT) is increasingly necessary. Empirically, students perceive Wordwall as a tool capable of enhancing their learning experience. Theoretically, this study supports the theory proposed by Arsyad (2010) on the importance of engaging learning media in creating a positive learning climate. Wordwall, as a game-based learning tool, has been conceptually proven to increase motivation and understanding of the material among students, especially in understanding the elements of an official letter in Indonesian. This suggests that technology-based interactive approaches can be an effective strategy to maximize learning outcomes.

From a historical context, conventional learning is often lecture-based and uses one-way methods that often lead to boredom in students. This research shows that Wordwall can be a better alternative to engage students in the learning process, especially in Indonesian language subjects. Culturally, today's students are more familiar with technology and digital interaction, so the application of game-based media such as Wordwall is more in line with their learning style.

5.4. Comparative

This study is in line with several previous studies that also emphasize the effectiveness of Wordwall in increasing learning motivation. Aidah and Nurafni (2022) found that Wordwall successfully increased student participation in science learning, while Arrosyad et al. (2023) highlighted the increased learning attraction with the use of Wordwall in elementary schools. However, this study adds new findings in the context of Indonesian language learning, which is usually presented conventionally guided by textbooks alone complemented using Wordwall in learning, where the game and quiz features offered by Wordwall not only attract students' attention, but also improve their understanding of formal materials, such as the elements of official letters and personal letters.

The novelty of this research lies in its application in Indonesian language learning, which has not been studied much before. While most previous studies focus on the use of Wordwall in science or math subjects. In addition, the focus of this study is on students' perceptions which are explored through interviews and discussions. This research shows the great potential of Wordwall in improving students' interest and learning outcomes.

5.5. Action Plan

Based on the results of this study, some steps that can be taken to improve learning with Wordwall include:

- **Technology Infrastructure Improvement:** The school needs to ensure a stable internet network and adequate devices to support the maximum use of Wordwall, so that technical challenges such as slow connections can be minimized.
- **Teacher Training:** Teachers need to be given more advanced training on the use of Wordwall and other learning technologies. This will help them better manage the game features and adjust the number of questions so as not to overwhelm students.
- **Development of Wordwall-based Learning Media:** Teachers can develop more Wordwall-based learning materials, not only for Indonesian Language but also for other subjects. Consistent use will strengthen student engagement and create a fun learning atmosphere.

- Further Research: Further research needs to be conducted to measure the long-term impact of using Wordwall in learning, as well as exploring the potential use of this application in other schools with different environments.

5.6. Study Limitations

This research is limited to one school, SD Negeri 01 Semedo, with a focus on grade VI students. Therefore, the results of this study may not reflect the experiences of students in other schools with different conditions, for example schools that have limitations in technological infrastructure and internet limitations. This study is also limited to the context of Indonesian language learning, so further research is needed to see if similar results can be found in other subjects or at higher levels of education.

6. Conclusions

This study explores students' perceptions of the use of Wordwall application in Indonesian language learning in grade VI of SD Negeri 01 Semedo. Based on the findings, the following conclusions can be drawn:

The results of this study show that students' perceptions of the use of Wordwall in learning make the learning process more interactive, fun, and effective in improving material understanding. Most students felt more motivated, actively involved, and enthusiastic when using Wordwall in the learning process. Research by Aidah and Nurafni (2022) also noted an increase in student participation using Wordwall in science learning, and Arrosyad et al. (2023) showed that interactive media such as Wordwall increased students' learning attractiveness. Thus, the results of this study are consistent with previous research but highlight the broader positive effects in the context of Indonesian language learning.

This research makes a significant contribution to academic understanding in the field of education, especially in the context of technology integration in learning. By proving that Wordwall can improve students' motivation and comprehension, this study provides a solid foundation for the use of interactive media in language learning. Methodologically, the qualitative approach used in this study provides an in-depth insight into students' perceptions, which is not only useful for theory development but also for educational practice in the field.

Although this study has shown positive results, there are some limitations that need to be noted. The study was limited to one school and one class, so the results may not be generalizable to a wider context. In addition, this study also did not consider other possible influence factors such as limitations in technological infrastructure and internet limitations. This study is also limited to the Indonesian learning context, so further research is needed to see if similar results can be found in other subjects or at higher education levels.

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