

ANALYSIS OF THE USE OF WORDWALL EDUCATIONAL GAMES ON STUDENTS' LEARNING INTERESTS

Sri Ramadhani*¹, Nikmatul Khoiriyah Daulay², Melyani Sari Sitepu³, Aisyah Ramadhani⁴

*^{1, 2, 3, 4}Universitas Muhammadiyah Sumatera Utara, Indonesia

*¹e-mail: sriramadhani@umsu.ac.id

Abstract: This research aims to find out whether there is an influence of the wordwall educational game on students' interest in learning. Interest in learning is something that needs to be built in students. In fact, not all students have a high interest in learning. The research method used is a qualitative method and the type of study used is literature study research. Where researchers collected articles related to the wordwall application that were published between 2022-2024. Based on the research results, the author concluded that there was an increase in students' interest in learning by using the wordwall educational game. So it can be assessed that the wordwall educational game is very appropriate to use to increase students' interest in learning.

Keywords: Wordwall educational game, wordwall, students' learning interests.

Introduction

Education in the Constitution Number 20 of 2003 concerning the National Education System Chapter 1 Paragraph 1 explains that education is a conscious and deliberate effort to create an atmosphere and learning process so that students can actively develop their abilities. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society (Rahman et al., 2022). Education is an important thing that everyone must have in order to improve the knowledge, skills and culture of a community group and is passed on from one generation to another through education, training and research (Sadewo, 2021). Education is a tool for the advancement of human resources (Tussa et al., 2024). The importance of education is one of the uses for humans in developing their talents and intelligence so as to produce proud achievements (Putri, 2018).

The development of information technology has brought many very rapid changes to educational progress in recent years, such as in the fields of science, technology and engineering. With the current development of the digital era and information technology, the use of learning media has become very important as an effort to increase activities in the classroom. By using technology in the learning process, it can help students easily understand various more complex concepts effectively. By utilizing learning media appropriately, such as learning videos, interactive simulations, or other online learning applications, students can be actively involved in the learning process and develop a deeper understanding (Lai'Mandi et al., 2023).

The use of learning media can improve the teaching and learning process to be more effective and efficient in a safe atmosphere because it can increase students' understanding more quickly (Aini & Asror, 2022). Therefore, combining learning media with technology is something that an educator must master in the current era of industrial revolution 4.0 (Tanama et al., 2023). Using technology in the learning process can make the learning atmosphere more

lively because students not only receive information conveyed by the teacher, but also from interactive media that can build knowledge (Aprillia et al., 2023). The development of information technology has brought extensive changes to the progress of the world of education in recent years, namely science, technology and science.

The main purpose of learning technology is to solve problems in learning or continue learning activities. Learning technology as software (software technology) in the form of synthetic methods for solving learning problems is increasingly sophisticated (Warsita, 2013). Learning technology grows and develops from educational practices and audio-visual communication actions. Advances in information technology have resulted in the world of education becoming more advanced and adapting to globalization (Nadlrah Naimi, Azizah, Dilla Gresika Bintri, 2024). A teacher must be able to adapt to various developments, be able to master and have knowledge about technology. In the world of education, teachers are required to have the ability to organize and manage learning (Masitah et al., 2024).

The existence of the industrial revolution 4.0 and education 4.0 requires learning methods that are creative, adaptive, flexible and innovative (Dian Novianti Sitompul, Melyani Sari Sitepu, 2024). One of the results of advances in technology is the large number of educational games that can be used by every teacher in the learning process. Educational games are games that can support the teaching and learning process in a more fun and creative way, and are also used to provide teaching or provide additional knowledge to the user through concrete media (Yudha, 2018). Wordwall is a platform that provides interactive games that can be used in various subjects at the elementary school level (Herta et al., 2023). Wordwall is an application that can be used as a learning medium, learning resource or online-based assessment tool that is interesting for students (Sari & Yarza, 2021).

It is hoped that current technological developments will foster student interest. Interest is an aspect of the human soul or spirit that can encourage humans to do something to help us achieve our goals. Boredom in learning can be caused by using smartphones to access social media but it is not related to learning, disrupting concentration and influencing students' interest in learning (Marhaeni et al., 2020). The learning interests of students are different from one another (Flora Siagian, 2015). Interest is a tendency and high enthusiasm or great interest in something (Syah, 2001). If a student has a great interest in something then of course he will do anything.

Technological advances have provided many innovations, especially in the field of education. Therefore, the author is interested in researching in depth the use of wordwall educational games on students' learning interest. The expected goal of this research is to find out how the use of wordwall educational games affects students' learning interest.

Literature Review

a. Wordwall Educational Game

Wordwall is an application that is equipped with reciprocal components or features that can create two-way or multi-way relationships (Permana & Kasrman, 2022). Wordwall is an application that can be used as a learning medium by teachers, a learning resource or as an online-based evaluation which is of course interesting for students (Sari & Yarza, 2021). Based on the opinion of (Lubis & Nuriadin, 2022) wordwall is an application that can contain study material such as quizzes, questions or learning evaluations. From these opinions, it can be concluded that wordwall is a multi-directional application that can be used as a medium, source or online evaluation tool.

The wordwall game has a positive impact on learning, namely that students feel more interested in participating in learning (Khofifah Indra Sukma & Trisni Handayani, 2022). According to (Aprilia et al., 2024) wordwall provides two positive impacts for the first

participants, increasing motivation in learning in class, this motivation can make it easier for teachers to carry out the learning process and achieve learning goals. Second, it can improve students' critical thinking skills.

b. The Nature of Learning Interest

Interest is the key to everything. Be it a hobby, study or work. This can happen because if a person's interest grows, of course they will be very persistent in doing something for a long time, concentrate more, have an easy time remembering and will not easily get bored with the things they do.

Interest in Learning consists of two words, namely interest and learning. Based on the opinion of (Sirait, 2016) interest is the soul's tendency towards something which consists of feeling happy, paying attention, being serious about motives and goals in achieving something. Interest is a feeling of liking and attachment to something or an activity without any instructions. The basic interest is the acceptance of a connection between oneself and something outside oneself. The stronger or closer the relationship, the greater the relationship, the greater the interest (Suharyat, 2009). Interest is a person's feeling of liking or interest in something that is in front of him without any coercion towards him (Warsito, 2019). From this description it can be concluded that interest is a feeling of liking, pleasure and serious commitment to something without any coercion from other parties.

Learning is not just reading, listening, writing, doing assignments and tests, but there are changes in behavior as a result of the learning process activities, in the learning process there is interaction with the environment and the changes that occur are permanent (Setiawati, 2018). Learning is a process carried out consciously by individuals with the aim of experiencing a change from not knowing to knowing, from not having an attitude to behaving correctly, from not being skilled at doing something to being skilled at doing something (Ni Nyoman Parwati, I Putu Pasek Suryawan, 2018). Meanwhile, based on the opinion of (Charli et al., 2019) learning can be interpreted as a process that produces permanent and comprehensive changes as a result of individual responses to certain situations. These changes are not only related to increasing knowledge, but also the realization of skills, abilities, attitudes, behavior, thought patterns, personality and so on. From these opinions, it can be concluded that learning is an activity carried out by individuals consciously by interacting with the environment which results in permanent changes in behavior.

From the description of the experts' opinions above, it can be concluded that interest in learning is an individual's feeling of liking or enjoyment towards the learning process activities by interacting with the environment which results in permanent changes in behavior without any coercion. In line with the opinion of (PRIHATINI, 2020) interest in learning is a person's tendency to feel happy without being forced, thereby providing changes in knowledge, skills and behavior. Interest in learning based on opinion (Handayani, 2016) is the tendency of an individual to have feelings of pleasure, the urge to carry out activities regarding learning activities carried out through practice or experience. Therefore, students' interest in learning is an activity carried out with full awareness, carried out happily and with the desire to get maximum learning results.

Method

This research uses qualitative methods and the type of study used is literature study research. Literature study is a search and research of the literature by reading from various references such as books, journals and other publications related to a particular research topic, with the aim of producing an article relating to a particular topic or problem and issue (Marzali, 2017). This literature review was carried out with the awareness that knowledge will develop

with the times. The purpose of this literature is for the benefit of the research project itself. This literature review can broaden the author's insight into the research topic being carried out. Theoretical references obtained through literature study research are used as the main foundation for research in the field.

Result and Discussion

The results of the analysis that have been found are shown in table 1. The author examines articles related to the wordwall application to increase students' interest in learning mathematics. The articles that have been reviewed are contained in table 1. Research Results related to the Use of the Wordwall Application to Increase Students' Interest in Learning.

Table 1. Research Results related to the Use of the Wordwall Application to Increase Students' Interest in Learning

No.	Source	Author, Year	Jounal Name	Research Result
1.	Google Scoolar	(Shofiya Launin et al., 2022)	JUPEIS: Jurnal Pendidikan dan Ilmu Sosial	The influence of the wordwall online game media was found in increasing the learning interest of class IV students at SDN 1 Sukorame.
2.	Google Schooler	(Ruhsoh Triyani, 2023)	Intellectual Mathematics Education (IME)	The use of wordwall media can increase students' interest in learning which can be seen from the total percentage of 94% of students who like the use of wordwall media and can be categorized as very good.
3.	Google Schoolar	(Imanulhaq & Prutowo, 2022)	Jurnal Pedagogos: Jurnal Pendidikan STKIP Bima	It was found that changes in attitudes occurred in students after learning was carried out using the wordwall application, namely that students were actively involved in learning, students had the willingness to ask questions if they had difficulty answering questions and also submitted assignments on time.
4.	Google Schoolar	(Hilmi Fadhillah Akbar, 2023)	Community Development Journal	Learning using wordwall media in experimental classes has a high influence on students' learning interest. With an influence of 58.9%.
5.	Google Schoolar	(Setyorini et al., 2024)	Jurnal Sinetik	Learning media using wordwall has been proven to increase students' interest in learning which can be seen from the results of the questionnaire, 98% of students really like it.

Based on 5 articles from research that has been previously carried out, there are results achieved in accordance with the research objectives that have been formulated. The results of this research have been summarized in the table above. The bibliographic source used by the author in searching for articles is Google Scholar. Overall, the articles obtained have the same

aim, namely to determine the influence of the wordwall educational game on students' interest in learning.

Based on the 5 articles that the author has found, the author states that the wordwall educational game has a great influence on students' interest in learning and can increase students' interest in learning, so that the learning process is not too monotonous and boring. By using educational games, learning is created in a more interesting way, students are also more active in learning and it is easier for students to understand the material presented by the teacher. After using the wordwall educational game, the results can increase student activity, interest and even student motivation in learning increases.

Conclusion

Based on the results and discussion of the literature review of the 5 articles found, it can be concluded that the use of wordwall educational games is very appropriate for increasing students' interest in learning and creating a pleasant learning atmosphere. From the 5 articles that the author has reviewed, there is evidence that there is a response from students to the use of educational wordwall games. After using the Wordwall educational game, students' interest increased as evidenced by students becoming more enthusiastic in participating in learning.

Bibliography

- Aini, N., & Asror, M. (2022). Implementasi Penguatan Pendidikan Karakter Di Masa Pembelajaran Jarak Jauh (Pjj) Pada Jenjang Sd/Mi. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 8(1), 16–24. <https://doi.org/10.26740/jrpd.v8n1.p16-24>
- Aprilia, D. P., Tryanasari, D., & Kartikasari, A. (2024). Efektivitas Penggunaan Media Game Edukasi Word Wall Terhadap Hasil Belajar IPAS Di SDN Karangtengah 4 Ngawi. *Prosiding Konferensi Ilmiah Dasar*, 5, 265–271.
- Aprillia, M., Rahmawati Subagio, P., Pembayun, S., & Nur Aeni, A. (2023). Penggunaan Video Animasi Powtoon Untuk Menteladani SHATAFAT (sidiq, amanah, tabligh, fathonah) Bagi Peserta didik SD. *Jurnal Pendidikan Dan Teknologi Indonesia*, 3(4), 141–149. <https://doi.org/10.52436/1.jpti.282>
- Charli, L., Ariani, T., & Asmara, L. (2019). Hubungan Minat Belajar terhadap Prestasi Belajar Fisika. *Science and Physics Education Journal (SPEJ)*, 2(2), 52–60. <https://doi.org/10.31539/spej.v2i2.727>
- Dian Novianti Sitompul, Melyani Sari Sitepu, A. (2024). The Effectiveness of Using Playclock Media on Students' Critical Thinking Skills. *Journal of Psychology and Instruction*, 8(3), 134–140. <https://doi.org/10.15294/physcomm.v6i1.35726>
- Flora Siagian, R. E. (2015). Pengaruh Minat dan Kebiasaan Belajar Siswa terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 2(2), 122–131. <https://doi.org/10.30998/formatif.v2i2.93>
- Handayani, S. (2016). Pengaruh Perhatian Orangtua dan Minat Belajar Matematika Terhadap Prestasi Belajar Matematika Siswa. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(2), 141–148. <https://doi.org/10.30998/formatif.v6i2.948>
- Herta, N., Nopus, B. C., Sanggarwati, R., & Setiawan, T. Y. (2023). Pemanfaatan Aplikasi Game Wordwall dalam Pembelajaran untuk Menumbuhkan Minat Belajar Siswa Sekolah Dasar. *Jurnal Seminat Nasional Paedagoria*, 3, 527–532. <https://journal.ummat.ac.id/index.php/fkip/article/view/16858/pdf>
- Hilmi Fadhillah Akbar, M. S. H. (2023). Pengaruh Penggunaan Media Pembelajaran Wordwall Terhadap Minat Dan Hasil Belajar Siswa. *Community Development Journa*, 4(2), 1653–1660.

- Imanulhaq, R., & Pratowo, A. (2022). Edugame Wordwall : Inovasi Pembelajaran Matematika di Madrasah Ibtidaiyah. *Jurnal Pedagogos : Jurnal Pendidikan STKIP Bima*, 4(1), 33–41.
- Khofifah Indra Sukma, & Trisni Handayani. (2022). Pengaruh Penggunaan Media Interaktif Berbasis Wordwall Quiz Terhadap Hasil Belajar Ipa Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(4), 1020–1028. <https://doi.org/10.31949/jcp.v8i4.2767>
- Lai'Mandi, W., Kurniawati, I. Y., Ilyas, M., & Sarniaty, S. (2023). Analisis Penggunaan Media Pembelajaran Wordwall Pada Pembelajaran IPA. *Prosiding Seminar Nasional PPG Universitas Mulawarman*, 4, 34–41.
- Lubis, A. P., & Nuriadin, I. (2022). Efektivitas Aplikasi Wordwall untuk Meningkatkan Hasil Belajar Siswa dalam Pembelajaran Matematika Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6884–6892. <https://doi.org/10.31004/basicedu.v6i4.3400>
- Marhaeni, L. P., Adnyana, P. B., & Widiyanti, N. L. P. M. (2020). Hubungan Penggunaan Smartphone dengan Konsentrasi dan Minat Belajar Biologi Siswa SMA. *Jurnal Pendidikan Biologi Undiksha*, 7(3), 137–147.
- Marzali, A.-. (2017). Etnosia. *ETNOSIA : Jurnal Etnografi Indonesia*, 1(2), 27.
- Masitah, W., Sitepu, M. S., Hidayati, M., Kaharu, S. N., & Kunci, K. (2024). *Ice Breaking Technique in Learning on the Learning Motivation*. 8(2), 83–90.
- Nadlrah Naimi, Azizah, Dilla Gresika Bintri, H. (2024). *Application of the Independent Curriculum in Character Building Pancasila Student Profile*. 8(2), 46–56.
- Ni Nyoman Parwati, I Putu Pasek Suryawan, R. A. A. (2018). Belajar dan Pembelajaran. In *PT RajaGrafindo Persada*.
- Permana, S. P., & Kasriman, K. (2022). Pengaruh Media Pembelajaran Wordwall terhadap Motivasi Belajar IPS Kelas IV. *Jurnal Basicedu*, 6(5), 7831–7839. <https://doi.org/10.31004/basicedu.v6i5.3616>
- Prihatini, E. (2020). Pengaruh Metode Pembelajaran Dan Gaya Belajar Terhadap Hasil Belajar Ipa. *Instruksional*, 1(2), 152. <https://doi.org/10.24853/instruksional.1.2.152-158>
- Putri, D. P. (2018). Pendidikan Karakter Pada Anak Sekolah Dasar di Era Digital [Character Education in Primary School Children in the Digital Age]. *Ar-Riayah : Jurnal Pendidikan Dasar*, 2(1), 41.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ruhsah Triyani. (2023). Penggunaan Game Interaktif Berbasis Wordwall sebagai Media Pembelajaran Matematika pada Siswa SMP. *Intellectual Mathematics Education (IME)*, 1(1), 40–49. <https://doi.org/10.59108/ime.v1i1.24>
- Sadewo, D. S. (2021). Hubungan Perhatian Orang Tua terhadap Motivasi Belajar Anak dalam Mengerjakan Perkerjaan Rumah. *Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 1(2), 59–66.
- Sari, P. M., & Yarza, H. N. (2021). *Pelatihan_Penggunaan_Aplikasi_Quizizz_Da*. 4(April), 195–199.
- Setiawati, S. M. (2018). TELAHAH TEORITIS: APA ITU BELAJAR? *Jurnal Bimbingan Dan Konseling FKIP UNIPA*, 35(1), 31–46.
- Setyorini, D., Suneki, S., Prayitno, M., & Prasetiawati, C. (2024). Meningkatkan Minat Belajar Dengan Menggunakan Media Wordwall Kelas 4 Di Sekolah Dasar. *Jurnal Sinektik*, 6(1), 25–31. <https://doi.org/10.33061/js.v6i1.8885>
- Shofiya Launin, Wahyu Nugroho, & Angga Setiawan. (2022). Pengaruh Media Game Online Wordwall Untuk Meningkatkan Minat Belajar Siswa Kelas IV. *JUPEIS : Jurnal Pendidikan Dan Ilmu Sosial*, 1(3), 216–223.

<https://doi.org/10.55784/jupeis.vol1.iss3.176>

- Sirait, E. D. (2016). Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1), 35–43. <https://doi.org/10.30998/formatif.v6i1.750>
- Suharyat, Y. (2009). Hubungan Antara Sikap, Minat Dan Perilaku Manusia. *Jurnal Region*, 1(3), 1–19.
- Syah, M. (2001). *Psikologi Pendidikan Dengan Pendekatan Baru*.
- Tanama, J., Degeng, I. N. S., & Sitompul, N. C. (2023). Pengembangan E-Modul Sejarah Indonesia dengan Aplikasi Canva untuk Meningkatkan Semangat Belajar Siswa Kelas XI SMA. *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran*, 8(1), 71. <https://doi.org/10.33394/jtp.v8i1.5648>
- Tussa, H., Yana, I. N., Satria, S., Pendit, D., & Kunci, K. (2024). *Implementing Experimental Learning Methods on Student Learning Motivation*. 8(2), 75–82.
- Warsita, B. (2013). Perkembangan Definisi Dan Kawasan Teknologi Pembelajaran Serta Perannya Dalam Pemecahan Masalah Pembelajaran. *Jurnal Kwangsan*, 1(2), 72. <https://doi.org/10.31800/jurnalkwangsan.v1i2.6>
- Warsito, W. (2019). Peningkatan Minat Belajar Matematika Kelas Iv Melalui Alat Peraga Layang-Layang. *Jurnal Sinektik*, 2(2), 242. <https://doi.org/10.33061/js.v2i2.3346>
- Yudha, C. B. (2018). Penerapan Game Edukasi Berbasis Android dan Gambar Bagi Siswa Sekolah Dasar. *Jurnal Tunas Bangsa*, 5(2), 207–220.