

Application of Wordwall Media as an Interactive Quiz to Increase the Participation of Students in Class IVB SDN 2 Dukuhwaluh

Fitri Nurmahya¹, Listika Yusi Risnani²

^{1,2}Universitas Muhammadiyah Purwokerto

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ABSTRACT

Education is a process of developing knowledge, skills and attitudes that does not only emphasize the achievement of cognitive learning outcomes. Active participation of students is important in the learning process because it affects the effectiveness of learning. Learning activities in class IVB IPAS subject matter of cultural diversity and customs are often found to be less active in participating in learning so it is necessary to apply learning media that attracts the participation of students. The purpose of this study was to increase learner participation through wordwall in IPAS subject matter of cultural diversity and local wisdom. The subjects of this study were students of class IVB SD N 2 Dukuhwaluh which amounted to 19 students. This research is a class action research consisting of 3 cycles. The data were collected through observation and then the data were analyzed using descriptive techniques with presentations based on the reflection of each cycle. The results showed that the activeness of students increased from pre-cycle to cycle 2. The observation results in the pre-cycle obtained a presentation of 58%, cycle I 84%, cycle II 95%. This shows that the use of wordwall media can increase the activeness of students.

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Corresponding Author:

Fitri Nurmahya

Universitas Muhammadiyah Purwokerto

Jl. KH. Ahmad Dahlan, Dusun III, Dukuhwaluh, Kec. Kembaran, Kabupaten Banyumas, Jawa Tengah 53182

Email: fitrimahya21@gmail.com

1. INTRODUCTION

Education is a process of developing knowledge, skills, and attitudes that does not only emphasize cognitive learning outcomes. Active participation of students plays an important role in the learning process because it affects the effectiveness of learning. (Abdelia et al., 2023) Active learning can be demonstrated by the enthusiasm and participation of students in the learning process. Therefore, teachers must be able to create a learning environment where students can actively ask questions, contribute ideas, and seek information to solve problems. Such activity can help students to think critically, strengthen their understanding, and encourage creativity and modern innovations. (Miser et al, 2023).

In IPAS learning, it is often found that students are inactive in participating in learning. When teachers ask questions, most students do not respond because they do not understand the material being taught. The same thing happens when group discussions are taking place; students tend to be passive when other groups are presenting and there is no feedback. This situation affects student engagement during IPAS lessons. Additionally, student engagement is also influenced by the lack of creativity among teachers. Teachers tend to use lecture-based

methods and simple learning materials, making the learning process appear monotonous and uninteresting (Harsanti & Lathifah, 2023).

To create engaging learning experiences, educators must be able to implement learner-centered learning. Such learning can utilize various models and methods. The application of learning models is very important for the teaching and learning process for learners to make it easier and more interesting (As'ad et al., 2023). In addition to learning models, learning media also influence the learning process, one of which is the use of technology (Widianto, 2021). As educators, they must be able to keep up with technological developments and integrate technology into classroom learning to expand accessibility and effectiveness, making learning more engaging and enjoyable (Misliyanti et al., 2023).

Learning media is also very important to support student engagement. One interactive learning media that can be used is Wordwall (Akbar & Hadi, 2023). Wordwall is a website-based digital media that makes learning more interactive with many interesting games and quizzes for learning evaluation (Harsanti & Lathifah, 2023). Wordwall is highly suitable for teachers to utilize in creating learning experiences. Additionally, Wordwall can be easily accessed via devices with an internet connection (Hedia Rizki, 2023). One of the advantages of Wordwall is that the basic version is free, and there are numerous educational game templates available. Furthermore, students do not need to download an app to access Wordwall; they can directly access it using the link shared by the teacher. The use of Wordwall the basic version, and there are many educational game templates available. Furthermore, students do not need to download an app to access it; they can directly access it using the link shared by the teacher. The use of Wordwall allows students to compete in completing evaluations, thereby increasing their activity and tendency to participate in class (Misliyanti et al., 2023). Based on the problem statement, the research question is formulated as follows: The Application Of Wordwall Media As An Interactive Quiz To Enhance Student Participation.

2. RESEARCH METHODOLOGY

This study is a Classroom Action Research (CAR) conducted in Class IV B of SD N 2 Dukuhwaluh in th subject of IPAS, carried out from March 10 to 26, 2025.

The research subjects were 19 students in Class IV B of SD N 2 Dukuhwaluh, and the research object was the level of student activity. The data collection techniques used were teacher observation sheets and field notes. The research was conducted in three stages: pre-cycle, cycle I, and cycle II. Each cycle consists of planning, implementation, observation, and reflection. The procedures for each cycle are illustrated in Figure 1.

A. Pre-Cycle

The pre-cycle is conducted during one meeting or two lessons with the following activities:

1. Planning stage

The activities carried out in the planning stage are as follows:

- Creating learning tools for each meeting, including teaching modules and student worksheets
- Creating observation sheets and field notes for students
- Creating diagnostic assessments
- Creating a pre-cycle questionnaire for students to assess their level of participation

2. Implementation Phase

The activities conducted during the implementation phase are as follows:

- Following the learning sequence outlined in the teaching modules
- Teachers guiding students through the learning process

3. Observation Phase

Observation is conducted by mentor teachers and peers by filling out student observation sheets that have been prepared in accordance with the actual events that occurred during the learning activities:

- Student activity in learning

4. Reflection Stage

Observing observer sheets in the form of:

- Student activity observation sheets
- Notes not included in the observation sheets
- Notes related to activities and successes to be followed up in the next meeting.

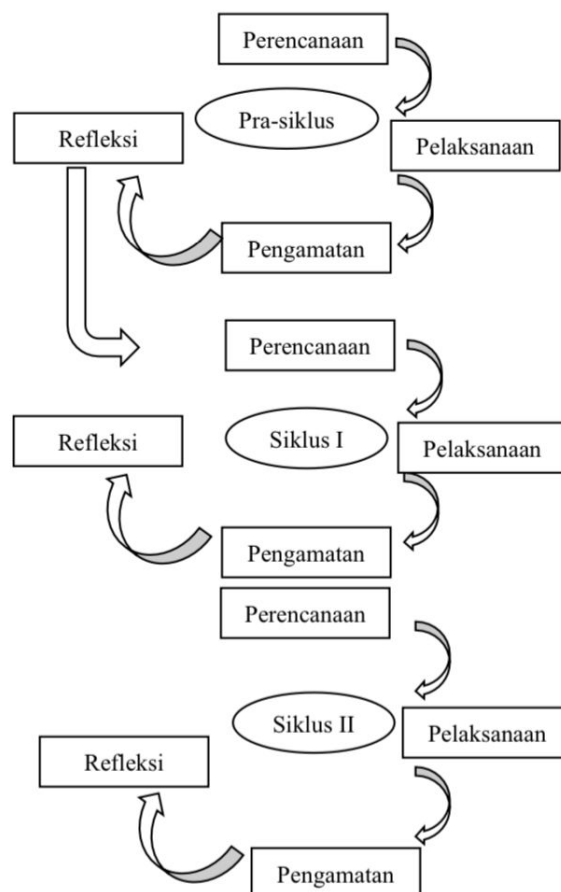


Figure 1. procedures for each cycle

B. Cycle I

Cycle I is conducted during 1 meeting or 2 lessons with the following details:

1. Planning Stage

The activities carried out in the planning stage are as follows:

- Creating learning tools for each meeting, including teaching modules and Student Worksheets
- Preparing differentiated learning media
- Creating observation sheets and field notes for students

2. Implementation Stage

The activities carried out during the implementation stage are as follows:

- Following the learning sequence outlined in the teaching modules
- Teachers guiding students through the learning process

3. Observation Stage

Observation is conducted by the supervising teacher and peers by filling out the student observation sheets that have been prepared in accordance with the actual events that occurred during the learning activities:

- Student activity in learning

4. Reflection Stage

Observing the observer sheets in the form of:

- Student activity observation sheets
- Notes not included in the observation sheets
- Notes related to activities and successes to be followed up in the next meeting.

C. Cycle II

Cycle II is conducted during one meeting or two class hours. The steps applied in Cycle II are almost the same as those in Cycle I, but improvements are made based on reflections from Cycle I. The following activities are carried out:

1. Formulating further actions based on the results of Cycle I reflections
2. Implementing Cycle II actions

3. Observing the observer sheet on student activity

4. Analyzing the results of Cycle II monitoring

The data analysis techniques used are quantitative and qualitative data analysis. Quantitative data is used to compare the percentage results from the pre-cycle, Cycle I, and Cycle II. Qualitative data is used to describe the results of student observations during the learning process. The assessment guidelines for the questionnaire sheet are outlined in Table 1.

Table 1. Questionnaire assessment guidelines (Miseri et al., 2023)

Alternatif jawaban	Skor untuk pernyataan
Selalu	4
Sering	3
Kadang-kadang	2
Tidak pernah	1

To calculate student activity observations, researchers used the following percentage formula:

$$\text{success rate} = \frac{\text{total score obtained}}{\text{maximum score}} \times 100 \%$$

$$\% \text{ Average indicator} = \frac{\text{total number \% of indicators}}{\text{number of indicators}} \times 100\%$$

Research achievement indicators for student activity in Table 2.

Table 2. Research achievement indicators for student activity (Ahdelia et al., 2023)

Capaian	Kriteria
75%-100%	Tinggi
51%-74%	Sedang
25%-50%	Rendah
0%-25%	Sangat rendah

3. RESULTS AND DISCUSSION

The results of the analysis of data on learning activity for fourth-grade students in class IV F at SD N 2 Dukuhwaluh through the application of Wordwall as an interactive quiz from the pre-cycle, cycle I, and cycle II can be presented and seen through observation data on student activity during learning, and student activity experienced increased with each meeting in each cycle. The data on student learning activity in the pre-cycle is shown in Table 3 with the results of the analysis conducted before the implementation of the learning activities.

Table 3. Recapitulation of the results of student activity observations in the pre-cycle

Indicator	% Indicator	Criteria
Listening to and answering the teacher's questions	64%	Sedang
Ask questions to teachers and other students if you do not understand something	58%	Sedang
Communicating opinions/ understanding of mastered concepts	57%	Sedang
Discuss in groups according to the teacher's instructions (Collaboration)	58%	Sedang
Responsibility for tasks	58%	Sedang
Respecting the contributions/ opinions of other students	58%	Sedang
Trying to find the necessary information	56%	Sedang
Pre-cycle Observation Average	58%	Sedang

From the results of pre-cycle observations, none of the indicators of student activity reached the target criteria because the percentage was still below 75% and the overall average of the aspects observed only reached 50% and was classified as low. In pre-cycle learning, teachers only applied lecture and question-and-answer

methods, so students were less interested and became inactive in learning. Therefore, reflection must be conducted to improve student activity in Cycle I. Table 4 shows the results of student activity observations in Cycle I.

From the observations in cycle I, the percentage of student activity indicators that have reached the target criteria for the overall average of the indicators observed has reached 84%. In cycle I, the teacher used Wordwall as a teaching aid and implemented student-centered learning. Based on the results of the observation analysis in Cycle I, there was an increase in the percentage. However, this increase does not immediately conclude the research. Table 5 shows the results of the observation of student activity in Cycle II.

Table 4. Summary of the results of the observation of student activity in Cycle I

Indicator	% Indicator	Criteria
Listening to and answering the teacher's questions	95%	Tinggi
Ask questions to teachers and other students if you do not understand something	74%	Tinggi
Communicating opinions/ understanding of mastered concepts	80%	Tinggi
Discuss in groups according to the teacher's instructions (Collaboration)	95%	Tinggi
Responsibility for tasks	83%	Tinggi
Respecting the contributions/ opinions of other students	84%	Tinggi
Trying to find the necessary information	80%	Tinggi
Pre-cycle Observation Average	84%	Tinggi

Table 5. Summary of the results of the observation of student activity in Cycle II

Indicator	% Indicator	Criteria
Listening to and answering the teacher's questions	96%	Tinggi
Ask questions to teachers and other students if you do not understand something	93%	Tinggi
Communicating opinions/ understanding of mastered concepts	96%	Tinggi
Discuss in groups according to the teacher's instructions (Collaboration)	95%	Tinggi
Responsibility for tasks	94%	Tinggi
Respecting the contributions/ opinions of other students	96%	Tinggi
Trying to find the necessary information	96%	Tinggi
Pre-cycle Observation Average	95%	Tinggi

Overall, the second cycle of learning went well because it was based on reflections from the first cycle and the pre-cycle, with the aim of improving the shortcomings of the first cycle so that the set objectives could be achieved. This was evidenced by the systematic implementation of learning and the students' ability to follow the teacher's instructions well. In Cycle II, group learning became more cohesive in discussions and in completing problem-based worksheets, resulting in increased student activity compared to Cycle I. This indicates that the actions taken can enhance student activity, thereby achieving the predetermined criteria. Each indicator that was lacking in cycle I improved in cycle II and reached the expected percentage of over 75% with a high or very active criterion, and the average indicator reached 95%. This shows that students are beginning to understand the application of Wordwall learning media to increase student activity. This aligns with Thorndike's learning theory, which states that learning is an association between stimulus and response (Fitriana, 2023).

In this study, the stimulus was interactive learning media in the form of games designed to encourage students to think critically. The Wordwall educational game not only creates interactive and active learning but also makes the learning process enjoyable for both students and teachers. This is supported by previous research showing that through the Wordwall educational game, student activity can be enhanced because its implementation resembles multi-game activities, making learning more interactive (Fitriana, 2023).

4. CONCLUSION

After analyzing the data from the classroom action research and discussion, it was concluded that the use of the Wordwall learning media implemented in class IV B of SD N 2 Dukuhwaluh was highly effective in increasing student activity with high criteria. This improvement can be seen from the seven established indicators, such as listening to and answering the teacher's questions, asking questions, expressing opinions, discussing, taking responsibility for tasks, respecting opinions, and striving to find the necessary information. This was further evidenced by the data analysis showing an increase in the average percentage of student learning activity, which was 84% in Cycle I and increased to 95% in Cycle II.

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