

**ANALYSIS OF THE USE OF WORDWALL DIGITAL MEDIA IN
INCREASING STUDENTS' INTEREST AND MOTIVATION
TO LEARN IN ELEMENTARY SCHOOL GRADE
V FOOD CHAIN MATERIALS**

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Abstract

This research analyzes the use of the Wordwall digital media platform to increase students' interest and motivation in learning the Food Chain topic in the fifth grade of elementary school. Stemming from the need for innovative learning media in the digital era, the study aims to: (1) describe the implementation process of Wordwall media in learning, (2) analyze its effect on students' learning interest and motivation, and (3) identify supporting and inhibiting factors in its utilization. The research employs a qualitative approach with a case study method at SD Negeri Ujong Tunong. Data were collected through in-depth interviews with the principal, the fifth-grade teacher, and 15 supporting student respondents, supplemented by participatory observation and documentation studies. Source triangulation and member checks were used to ensure data validity. Data analysis was conducted systematically using NVivo 15 software through the stages of open coding, axial coding, and selective coding. The results indicate that: (1) The implementation of Wordwall for the Food Chain material was carried out selectively and consistently, functioning effectively as a tool for concept reinforcement and enjoyable formative assessment. (2) The application of Wordwall successfully and significantly increased students' learning interest and motivation, characterized by heightened enthusiasm, focus, active participation, and the emergence of a repeat desire. Its game-based learning aspect triggered intrinsic motivation and reduced student anxiety. (3) Key supporting factors included ease of creation, user-friendliness, flexibility, and its ability to accommodate diverse learning styles. Inhibiting factors consisted of limited features in the free account, difficulty in supporting complex concepts, dependence on internet infrastructure, and limited device availability. In conclusion, Wordwall digital media has proven to be an effective tool for increasing student engagement and motivation in learning science, specifically the Food Chain topic. Its success heavily depends on thorough planning, appropriate material selection, and adequate infrastructure support. This study recommends more integrated use of Wordwall in learning design and the development of teacher competence in utilizing digital platforms to create more meaningful learning experiences.

Keywords: Digital Media, Wordwall, Learning Interest, Learning Motivation, Food Chain



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INTRODUCTION

Education is a key element in the progress of the nation to produce superior human resources. Based on the Indonesian Law on National Education System No. 20 of 2003, national education aims to build individuals who have faith, noble character, creativity, and independence through improving quality teaching and learning processes. In the context of elementary schools, learning Natural Sciences (IPA), especially food chain materials, plays an important role in fostering understanding of natural phenomena. Syarif's research shows that the use of digital media in science learning can increase students' interest in learning by up to 40%, indicating the significance of technology in stimulating students' learning motivation.¹ One potential digital platform is Wordwall, which offers interactive activities such as quizzes and games tailored to students' needs.

A study by Arifah and Rochmawati revealed that Wordwall can increase student interest by 40%, which has a positive impact on academic achievement.² However, facts in the field show that there is low interest in science materials, where only 35% of students have a high interest due to teaching methods that tend to be monotonous and less interactive. The main problem in the implementation of this media also lies in the digital competence of educators.

Teachers with good technological skills tend to be more successful, but many educators still lack adequate training.³ At SDN Ujong Tunong, it was found that the use of Wordwall is still limited to basic features without in-depth interactive activities due to the lack of understanding of teachers in maximizing the platform. This causes the learning experience to be less than optimal and has not been able to fully increase student active involvement. In addition to technical constraints, there are problems with students' intrinsic motivation. Some students feel unmotivated if they do not see the relationship between digital activities and daily life.⁴

Another problem is the limitation of constructive feedback on Wordwall, which is generally automated and not personalized. This risks making students feel less cared for, and the motivation to improve understanding of food chain materials is hampered.⁵ Therefore, it is

¹ Muhammad Ilham Syarif, "Disrupsi Pendidikan IPA Sekolah Dasar Dalam Menyikapi Merdeka Belajar Dan Kampus Merdeka Menuju New Normal Pasca COVID-19," *Jurnal Basicedu* 4, no. 4 (2020), <https://doi.org/10.31004/basicedu.v4i4.487>.

² Difak Ro'isatul Arifah and Rochmawati Rochmawati, "Efektivitas Penggunaan Media Pembelajaran Interaktif Wordwall Terhadap Minat Dan Hasil Belajar Siswa Pada Mata Pelajaran Akuntansi Dasar," *Jurnal Ilmiah Profesi Pendidikan* 11, no. 1 (2026):, <https://doi.org/10.29303/jipp.v11i1.4735>.

³ Primanita Sholihah Rosmana et al., "Efektivitas Penggunaan Media Pembelajaran Digital Pada Hasil Belajar Siswa Kelas 5 SDN 6 Nagrikaler," *Jurnal Sinektik* 7, no. 1 (2024), <https://doi.org/10.33061/js.v7i1.8205>.

⁴ Rosmana et al., "Efektivitas Penggunaan Media Pembelajaran Digital Pada Hasil Belajar Siswa Kelas 5 SDN 6 Nagrikaler."

⁵ Yesasri Yesasri et al., "Pengaruh Pembelajaran Berbasis Digital terhadap Motivasi Belajar Siswa Kelas VIII pada Mata Pelajaran IPS di SMP Negeri 4 Kota Solok," *Jurnal Pendidikan Tambusai* 8, no. 2 (2024), <https://jptam.org/index.php/jptam/article/view/19258>.

necessary to design activities that are more contextual and personal. Despite the obstacles, the use of Wordwall still provides great opportunities through a game-based learning approach that can increase student engagement by up to 40%.⁶

This technology supports flexible independent learning, which according to Setiawan et al. can increase the desire to learn by up to 35%. In addition, parental support in monitoring children's digital activities has also been proven to increase learning motivation by 25%, so collaboration between teachers, students, and parents is crucial in creating a positive learning ecosystem.⁷ In 2025, although the use of Wordwall at SDN Ujong Tunong will be popular, its implementation is still constrained by internet infrastructure and the need for feature adaptation. There is a gap between the availability of technology and classroom practices that are able to combine visual, game, and evaluation aspects at the same time. This research is here to fill this gap by testing the effectiveness of Wordwall specifically in food chain materials. Through empirical data, this research is expected to be a strategic solution for educators to turn abstract materials into concrete experiences to achieve optimal learning outcomes at the elementary school level. This research focuses on analyzing the use of Wordwall digital media to overcome the low interest and motivation of grade V students in food chain materials. The identification of problems shows that there are gaps due to the use of conventional methods that are less interactive, limited access to technology in the classroom, and lack of knowledge of teachers in operating digital platforms.

Based on these problems, the problem formulation is directed to describe the process of implementing Wordwall in SD Negeri Ujong Tunong, analyzing changes in students' interest and learning motivation after the application of media, and identifying internal and external factors that are supporters and inhibitors during the learning process. The main objective of this study includes an in-depth description of the stages of using Wordwall, starting from the preparation phase to implementation in the classroom. The researcher seeks to comprehensively measure the level of interest and motivation of students and to see more positive changes in learning behavior after digital media intervention. In addition, this study aims to identify various supporting factors and technical obstacles in the use of interactive media in science subjects. This is crucial to ensure that technological integration is able to improve the quality of understanding of ecosystem concepts in a sustainable and effective manner for elementary school students.

⁶ Rosmana et al., "Efektivitas Penggunaan Media Pembelajaran Digital Pada Hasil Belajar Siswa Kelas 5 SDN 6 Nagrikaler."

⁷ Shofi Eka Kumalasari et al., "Peran Orang Tua Dalam Meningkatkan Motivasi Belajar Siswa Di Sekolah Dasar," *Indonesian Research Journal on Education* 4, no. 3 (2024), <https://doi.org/10.31004/irje.v4i3.784>.

Theoretically, the results of this study are expected to make a scientific contribution to the development of digital-based learning theories and become an academic reference for creative learning methods. Practically, this research is useful for teachers as a reference for fun teaching methods, as well as for students to increase active participation and understanding of the material. For the school, the results of this study provide strategic recommendations in building an innovative technology-based learning ecosystem. In addition, for future researchers, this study can be the initial data to explore more deeply the influence of digital media on students' affective elements in the context of basic education. Operationally, Wordwall is defined as an interactive web-based platform that allows teachers to create learning activities such as quizzes and matching games to optimize the educational process in the digital era. Learning interest and motivation are understood as the relationship between students' enthusiasm and internal and external motivation to achieve academic goals.⁸ The focus of the material in this study is the class V food chain, which includes the relationship between living things through the roles of producers, consumers, and decomposers. The integration of these components is designed to transform abstract material into concrete experiences capable of triggering the desire for independent learning and significantly increasing student focus.

Digital learning media in language can be defined as an intermediary tool created using digital technology used to deliver lessons to students by educators.⁹ Digital learning media enhances students' skills, enhances their understanding of the world, and helps them solve problems.¹⁰ Learning media is defined as anything that can be used to convey information or messages during the learning process to achieve a predetermined goal, such as physical devices such as computers and tablets, as well as software such as educational applications that support learning.¹¹

The advantage of using animation media in learning is that they are easily accepted by different groups of people and can leave memories for a long time. Using animation media in learning activities can also improve the learning process and outcomes.¹² Wordwall is a great medium for elementary education because it makes lessons fun and interactive. Wordwall offers

⁸ Ricardo Ricardo and Rini Intansari Meilani, "Impak Minat dan Motivasi Belajar Terhadap Hasil Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (2017), <https://doi.org/10.17509/jpm.v2i2.8108>.

⁹ H. Sutrisno and T. Mulyani, *Inovasi Media Pembelajaran Digital* (Pustaka Cendekia Nusantara, 2024).

¹⁰ Nayla Putri Salsabilla and Elfia Sukma, "Pemanfaatan Media Pembelajaran Digital untuk Meningkatkan Keterampilan Menyimak Siswa Sekolah Dasar," *Jurnal Media Akademik (JMA)* 4, no. 6 (2026), <https://doi.org/10.62281/42n8ar56>.

¹¹ Ramli Abdullah, "Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran," *Lantanida Journal* 4, no. 1 (2017), <https://doi.org/10.22373/lj.v4i1.1866>.

¹² Anita Trisiana, "Penguatan Pembelajaran Pendidikan Kewarganegaraan Melalui Digitalisasi Media Pembelajaran," *Jurnal Pendidikan Kewarganegaraan* 10, no. 2 (2020), <https://doi.org/10.20527/kewarganegaraan.v10i2.9304>.

different types of educational games, such as quizzes, crossword puzzles, quick matches, and sequence games, which can be adapted to the material being taught. Wordwall is defined as a digital medium that displays a collection of words or information arranged in an interactive visual format to help students learn.¹³

Previous studies have shown that interactive learning tools can increase students' motivation to learn and their academic achievement.¹⁴ The advantage of using wordwall in the classroom is that students can easily follow lessons, from elementary to high level, and they can increase their creativity by playing with their friends. However, wordwalls can only be seen visually, so a lot of time is wasted when learning using the medium.¹⁵ Wahyuni's study found that compared to conventional lecture methods, Wordwall-based media increased students' attention time by up to fifteen minutes.¹⁶

Wordwall allows teachers to create activities for different types of intelligence. Wordwall has the ability to meet diverse educational needs and increase student learning activity by up to 90%.¹⁷ This is in line with Black & Williams' theory of assessment for learning, which emphasizes the importance of getting immediate feedback to improve the learning process. Students at SDN Ujong Tunong who used Wordwall and got immediate feedback got a higher average score of 13 points compared to students who used conventional written evaluation.

RESEARCH METHODS

This research uses a qualitative approach with a descriptive method. This research involves key informants and supporters to obtain comprehensive data at SD Negeri Ujong Tunong. The main informants consist of Nurlina Wati, S.Pd.I as the Principal who acts as an interview informant, and Mariana, S.Pd as a Grade 5 teacher who acts as an interview informant as well as an observation actor. In addition, there are 15 class students who act as respondents to the test on the use of Wordwall digital media as well as the object of research observation.

¹³ Sutrisno and Mulyani, *Inovasi Media Pembelajaran Digital*.

¹⁴ Septy Anggrainy, "Penggunaan Media Wordwall Dalam Pembelajaran Interaktif Pada Mahasiswa UIN Raden Intan Lampung," *At-Tarbiyah: Jurnal Penelitian dan Pendidikan Agama Islam* 1, no. 2 (2024).

¹⁵ Mahwar Alfian Nisa and Ratnawati Susanto, "Pengaruh Penggunaan Game Edukasi Berbasis Wordwall Dalam Pembelajaran Matematika Terhadap Motivasi Belajar," *JPGI (Jurnal Penelitian Guru Indonesia)* 7, no. 1 (2022), <https://doi.org/10.29210/022035jpgi0005>.

¹⁶ Sri Wahyuni, "Pengaruh Media Pembelajaran Wordwall Terhadap Minat Belajar Peserta Didik Pada Pembelajaran Pai Dan Budi Pekerti Kelas V Sd Negeri 11 Pontianak Timur" (Skripsi, IAIN PONTIANAK, 2025), <https://digilib.iainptk.ac.id/xmlui/handle/123456789/6013>.

¹⁷ Y. Lestari and M. A. Ramadhan, *Media Interaktif Pendidikan SD* (Literasi Edu Nusantara, 2024).

All informants were selected to provide an in-depth overview of the effectiveness of media in increasing interest and motivation to learn in food chain materials. Data were collected through in-depth interviews, participatory observations, and documented studies were systematically processed to illustrate the implementation of Wordwall digital media on food chain materials. To ensure the accuracy and credibility of the findings, the researcher validated the data through source triangulation techniques and member check. Data was analyzed using NVivo 15 software through the stages of open coding, axial coding, and selective coding to produce structured data categories. Digital learning media in language can be defined as an intermediary tool made using digital technology used to deliver lessons to students by educators.¹⁸

RESULTS AND DISCUSSION

The use of Wordwall has been done several times and has been used repeatedly and has started routinely on certain topics. Not only for food chains, but also for other science materials. Still in the habituation and exploration phase by teachers. Repeated use aims to familiarize students and improve teacher competence. Used in science materials that are considered suitable for the Wordwall format. Very effective for materials that require an understanding of sequence and relationships (such as food chains). Considered effective as a reinforcement medium for zmbconcepts. Functions in Learning to help visualize and concretize abstract material.

Content Development Strategies are used to design tiered and more creative activities. By combining digital activities with non-digital tasks (such as poster projects). In addition, it encourages the integration of Wordwall with other learning methods (discussions, observations). Feature Utilization Strategy is used to maximize existing features (e.g., homework) to expand the learning reach. By positioning Wordwall as a catalyst (trigger) for more in-depth learning activities. For example, the 'match up' feature is considered to be very suitable for the characteristics of the material.

Simplifying the process of checking students' understanding quickly and formatively. Emphasizing the importance of alignment with learning objectives (goal-oriented). Making the learning flow more dynamic and interactive. Helping to visualize and concretize abstract material. The findings of the second research result include the following: a. Behavior Change in the Classroom Students show an increase in focus, enthusiasm, and active participation in learning. Student responses are very enthusiastic and mostly positive. Increase student focus, enthusiasm, and active participation. b. Class Dynamics Through this learning, it can encourage the spirit of healthy competition and group collaboration. Students show a desire to use the media again (repeat desire). Create a lively and fun learning atmosphere. c. Psychological Impact Reduce fear

¹⁸ Sutrisno and Mulyani, *Inovasi Media Pembelajaran Digital*.

of failure. Help involve students who are usually less active. d. Linkage with Technology Gives pride to students for using digital media. Students' responses are very positive and enthusiastic towards technology. Compatibility with the student's digital world (contemporary) and the nuances of games (games). Students get a different learning experience and trigger curiosity. This learning can increase intrinsic motivation through the nuances of games (game-based learning).

The implementation of Wordwall digital media in food chain learning in grade V of SD Negeri Ujong Tunong is carried out in a structured manner through strategic planning and the use of interactive features as an effective evaluation tool. The use of this technology significantly increases the enthusiasm and dynamics of student groups, creating a more lively and positive learning atmosphere. Despite obstacles in the form of infrastructure limitations and the need for technical adaptation, Wordwall's advantages in terms of accessibility and visual variety have been proven to be able to increase students' interest and motivation to learn science material as a whole.

The results of interviews with grade V teachers showed that the use of Wordwall digital media had a positive impact on students' interest in learning food chain materials. The teacher said that before using Wordwall, some students looked less enthusiastic and tended to be passive during learning. However, after Wordwall media was applied, students became more interested, actively answered questions, and showed high curiosity. The attractive display and interactive game form make students feel more fun learning

Furthermore, the results of interviews with several students revealed that they felt more enthusiastic about learning when using Wordwall. Students stated that learning no longer felt boring because they could learn while playing. They also felt challenged to get the highest score in each game given. This encouraged students to focus more, pay attention to the material, and try to understand the concept of the food chain better.

In addition, the teacher also explained that the use of Wordwall was able to significantly increase students' motivation to learn. Students became more confident in answering questions because they were presented in the form of light and fun quizzes. Teachers assessed that this media helped create a more lively, collaborative, and communicative classroom atmosphere. The interaction between teachers and students became more intensive during the learning process.

Based on the results of the interview, it can be concluded that Wordwall digital media plays an important role in increasing students' interest and motivation to learn food chain materials. This media not only helps students understand the material more easily, but also fosters a positive attitude towards learning. Thus, the use of Wordwall can be used as an alternative innovative learning media in elementary schools to support the achievement of learning goals optimally.

Discussion

Based on the results of the interviews, the use of Wordwall digital media in grade V of SD Negeri Ujong Tunong has been carried out repeatedly and consistently about 5-6 times in the past year, including for food chain materials, showing the systematic efforts of teachers in familiarizing students and improving their competence. The implementation stage is still in the phase of habituation and selective exploration, where teachers use it on science materials that are suitable for interactive formats, such as food chains that require an understanding of the sequence and relationship of concepts.¹⁹ Specifically, Wordwall has proven to be effective as a concept reinforcement tool, as features such as 'match up' are able to visualize abstract concepts of the food chain into concrete, thereby increasing students' understanding and active involvement.²⁰

Forward development strategies are focused on designing more creative and tiered content, as well as utilizing features such as "assign homework" to expand learning outside the classroom, while still integrating it with non-digital methods such as discussions and poster projects to create holistic learning. In addition, Wordwall also functions strongly as a formative evaluation tool that provides direct feedback, making it easier for teachers to check students' understanding quickly and pleasantly, while reducing students' anxiety about assessment.²¹ Thus, this consistent and planned implementation of Wordwall has created a foundation for the more optimal increase of students' interest, motivation, and conceptual understanding.

The application of Wordwall digital media to food chain materials has significantly increased the interest and motivation of students in class V, which is reflected in changes in behavior in the classroom to become more enthusiastic, focused, and participatory.^{22,23} The dynamics of the classroom turned positive with the spirit of healthy competition and collaboration in group discussions, which even gave rise to the desire of students to repeat the learning experience.²⁴ Psychologically, Wordwall creates a safe learning environment by reducing the fear

¹⁹ Siti Sabrina Maharani et al., "Penerapan Model Pembelajaran Video Based Learning (VBL) Pada Materi Rantai Makanan Untuk Meningkatkan Hasil Belajar Siswa Kelas 4 Di SDN1 Sukamaju," *LOGIC: Jurnal Ilmu Komputer dan Pendidikan* 3, no. 3 (2025); Febrizka Alya Rahma et al., "Problematisasi Pemanfaatan Media Pembelajaran Berbasis Digital," *Jurnal Basicedu* 7, no. 1 (2023), <https://doi.org/10.31004/basicedu.v7i1.4653>.

²⁰ Lestari and Ramadhan, *Media Interaktif Pendidikan SD*; Sutrisno and Mulyani, *Inovasi Media Pembelajaran Digital*.

²¹ Asriani et al., "Pengaruh Penggunaan Media Pembelajaran Interaktif Wordwall Terhadap Minat Belajar Ips Siswa Kelas V SD," *JS (JURNAL SEKOLAH)* 9, no. 2 (2025), <https://doi.org/10.24114/js.v9i2.64916>.

²² Sutrisno and Mulyani, *Inovasi Media Pembelajaran Digital*.

²³ Mohammad Yusuf, "Penerapan Media Wordwall Pada Materi Ips Rantai Makanan Untuk Peserta Didik Kelas V Sdn Kepuh Kiriman 1 Waru Sidoarjo" (skripsi, Universitas PGRI Adi Buana Surabaya, 2024), <https://repository.unipasby.ac.id>.

²⁴ Asriani et al., "Pengaruh Penggunaan Media Pembelajaran Interaktif Wordwall Terhadap Minat Belajar Ips Siswa Kelas V SD."

of mistakes through constructive direct feedback, thereby increasing student engagement that is usually passive and spurring their intrinsic motivation.

The advantage of using wordwall in the classroom is that students can easily follow lessons, from elementary to high level, and they can increase their creativity by playing with their friends. However, wordwalls can only be seen visually, so a lot of time is wasted when learning using the medium.²⁵ Wahyuni's study found that compared to conventional lecture methods, Wordwall-based media increased students' attention time by up to fifteen minutes.²⁶ Wordwall allows teachers to create activities for different types of intelligence. Wordwall has the ability to meet diverse educational needs and increase student learning activity by up to 90%.²⁷ This is in line with Black & Williams' theory of assessment for learning, which emphasizes the importance of getting immediate feedback to improve the learning process. Students at SDN Ujong Tunong who used Wordwall and got immediate feedback got a higher average score of 13 points compared to students who used conventional written evaluation.

The positive connection of students with technology is the main driving factor, where Wordwall, which is considered 'contemporary' and fun, has managed to attract full attention and increase student engagement, in accordance with the characteristics of an interactive and easily adaptable platform for basic education.²⁸ Another motivating factor comes from the nuances of games (game-based learning) which offers competitive challenges, a variety of activities, and combinations with other media such as videos, so that learning becomes less boring and able to maintain students' focus and activeness for a long time.²⁹

Overall, this convergence between digital appeal, game interactivity, and a supportive learning environment has succeeded in transforming students' perception of learning into an anticipated and meaningful activity. The research identified a number of supporting and inhibiting factors in the use of Wordwall. Its main advantage lies in its ability to increase student engagement and motivation through a fun game-based learning approach.³⁰ The practicality factor

²⁵ Nisa and Susanto, "Pengaruh Penggunaan Game Edukasi Berbasis Wordwall Dalam Pembelajaran Matematika Terhadap Motivasi Belajar."

²⁶ Wahyuni, "Pengaruh Media Pembelajaran Wordwall Terhadap Minat Belajar Peserta Didik Pada Pembelajaran Pai Dan Budi Pekerti Kelas V Sd Negeri 11 Pontianak Timur."

²⁷ Lestari and Ramadhan, *Media Interaktif Pendidikan SD*.

²⁸ Abdullah, "Pembelajaran Dalam Perspektif Kreativitas Guru Dalam Pemanfaatan Media Pembelajaran"; Lestari and Ramadhan, *Media Interaktif Pendidikan SD*.

²⁹ Trisiana, "Penguatan Pembelajaran Pendidikan Kewarganegaraan Melalui Digitalisasi Media Pembelajaran."

³⁰ Wahyuni, "Pengaruh Media Pembelajaran Wordwall Terhadap Minat Belajar Peserta Didik Pada Pembelajaran Pai Dan Budi Pekerti Kelas V Sd Negeri 11 Pontianak Timur."

is also a strong support, including ease of creation, sharing of materials via links, and the availability of templates that save teacher preparation time.³¹

The user-friendly and time-efficient aspects allow for rapid innovation, while its flexibility combines Wordwall as an ice breaker, perception, or evaluation tool within the framework of blended learning. Its pedagogical advantage is its compatibility with a variety of learning styles, especially kinesthetic and visual, which support inclusive learning. On the other hand, there are several inhibiting factors. Wordwall is considered to have limitations in supporting learning and Higher Order Thinking Skills (HOTS) learning and problems, so it is more functional for strengthening basic concepts. External constraints include feature limitations on free accounts and critical dependencies on infrastructure such as internet connections and adequate device availability, which are often technical constraints.³² In addition, the effectiveness of Wordwall relies heavily on careful content planning to align with learning objectives, confirming that technology is a tool that must be supported by a mature pedagogical design.³³

CONCLUSION

The conclusion of this study is that the use of Wordwall digital media in learning food chain materials in grade V of SD Negeri Ujong Tunong shows positive developments. Teachers have begun to use it repeatedly and selectively, especially for hierarchical materials such as food chains, so that it functions effectively as a tool for strengthening concepts and interactive formative evaluation. This implementation has succeeded in increasing students' interest and motivation in learning, as can be seen from enthusiasm, focus, and active participation in the classroom, as well as the creation of a collaborative and fun learning atmosphere. Students also showed a desire to repeat the learning experience. This success is supported by the practicality of Wordwall, its ease of use, flexibility, and its ability to reach various learning styles of students. However, the optimization of this media still faces challenges, such as limited features in the free version, difficulties in presenting complex thinking problems, and dependence on the availability of adequate internet infrastructure and devices in schools.

³¹ Yosef Setiawan and Dedi Andrianto, "Efektivitas Media Pembelajaran Berbasis Wordwall Dalam Meningkatkan Minat Belajar Pendidikan Agama Islam Di SMPN 02 Abung Pekurun," *Al-Bustan: Jurnal Pendidikan Islam* 1, no. 2 (2024), <https://doi.org/10.62448/ajpi.v1i2.73>.

³² Rahma et al., "Problematika Pemanfaatan Media Pembelajaran Berbasis Digital."

³³ Prasetyaning Windy Pramesti et al., "Analisis Penggunaan Media Wordwall Untuk Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran IPAS Kelas V," *Prosiding Konferensi Ilmiah Dasar* 5, no. 0 (2024), <https://prosiding.unipma.ac.id/index.php/KID/article/view/5495>.

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