



## The Implementation of Interactive Wordwall Media as a Strategy to Enhance Student Engagement in Civics Education at Elementary School

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### Abstract

The rapid development of technology in Indonesia presents new challenges in the field of education, particularly in increasing student engagement in every subject, including Pancasila Education. Based on observations and interviews conducted at SD Assunniyyah, it was found that students were less active in Pancasila Education classes, tending to be passive, bored, and rarely involved in question-and-answer sessions or discussions. The purpose of this study is to examine the implementation of the interactive Wordwall media as a strategy to enhance student engagement in Pancasila Education learning at the elementary school level. This research uses a qualitative method with a case study approach. The results show that the use of Wordwall media significantly increases student engagement in Pancasila Education, encouraging quicker responses, a greater willingness to ask questions, and creating a more enjoyable learning atmosphere. The implementation of interactive Wordwall media as a strategy to enhance student engagement in Pancasila Education at the elementary level has a significant long-term impact on the education sector. This media not only increases students' active participation in the learning process but also fosters a positive attitude toward Pancasila Education, particularly in understanding the values of nationalism and character.

**Keywords:** *Wordwall, Learning, Civics Education*

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## INTRODUCTION

The rapid development of technology in Indonesia presents a significant challenge in the field of education, particularly in promoting active learning across all subjects, including Pancasila Education. Student engagement plays a crucial role in achieving learning success (Salsabila & Difany, 2020). According to the 2016 Education Act, the learning process in educational institutions must be conducted in an interactive, inspiring, enjoyable, and challenging manner, motivating students to actively participate and providing sufficient space for initiative, creativity, and independence, in accordance with their talents, interests, and physical and psychological development. Therefore, every educational institution is required to



plan, implement, and evaluate the learning process to enhance the efficiency and effectiveness of student competency achievement (Ministry of Education and Culture Regulation of the Republic of Indonesia, 2016).

Student engagement in learning is influenced by several internal and external factors. Internal factors include physiological conditions, such as physical or mental illness, and biological conditions that affect concentration and memory. Students must maintain good physical health to prevent fatigue during lessons (Tuerah, 2023). External factors include the school environment, electronic devices, and interactions between teachers and students (Eman, 2023).

In the context of Pancasila Education, students are often less involved in the learning process. In practice, learning engagement in this subject tends to be low, with students merely listening, taking notes, and writing without showing enthusiasm to ask or answer questions. They face little to no challenge in problem-solving due to limited learning resources (Putra & Laili, 2022). Student engagement improves when teachers use interactive learning models, which help build students' confidence and increase enthusiasm for learning in any subject (Rahmayanti, 2024). Students can also overcome boredom and drowsiness when engaging learning models are applied, resulting in a more satisfying learning experience (Rifkiyani, Corneliesta, & Widodo, 2024).

Engagement in Pancasila Education (Civics) aims to instill Pancasila values, which are essential in shaping students' morals and character (Adha & Warda, 2024). A potential solution for increasing student engagement is through the use of media that attract their attention by presenting the meaning of Pancasila in the context of citizenship and society. This helps students focus better during lessons (Sukmawati, 2022).

Wordwall is a digital platform designed to enhance the quality of education through interactive and enjoyable activities. Its uniqueness lies in combining game-based elements with educational objectives, creating an engaging and effective learning experience (Hartati, Sumartiningsih, & Yuwono, 2024). One way to implement online media in student learning is through Wordwall game media, which encourages students to participate, engage, and interact more actively by learning while playing. This media also allows teachers to be more innovative and creative, incorporating images and other attachments into the content (Larasati, Putrayasa, & Martha, 2023). Therefore, this study uses Wordwall game media as a solution to increase student engagement in learning. Wordwall also offers various types of games and formats.

The Wordwall game media motivates students during learning activities by offering engaging learning resources in diverse formats, allowing teachers to be creative in presenting material. It is also easy to use. Activities such as timed

multiple-choice games and matching pairs encourage students to speak, ask questions, and express their opinions regarding the Pancasila content (Yuni, 2022).

The use of Wordwall media has been shown to enhance students' Arabic vocabulary acquisition and improve their communication skills. Vocabulary mastery is a crucial component of the learning process, making the integration of Wordwall into instructional activities highly beneficial. The implementation of Wordwall in classroom settings has led to significant changes in classroom dynamics (Hanifah, 2020). Students appeared more enthusiastic, responded quickly to teachers' instructions, and actively participated in discussions. Additionally, the healthy sense of competition created by the game-based format made the learning process more engaging and interactive, thereby increasing students' overall verbal participation (Savira & Hamka, 2022).

Through the use of Wordwall, teachers were also able to provide immediate feedback more easily, while students grew more confident in expressing their ideas and answering questions in front of the class. The interactions that took place during the learning process demonstrate that this media had a positive impact on student engagement, both individually and collectively (Pradani, 2022)

Based on an interview conducted with the homeroom teacher of Class 3B at SD Assunniyyah, the researcher found that students' engagement during Pancasila Education lessons was generally low. Students often appeared bored, played by themselves, and had difficulty focusing on the material. Teaching often relied heavily on image-based media such as textbooks or student worksheets (LKS), while the games used in class were only moderately engaging. As a result, students showed little interest in the subject, with only a few willing to ask or answer questions during the lessons.

Previous studies have explored various types of media that can enhance student engagement in learning. One such study, titled "*The Use of Pop-Up Book Media to Increase Student Engagement in Class IIID at SD Supriyadi Semarang,*" focused on the application of three-dimensional pop-up books made from illustrated, folded, and cut paper. The novelty of this medium proved to be effective in making learning more enjoyable and in increasing student participation due to its strong visual appeal (Hidayati, Eka, & Nikmah, 2023).

Research conducted by various sources has demonstrated the effectiveness of certain media in enhancing student engagement in learning. A previous study, for instance, focused on the use of *Pop-Up Books* to increase the learning activeness of third-grade students at SD Supriyadi Semarang. What sets this research apart is its use of three-dimensional pop-up media, consisting of illustrated or paper-crafted materials that are cut and folded. The novelty of this medium made learning more engaging and enjoyable for students. The pop-up media proved to be highly

effective due to its visual appeal (Hidayati, Eka, & Nikmah, 2023). In contrast, the current study emphasizes the use of concrete media to improve student engagement in the fifth grade at SDN 078/I Teluk Ketapang. Unlike previous research, this study utilizes real objects that can be seen and touched, requiring physical interaction and direct experience. The researcher also highlights the importance of multisensory learning, which focuses on real and tangible experiences in the learning process (Dwisa, Sholeh, & Maryono, 2022). Although both studies employ the interactive media Wordwall in the context of Civics Education (PPKn), they differ in focus and academic contribution. The current research emphasizes the effectiveness of Wordwall as an evaluation tool, using game-based quizzes to assess student learning outcomes. This differs from studies that focus on learning activities themselves. In terms of state of the art, (Salmy, Mokoginta, & Pangalila, 2023) research broadens the scope of Wordwall by applying it as an evaluative medium in Civics Education—an area that remains underexplored—while the current study contributes to the development of participatory approaches in character education at the elementary (Salmy, Mokoginta, & Pangalila, 2023).

Based on the observations and research rationale outlined above, the purpose of this study is to explore the implementation of the interactive media Wordwall as a strategy to enhance student engagement in Civics Education (PPKn) at the elementary level. Specifically, this research aims to examine: (1) how Wordwall is implemented to increase student participation in PPKn learning; (2) how Wordwall enhances students' visual activity in PPKn lessons; and (3) how Wordwall improves students' oral activity during PPKn instruction in elementary schools. The Wordwall game serves as an effective instructional strategy to boost learning engagement and activeness in Civics Education at the elementary school level.

## **METHOD**

This study employs a qualitative research type with a case study approach, which aims to describe a specific issue within a limited scope. The case study approach explores a problem in depth, whether at the individual or group level (Muri Yusuf, 2014).

The research was conducted at SD As-Sunniyyah Kencong Jember, located in Kencong Village, Jl. Patok Krajan 1, Kencong District, Jember Regency. The research subjects included 26 students from class 3B of SD As-Sunniyyah Kencong and their class teacher.

This study employed observation to monitor students' learning activities during the use of Wordwall media, which was conducted directly in Class 3B. Additionally, semi-structured interviews were carried out with the Class 3B teacher to gain deeper insight into the teacher's perspective on student engagement with the

media. Furthermore, documentation was collected, including photos, samples of students' work, and screenshots of the Wordwall media used in the learning process.

The data in this study were analyzed systematically through several stages: data collection, data reduction, data presentation, and data verification. Data reduction involved selecting and organizing raw data collected from observations, interviews, and documentation, followed by drawing conclusions based on the findings. Data presentation was carried out to help the researcher clearly interpret the use of Wordwall media as a strategy to enhance student engagement. Data verification was conducted to ensure the validity and reliability of the collected data.

To ensure the validity of the data, data triangulation was used. This involved cross-checking and comparing the results from observations, interviews, and documentation to confirm the consistency and accuracy of the findings.

## **RESULTS AND DISCUSSION**

### **Implementation of the Interactive Media Wordwall as a Strategy to Increase Student Engagement in Civics Education (PPKn)**

Wordwall offers various types of educational games, including quizzes, crossword puzzles, matching pairs, "spin the wheel" activities, and word arrangement games. One of its main advantages is its simple yet engaging interface, which transforms otherwise monotonous material into fun and challenging activities.

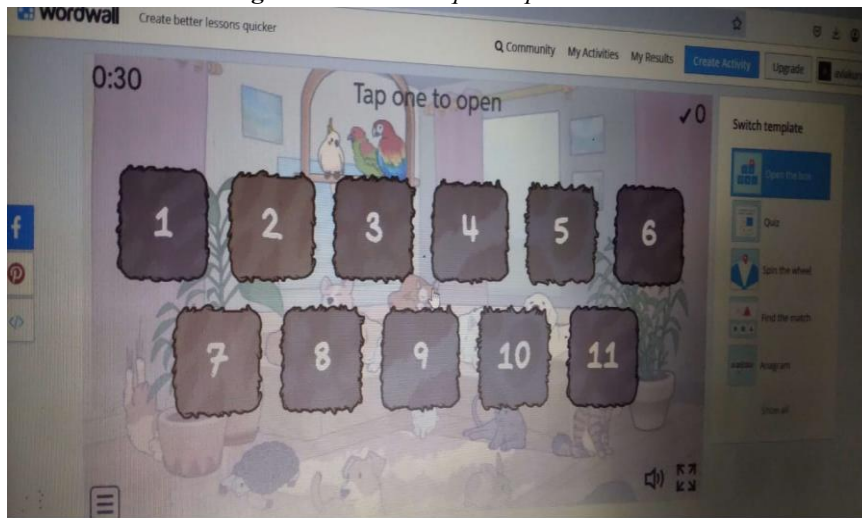
Planning Stage: Before using Wordwall in the Pancasila learning session for class 3B at SD As-Sunniyyah, the teacher began the lesson by presenting the topic "Getting to Know Pancasila" using simple methods. The teacher explained the meaning and symbols of Pancasila. However, during the delivery of the Pancasila content, several issues arose: students often lost focus and appeared passive in class. When the teacher asked questions about the material, only a few students responded. The teacher tried to clarify the meaning of each principle of Pancasila using small everyday examples, but still, only a few students were actively engaged in the learning process.

After introducing the five principles of Pancasila and their meanings, the teacher then introduced a new digital learning tool Wordwall, a highly interactive quiz-based learning medium that had not been used before in the class.

The teacher provided several steps before implementing the Wordwall media: The teacher displayed the Wordwall interface using a projector.

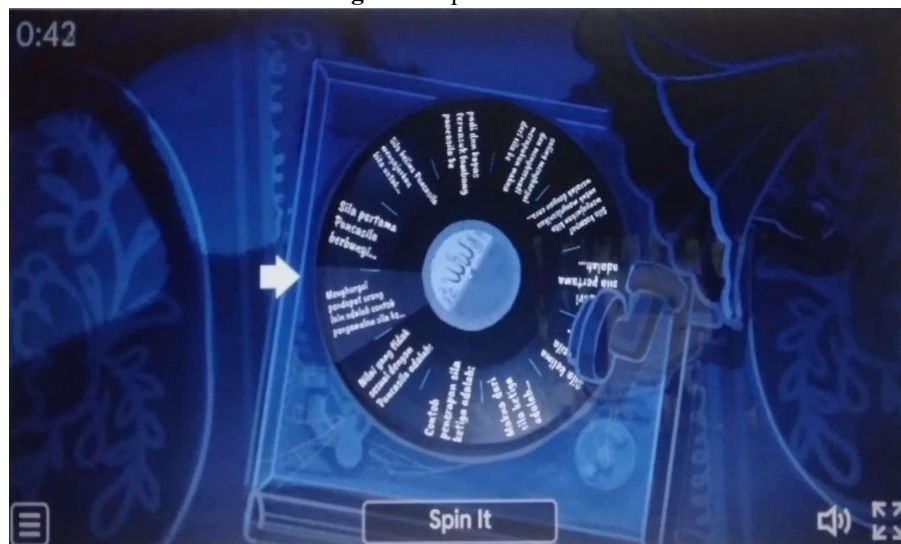
The teacher explained the types of games available in Wordwall, such as the "Open the Box" game, which contains various questions.

Figure 1. Wordwall quiz: Open the Box



The teacher also introduced the "Spin It" template, designed to enhance student participation through a game-show-like spinning wheel format.

Figure 2. Spin the Wheel Game



The teacher gave instructions on how to use the Wordwall media, emphasizing that a time limit would be applied for answering each question.

Before the game began, the teacher instructed students to raise their hands as soon as the quiz started. The first to raise their hand would be invited to come forward and answer. The students then began the game. The activity was carried out individually, with teacher guidance throughout the session. The game included a variety of questions related to Civics Education (PPKn) material.

Figure 3. Pancasila-related questions in the Wordwall quiz game



Wordwall is a digital interactive learning medium based on a website platform that is easy to use in classroom settings (Noor, Azizah, Arifin, & Puspita, 2023). It is a gamified platform offering a wide variety of game types that teachers can use to deliver educational content. Developed by Visual Education Ltd., a UK-based organization, Wordwall features an attractive and interactive interface. It can serve as an effective strategy for learning evaluation because it successfully captures students' attention.

In addition, the platform is accessible offline, and the scores from each game can be printed directly. Wordwall also allows users to share games across different applications and provides embed codes for integration with other digital platforms. With Wordwall.net, teachers are greatly supported in designing interactive games and creating worksheets for student learning activities (Minarta & Pamungkas, 2022).

Evaluation Stage After implementing Wordwall, there was a noticeable improvement in student engagement. Students who were previously passive began to show enthusiasm for the games. They responded more quickly to the teacher's instructions and even competed to answer questions correctly. This educational game created a fun and healthy competitive atmosphere in the classroom.

The use of Wordwall in the Civics Education learning process has significantly increased student participation. Based on interviews with the teacher, it can be concluded that Wordwall is highly effective in boosting student activeness during learning activities.

Based on the observations and interviews conducted in Class 3B with Ms. Okta, the class teacher, regarding the use of Wordwall media to enhance student engagement in Civics Education, it was found that the implementation of Wordwall significantly increased student participation in the learning process.

According to the observation results, the level of student engagement was noticeably higher with Wordwall compared to previously used learning media. Moreover, this was the first time Wordwall had been implemented in the classroom. Prior to this, students showed little enthusiasm or focus when studying Pancasila content.

From the interview conducted with Ms. Okta, the homeroom teacher of Class 3B at SD As-Sunniyyah Kencong, Jember, she confirmed that the use of Wordwall was quite successful in boosting students' activeness during Civics Education lessons. Students became more eager to ask and answer questions during sessions involving Wordwall activities.

### **Wordwall Interactive Media Enhances Visual Activity**

Wordwall can stimulate student enthusiasm and participation, especially in subjects that are typically perceived as dull or uninteresting (Ghozali & Irawan, 2024) The findings of this study showed that students were more interested in learning when the media used was visual and enjoyable.

One student mentioned that the games on Wordwall made learning "less boring" due to their game-like appearance. Another student added that they found it easier to understand the material because they could directly see examples and explanations presented on the screen.

This visual activity created a more engaging learning experience, where students were not merely passive recipients of information but actively interacted with the visual elements throughout each lesson. This demonstrates that Wordwall effectively supports visual learning styles and significantly boosts overall student engagement.

**Figure 4.** Student answering questions in the Wordwall quiz game.



The use of Wordwall media also enhanced interaction between the teacher and students. Teachers were able to provide immediate feedback, and students became more active in asking questions and engaging in discussions. This brought about a significant change in the learning process, making students more involved and active participants.

Wordwall is particularly well-suited for increasing student engagement because its interactive nature helps students feel more directly involved in their learning. Students demonstrated a heightened sense of curiosity, frequently exploring different games or asking deeper questions about the subject matter.

Wordwall also encouraged critical thinking, as students were required to understand and apply the values of Pancasila. Therefore, Wordwall can serve as a powerful alternative to promote student activeness and to make the learning process more enjoyable and interactive (Miftakhul, 2024).

#### Wordwall Media Enhances Oral Activity

The results of interviews and field observations revealed that student participation increased significantly, marked by high motivation and enthusiasm during interactive learning sessions. One of the most effective tools for capturing students' attention was Wordwall, especially through game features such as timed multiple-choice quizzes and matching pairs.

These types of games introduced elements of competition and challenge, encouraging students to participate actively and meaningfully. Students' active engagement was reflected in their eagerness to answer questions, collaborate with peers, and express joy upon successfully completing tasks during the game.

Furthermore, the use of Wordwall triggered spontaneous interactions, including peer discussions and collaborative dialogue, enhancing students' oral communication skills.

**Figure 5.** Students engaged in discussion during a Wordwall activity.



A student's statement that "learning becomes more enjoyable and less boring" serves as strong evidence that Wordwall successfully creates a more engaging, dynamic, and student-centered learning environment. This media also helps students maintain focus and enhances concept understanding through its visual and interactive approach, which supports critical, reflective, and exploratory thinking. Student engagement was clearly reflected through their activities such as answering questions, participating in discussions, and actively interacting with the content.

These findings align with the concept of Active Learning as introduced by (Monigir & Wakari, 2024), which posits that the learning process becomes more effective when students are actively involved in classroom activities. In this approach, learners are not passive recipients of information; instead, they are encouraged to think critically, interact meaningfully, and collaborate in understanding the material. Wordwall supports this through various quiz formats and games that create two-way interactions between students and the learning content.

Furthermore, the use of Wordwall also aligns with constructivist theory, as developed by Jean Piaget and Lev Vygotsky. Piaget emphasized that learning is an active process where learners construct their own knowledge through experience and exploration. Vygotsky, on the other hand, highlighted the importance of social interaction, especially within the Zone of Proximal Development (ZPD)—where support from peers or teachers helps accelerate students' cognitive growth. In this context, Wordwall provides opportunities for collaborative activities such as discussions and competitive games that reinforce social engagement in the learning process.

From a pedagogical perspective, using Wordwall as a teaching strategy strongly supports a student-centered learning approach, where learners are placed at the heart of the educational experience. The teacher functions as a facilitator who guides students to explore and understand the material independently and actively. Thus, Wordwall revitalizes classroom dynamics, making them more interactive, participatory, and aligned with the characteristics of today's digital-native learners.

Compared to the study by (Wijayanthi, 2025), which used Pop-Up Books as visual media, Wordwall offers a clear advantage in terms of digital interactivity. While Pop-Up Books are visually appealing, they are static and limit direct interaction between students and learning material. In contrast, Wordwall allows for real-time responses, which can trigger deeper emotional and cognitive engagement.

In the context of 21st-century education, the use of interactive digital tools like Wordwall is highly relevant and consistent with the Multimodal Learning Theory proposed by (Penididkan, 2024) This theory asserts that learning is most

effective when it engages multiple sensory channels—visual, auditory, and kinesthetic. Wordwall meets this criterion by integrating text, images, audio, and actions within a single interactive platform.

Moreover, the gamification approach utilized by Wordwall reflects principles from the Self-Determination Theory, which states that motivation increases when three basic psychological needs are met: competence, autonomy, and social relatedness. Wordwall supports these by offering challenges (competence), allowing students to choose and control their learning activities (autonomy), and creating opportunities for social interaction through competition and collaboration (relatedness).

According to Constructivist Theory (Piaget & Vygotsky), Wordwall as an interactive learning medium aligns well with the core idea that learning is an active process in which students construct their own knowledge through experience. Game formats such as timed multiple-choice questions and matching pairs allow students to interact directly with the material, engaging them in the learning process rather than positioning them as passive recipients. Comparative Analysis of Related Research Studies: (Hidayati, Eka, & Nikmah, 2023) Title: "The Use of Pop-Up Book Media to Increase Student Engagement in Class IIID at SD Supriyadi Semarang." This study employed Pop-Up Books as the learning media—visually appealing due to their form and color, yet static and lacking digital interactivity. The focus was on increasing student engagement through visual storytelling and material visualization. (Dwisa, Sholeh, & Maryono, 2022) Title: "The Use of Concrete Media to Enhance Student Engagement in Class V at SDN 078/I Teluk Ketapang."

This research utilized concrete, tangible objects that could be touched and directly manipulated by students—making them highly suitable for practice-based learning. The focus was on promoting hands-on interaction to support student activeness. Maghfiroh et al. (2018) Title: "The Use of Wordwall Media to Improve Mathematics Learning Outcomes in Class IV at MI Roudlotul Huda." Unlike the current study, which centers on student engagement, this research emphasized cognitive learning outcomes, particularly in Mathematics. The use of Wordwall focused more on academic achievement rather than the development of active learning behaviors.

## **CONCLUSION**

The implementation of Wordwall as an interactive media strategy to enhance student engagement in Civics Education (PPKn) at the elementary level has demonstrated significant long-term impacts in the field of education. The use of this platform not only increases students' active participation during the learning process but also fosters a positive attitude toward Civics subjects—particularly in

understanding national values and character education. In the long run, this can contribute to the development of a younger generation that is more aware of their responsibilities as citizens.

Moreover, the use of Wordwall has the potential to transform teaching patterns, encouraging teachers to adopt more creative and innovative approaches, while simultaneously promoting digital literacy among students from an early age.

The generalizability of these findings is relatively high, as Wordwall is an accessible and flexible platform that can be implemented in various elementary schools with diverse student backgrounds. Furthermore, this approach can be adapted for other subjects and even higher levels of education, making it a relevant and applicable instructional strategy on a broader scale.

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