



The Effectiveness of Using Wordwall Media on Student Learning Interest IPAS at Madrasah Ibtidaiyah

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Abstract: *IPAS learning at MI Siti Mariam Banjarmasin faces challenges due to students' low interest and limited engagement during lessons. This study aims to evaluate the effectiveness of Wordwall, a gamified instructional medium, in enhancing students' learning interest compared to Educaplay. A quantitative approach was employed using a pretest-posttest control group design with 30 purposively selected students from a population of 46. Data were collected through questionnaires and analyzed using a paired sample t-test via SPSS version 26. Results revealed that the experimental group using Wordwall achieved a "Very High" level of interest (average score 53.36), while the control group using Educaplay reached a "Moderate" level (average score 41.00). A significance value of $0.000 < 0.05$ confirmed that Wordwall significantly increases students' interest in learning.*

Keywords: *Learning Interest, Wordwall Media, IPAS*

Abstrak: *Pembelajaran IPAS di MI Siti Mariam Banjarmasin menghadapi tantangan rendahnya minat belajar siswa akibat kurangnya keterlibatan dalam proses pembelajaran. Penelitian ini bertujuan untuk mengukur efektivitas media Wordwall dalam meningkatkan minat belajar siswa dibandingkan dengan media Educaplay. Menggunakan pendekatan kuantitatif dengan desain pretest-posttest control group, sampel terdiri dari 30 siswa yang dipilih secara purposive dari total 46 siswa. Data dikumpulkan melalui angket, wawancara, dan dokumentasi, serta dianalisis menggunakan uji paired sample t-test melalui SPSS 26. Hasil menunjukkan bahwa minat belajar siswa di kelas yang menggunakan Wordwall berada pada kategori "Sangat Tinggi" (rata-rata 53,36), sementara kelas dengan Educaplay berada pada kategori "Sedang" (rata-rata 41,00). Nilai signifikansi $0,000 < 0,05$ menunjukkan bahwa penggunaan Wordwall secara signifikan lebih efektif dalam meningkatkan minat belajar siswa.*

Kata Kunci: *Minat Belajar, Media Wordwall, IPAS*

Introduction

The learning process should stimulate students' interest in participating actively. Various strategies can be implemented to attract students' motivation to learn (Oktaviana et al., 2022). A teaching approach solely relying on lecture methods tends

to make students feel lethargic, bored, and sleepy during lessons (Firdaus, 2019; Rozi, 2020). This issue is evident from students' behaviors, such as showing little interest in the material presented by the teacher, engaging in conversations with classmates, playing during class time, or even falling asleep. Although student boredom is a common phenomenon, it can generally be alleviated by selecting appropriate and engaging learning media (Hu, 2020; Logenthini Mariappan, 2024; Susi Susanti et al., 2022; Thwin & Lwin, 2018). Understanding this is essential for teachers to instill enthusiasm in students throughout the learning process (Arifah et al., 2025; Sitompul, 2022).

Based on an interview with Mrs. Yuliani, a teacher at MI Siti Mariam, it was revealed that many students in class struggle to remain focused on the instructional content. Many students are often seen joking around with seatmates or engaging in unrelated activities during lessons, indicating a lack of interest in the learning process. Integrating instructional media is crucial to refocusing student attention during lessons. Teachers can recapture and enhance students' learning interests by utilizing interactive learning media in the classroom.

This low level of learning interest can be attributed to several factors. One such factor is the use of conventional and monotonous teaching methods. Teachers frequently depend on lectures and textbook reading without actively involving students in the learning experience. Furthermore, limited interactive and engaging media use also hinders student involvement. In the context of Natural and Social Sciences (IPAS), which demands a comprehensive and applicable understanding of concepts, there is a need for approaches that can spark curiosity and motivate learning.

Several challenges have been identified in the IPAS learning process at the school, including the lack of student interest in the teacher's explanations and the minimal student engagement during instruction. These issues stem from using basic visual aids such as textbook illustrations and board drawings, the primary instructional media. The school has yet to implement the use of Wordwall in IPAS instruction. The adoption of Wordwall is expected to assist both students and teachers in facilitating more engaging IPAS learning activities.

Wordwall is an online-based educational software that functions as a gamified instructional medium. It offers a variety of templates designed to enhance student interest, particularly for Grade V students at MI Siti Mariam studying the topic of food chains. This platform can be accessed easily through wordwall.net and presents visually appealing and varied games. Students can participate individually or collaboratively in these activities (Firdaus, 2019). Wordwall and Educaplay are digital learning media developed to foster interactive and enjoyable learning environments (Nursarofah et al., 2024; Ramadhani et al., 2024). Wordwall allows teachers to create educational games like quizzes, word matching, anagrams, and spin wheels. In the context of IPAS learning, teachers can utilize Wordwall to design interactive quizzes on topics like the environment, weather changes, or human interaction with nature. These games may be played in groups or individually using projectors or students' devices, typically integrated into the main learning session for about 20–30 minutes.

In contrast, Educaplay offers features similar to Wordwall's but focuses more on various media types, such as crossword puzzles, word searches, and text-based quizzes. Educaplay also includes reporting features that allow teachers to track student performance, making it suitable for formative evaluation. Educaplay is often used as independent assignments or reinforcement activities after material delivery. Students can access the platform using laptops or mobile devices and complete tasks individually (Rahmayanti et al., 2024; Soledispa Baque et al., 2023). In terms of

features, Wordwall excels in its dynamic visual and animated game formats, while Educaplay provides more varied assessment formats and integrated performance reporting. Therefore, a comparative analysis of these two tools is relevant for investigating improvements in students' interest in learning IPAS at the elementary level.

Based on this context, the researcher is interested in examining how much Wordwall influences students' learning interests. Wordwall is deemed appropriate for implementation as it offers a learn-through-play concept, which encourages students to think creatively, actively, and critically throughout the learning process. Consequently, this study is titled "The Effectiveness of Wordwall Media on Students' Learning Interest in Natural and Social Sciences (IPAS) in Grade V at MI Siti Mariam Banjarmasin." Moreover, most previous studies, such as those conducted by [Launin et al., \(2022\)](#) and [Nisa & Susanto, \(2022\)](#), have primarily focused on cognitive outcomes or academic achievement, with limited attention given to affective aspects like learning interest. Additionally, there is a scarcity of studies that compare the effectiveness of specific interactive media, such as Wordwall and Educaplay, in enhancing students' learning interest in IPAS.

Method

This type of research is experimental research. This research is included in field research, namely the type of research where researchers interact directly with the field. This research uses a quantitative approach. Therefore, the data collected, in numbers or numerals, is analyzed statistically to show the relationship between variables ([Sugiono, 2019](#)). This study used a Pretest-Posttest Control Group Design research design. The pretest determines students' initial ability, and the post-test determines the final ability. There are two groups in this study, namely the control class and the experimental class. Before being given treatment, what must be done to determine the group that will be used as the experimental class and the class that will be used as the control class.

The experimental class will be treated with Wordwall learning media, while the control class will be given a different treatment with education media. The population in this study amounted to 46 students, and class V at MI Siti Mariam banjarmasin amounted to 3 classes. The sampling technique in this study used purposive sampling. Purposive sampling is a sampling technique used to collect data from various sources according to the needs and considerations of the researcher. The sample in this study is divided into 2, namely class VA, totaling 14 students, as an experimental class that will receive treatment with Wordwall media, and class VB, totaling 16 students, as a control class given treatment with educaplay media. Data collection techniques used were questionnaires, observation interviews, and documentation technical data analysis using normality and homogeneity tests for hypothesis testing using paired sample t-tests.

Result and Discussion

Result

Learning using Educaplay media in the control class is considered less effective in increasing students' interest in learning because the questionnaire results show that students are less interested in learning. The questionnaire results of student interest in learning in the control class that was given treatment with Educaplay media received an average score of 41.00. The results of student interest in learning in the control class are classified in the "Fair" category. Because Educaplay media has the

concept of playing while learning, but Educaplay media has features that are not diverse and only in the form of images that students have often seen, students' enthusiasm is less, and their focus is less. This has an impact on students' ability to understand what is delivered.

The research results and data analysis showed that students in the experimental class using food chain learning media received an average score of 53.36. The questionnaire results of student interest in learning are in the "Very High" category. Based on the student learning interest questionnaire results in the IPAS subject of the food chain theme, learning with Wordwall shows better learning interest than Educaplay media.

Table 1 Normality Test of Student Learning Interest Questionnaire

<i>Shapiro-Wilk</i>			
Inquiry	Statistic	df	Sig.
<i>Pretest</i> Eksperimen	0,193	14	0,166
<i>Posttest</i> Eksperimen	0,148	14	0,200
<i>Pretest</i> Kontrol	0,172	16	0,200
<i>Posttest</i> Kontrol	0,112	16	0,200

Suppose the data has a normal distribution, followed by the Sig value. > 0.05 and vice versa. Based on this table, the questionnaire data in this study is Sig. $0.166 > 0.05$, which means the data has a normal distribution.

Table 2. Homogeneity Test of Student Learning Interest Questionnaire

Based on Mean			
<i>Levene's Statistic</i>	df1	df2	Sig.
3,574	1	28	0,069

Based on these thick results, the value of Sig. Based on the mean using the Levene Statistic test, it is 0.069 (> 0.05), so it can be concluded that the questionnaire data in this study is homogeneous.

Table 3. Paired T- Test of Student Learning Interest

t	df	Sig. (2-tailed)
-9,062	13	0,000

Based on this table, it can be seen that the Sig. (2-tailed) is 0.000, which means it is smaller (< 0.05), so H_a is accepted, and H_0 is rejected, meaning that there is a significant difference in the use of Wordwall media between the Experimental class and the Control Class on the Learning Interest of Grade V Students of MI Siti Mariam Banjarmasin.

The analysis results using the paired sample t-test indicate a significant difference between the experimental group (which utilized Wordwall and Educaplay media) and the control group (which relied on conventional methods). This difference is reflected in a p-value less than 0.05, signifying that the use of digital media has a measurable impact on enhancing students' learning interests. Specifically, the improvement is evident not only in the affective aspect—namely learning interest—but also in increased student participation in discussions, enthusiasm in completing

assignments, and the ability to comprehend IPAS material. This demonstrates that interactive media stimulate curiosity and contribute to students' conceptual understanding.

The increase in learning interest can positively influence overall academic achievement in terms of long-term effects. Students with higher interest tend to be more engaged in independent learning, more motivated to explore learning materials deeply, and better prepared for assessments. Hence, interactive instructional media such as Wordwall and Educaplay have a short-term impact and help cultivate positive study habits among students. Based on student learning interest questionnaires, students in the experimental class showed greater engagement and enthusiasm when learning with Wordwall, as it provided them with a novel learning experience through games they had never encountered before. The findings suggest that using Wordwall media in IPAS instruction positively influences students' learning interests. With the aid of this media, accompanied by explicit instructional content, students can better understand the subject matter.

Discussion

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Furthermore, using Wordwall media in IPAS lessons can enhance the overall instructional process facilitated by teachers. Teachers are increasingly expected to motivate students to actively engage in group activities, where students share equal responsibility and roles in understanding the concepts being taught. Therefore, it is recommended that teachers integrate Wordwall into their teaching practices, given its wide array of features that offer enjoyable learning experiences, ultimately boosting students' interest in classroom learning (Launin et al., 2022). Enjoyable and meaningful learning is more likely to leave a lasting impression on students.

This aligns with Jarvis's interpretation of Piaget's theory, which states that the concrete operational stage begins between the ages of 7 and 12 (Nungki, 2021). At this stage, children begin to apply logical reasoning. Incorporating Wordwall into the learning process allows students to more easily understand the material presented by their teachers (Nisa & Susanto, 2022). This, in turn, influences students' interest

in learning and determines whether they become engaged and comprehend the lesson.

Apart from that, the implications of wordwall media in IPAS learning can also add to the learning process carried out by the teacher because, in the learning process, the teacher is given the demand to motivate students to be active in group activities. After all, students have the same responsibility and role to understand the concept of learning material presented. Therefore, it is recommended that teachers use Wordwall learning media because the many learning tools that provide a sense of fun can increase students' interest in learning in class (Launin et al., 2022). Learning that becomes a fun and memorable experience for students will remain embedded in their memories.

In line with Jarvis' opinion, the concrete operational stage in Piaget's theory begins at 7-12 years (Nungki, 2021). At this stage, children can use their logic. Wordwall media in the learning process will make it easier for students to understand the material their teacher has explained (Nisa & Susanto, 2022). This will influence students' interest in learning, determining whether they are interested and understand the lesson or vice versa.

Conclusion

This study investigates the effectiveness of Wordwall media in enhancing the learning interest of Grade V IPAS students at MI Siti Mariam Banjarmasin. Before the intervention, students' learning interest averaged 41.00, categorized as "Moderate." After using Wordwall, it increased to 53.36, categorized as "Very High." A post-test t-test yielded a significance value of $0.000 < 0.05$, indicating a statistically significant difference and confirming that Wordwall is more effective than Educaplay in increasing students' interest. However, the study is limited by a small sample size (14 in the experimental and 16 in the control groups), a short intervention period, and uncontrolled external factors such as students' backgrounds and digital competencies. Future research should involve larger and more diverse samples, assess additional variables like learning motivation and outcomes, and explore the effectiveness of Wordwall in collaborative or project-based learning contexts.

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