

## Implementation of Wordwall Interactive Media to Increase Enthusiasm and Participation of Grade IV Students of SDN Kaliputih in Jawa language Learning

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### ABSTRACT

*This study aims to describe the implementation of Wordwall interactive media to enhance the enthusiasm and participation of fourth-grade students at SDN Kaliputih in Javanese language learning. The research employed a qualitative approach with data collected through observation, interviews, and documentation. The subjects of the study were fourth-grade students who participated in Javanese language lessons using Wordwall as a learning tool. The data were analyzed descriptively to observe changes in student interest and engagement before and after the media was applied. The findings revealed that the use of Wordwall significantly improved students' enthusiasm and active participation in Javanese language learning. Students became more enthusiastic, responsive, and involved in the learning process. The engaging visuals and interactivity provided by Wordwall made the learning experience more enjoyable and less monotonous, thereby increasing the effectiveness of the teaching and learning process. This study highlights that digital interactive media like Wordwall can serve as an innovative learning strategy to support the preservation of local languages at the elementary school level.*

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## 1. INTRODUCTION

Education serves as the foundation in shaping a superior and high-quality future generation. In the era of globalization and the industrial revolution 4.0, challenges in education have become increasingly complex, requiring innovations in curriculum, teaching methods, and learning media. Learning today is not only focused on mastering content but also on developing 21st-century skills such as critical thinking, communication, collaboration, and creativity. Therefore, an interactive, enjoyable, and relevant learning process is essential to increase students' interest and participation in learning. (Suyanto & Asep, 2013).

Students with high learning interest are generally more actively engaged in class. They demonstrate enthusiasm to understand the material and take part in the learning process. This enthusiasm is strongly influenced by the teaching methods and media used by teachers. (Alawiyah & Gumala, 2025). However, in practice, many elementary school learning activities are still conducted conventionally, using monotonous lectures and

worksheets, which causes boredom and lowers student engagement. This issue also appears in Javanese language learning, particularly at SDN Kaliputih.

Based on initial observations, Javanese lessons in grade IV are still dominated by traditional methods without the support of engaging media. As a result, students show low interest and participation, and learning outcomes remain less than optimal. Javanese, as a local content subject that plays a vital role in preserving culture and local wisdom, is often perceived as boring due to an abstract and rigid instructional approach lacking in interactivity. (Utami, 2020; Sujarwadi et al., 2024). Along with the advancement of information technology, various digital learning media have emerged to make learning more engaging.

One of these media is Wordwall, an interactive platform offering a variety of game-based educational templates such as quizzes, spinners, crosswords, and matching games. Wordwall enables teachers to present learning materials through enjoyable activities, allowing students to learn while playing, yet still focus on achieving learning objectives. (Fauzi & Pratama, 2021). Wordwall functions not only as an assessment tool but also as a learning medium that fosters students' intrinsic motivation. Through interactive and competitive formats, students feel more challenged and enthusiastic about participating in class.

This tool brings variety to classroom activities, creating a more dynamic atmosphere and encouraging active student engagement. (Deci & Ryan, 1985). Previous studies have shown that interactive media like Wordwall significantly enhance student involvement and learning outcomes, especially in subjects that tend to be perceived as uninteresting when taught conventionally. In the context of Javanese language learning, the use of Wordwall is expected to reduce students' boredom and reignite their interest in learning about regional language and culture. (Rahayu et al., 2022).

Nevertheless, the application of digital media such as Wordwall still faces several challenges, particularly in schools located in rural or semi-rural areas. Common obstacles include limited access to technology, unstable internet connections, and teachers' limited digital literacy. These are also challenges faced by SDN Kaliputih, which, although located in a semi-rural area, has begun efforts to integrate technology into the learning process. (Sari & Yuliani, 2020). Considering this situation, grade IV teachers at SDN Kaliputih have begun using Wordwall interactive media in Javanese language lessons as an alternative teaching approach that is more attractive and relevant. It is expected that the use of this media will increase students' enthusiasm and participation in the learning process and create a more engaging and enjoyable learning environment.

To explore in greater depth how Wordwall can be implemented in Javanese language learning at the elementary school level, this study employs a qualitative approach. This approach is chosen as it allows for a comprehensive understanding of the processes, responses, and challenges encountered during implementation. According to Sugiyono (2019), qualitative research enables researchers to understand reality holistically, uncover the meaning behind actions and social interactions, and document the authentic experiences of teachers and students within a natural context.

Through this research, it is hoped that a better understanding will be gained regarding the effectiveness of Wordwall in improving the enthusiasm and participation of grade IV students in Javanese language learning. The findings are expected to serve as a reference for teachers in designing innovative learning strategies suited to today's learners, while also supporting the preservation of local culture through adaptive and creative education.

## **2. RESEARCH METHODOLOGY**

### **2.1 Research Approach and Type**

This study uses a qualitative approach with a descriptive qualitative research design. This approach was chosen because it enables an in-depth description of the learning process, student responses, and changes that occur during the implementation of the Wordwall interactive media in Javanese language learning. Qualitative research aims to understand phenomena contextually and holistically based on real conditions in the field (Sugiyono, 2019).

### **2.2 Research Subjects and Location**

The subjects of this research are Grade IV students and the Javanese language teacher at SDN Kaliputih, located in a semi-rural area. Grade IV was selected based on initial observations which showed low enthusiasm and participation in Javanese language learning. This research was conducted directly in the school environment to ensure that data collected reflect the authentic learning context.

### 2.3 Data Collection Techniques

To obtain comprehensive data, the researcher employed several data collection techniques, as follows:

a. **Observation**

Direct classroom observations were conducted to monitor the learning process, student activities, the use of Wordwall media, and teacher-student interactions. This aimed to identify changes in student enthusiasm and participation before and after using the media.

b. **Interviews**

Semi-structured interviews were carried out with the Grade IV teacher and selected students to explore their experiences, opinions, and responses regarding the use of Wordwall in Javanese language learning. This technique allowed for focused yet flexible data gathering.

c. **Documentation**

Documentation included photographs of learning activities, observation notes, and screenshots of the Wordwall media used during the learning process. This data served as supporting evidence for the field findings.

### 2.4 Data Analysis Techniques

The collected data were analyzed using the Miles and Huberman model of qualitative data analysis (1994), which consists of the following three stages:

a. **Data Reduction** Selecting, simplifying, and organizing raw data from observations, interviews, and documentation to focus on information relevant to the research objectives.

b. **Data Display** Presenting the data in descriptive narratives, tables, or matrices to make the patterns and findings more understandable.

c. **Conclusion Drawing and Verification** Drawing conclusions based on emerging patterns, tendencies, or meanings, followed by verification through triangulation to ensure the accuracy and validity of the data.

### 2.5 Data Validity

To ensure the validity of the data, the researcher used source and technique triangulation, by comparing findings obtained through observation, interviews, and documentation. In addition, member checks were conducted by asking teachers and students to confirm the accuracy of interview results or field interpretations to ensure they aligned with actual experiences.

## 3. RESULTS AND DISCUSSIONS

### 3.1 Overview of the Implementation

The implementation of Wordwall in Javanese language learning at SDN Kaliputih was carried out over several learning sessions in Grade IV. The teacher designed Wordwall-based activities such as multiple-choice quizzes, matching pairs, and “spin the wheel” games, which were integrated into thematic Javanese lessons. These interactive activities replaced the usual monotonous worksheets and teacher-centered methods.

Before the implementation, students tended to be passive, less enthusiastic, and easily bored during Javanese lessons. After introducing Wordwall, however, a visible increase in student participation and enthusiasm was observed. Students appeared more active, eager to answer, and engaged in healthy competition when playing the games, showing greater interest in the subject matter.

### 3.2 Increased Student Enthusiasm

The use of Wordwall succeeded in creating a fun and engaging classroom atmosphere. The interactive and game-based format provided novelty in the learning process, which helped to attract students’ attention. Students who were previously quiet began to respond actively, raise their hands, and look forward to the next game round. This change aligns with Deci & Ryan’s (1985) theory that intrinsic motivation can be enhanced through elements of challenge, choice, and recognition.

Students also expressed that they preferred learning with games compared to conventional lectures. They felt that the lessons were more enjoyable, and they were more confident to participate without fear of being wrong. These findings are in line with Rahayu et al. (2022), who stated that the use of digital media in classrooms can significantly increase students’ motivation and engagement, especially in subjects perceived as difficult or less appealing.

### 3.3 Improved Participation in Learning

Student participation during the learning process also increased. From initial observations, only a small number of students were actively involved in answering questions or engaging in discussions. After implementing Wordwall, participation levels improved notably. Most students joined the game-based activities, tried to answer questions, and showed excitement about being on the leaderboard. The competition aspect of Wordwall helped

boost their engagement. Students became more attentive, as they needed to stay focused to answer correctly and quickly.

This form of learning also promoted collaborative spirit when students helped each other understand the material during group-based games. This observation supports the view of Suyanto & Asep (2013), who emphasized that 21st-century learning should prioritize student involvement through interactive media and methods. Active learning environments encourage deeper comprehension and better retention of information.

### 3.4 Teacher and Student Responses

Interviews with the Grade IV teacher revealed that the use of Wordwall made teaching more dynamic and enjoyable. The teacher found it easier to capture students' attention and measure their understanding through instant feedback provided by the platform. However, the teacher also noted that it required preparation and internet access, which can be a limitation in some schools. Students generally responded positively. They stated that learning with games was more exciting and helped them better remember vocabulary and cultural elements of the Javanese language. Some even mentioned that they would like to use Wordwall in other subjects as well.

### 3.5 Challenges Faced

Despite the success, several challenges were encountered. Some technical issues, such as unstable internet connections and limited availability of devices, occasionally hindered the smooth running of the learning sessions. In some instances, students had to take turns using the available equipment. Furthermore, not all students were equally tech-savvy, so initial guidance was needed. Another obstacle was the teacher's need to invest additional time in preparing and designing appropriate game content. However, with practice, the process became more manageable and rewarding as it improved student learning outcomes.

## 4. CONCLUSIONS

The implementation of Wordwall as an interactive learning medium has proven effective in increasing the enthusiasm and participation of Grade IV students at SDN Kaliputih in Javanese language learning. It provided a fresh and engaging approach to teaching a subject often perceived as traditional and uninteresting. Despite facing some technical challenges, the overall impact on student motivation and classroom dynamics was significantly positive. The findings support the broader recommendation for integrating digital interactive media into elementary education to foster more active, meaningful, and enjoyable learning experiences.

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