

Increasing Learning Activity Through Wordwall Media at Madrasah Ibtidaiyah Negeri 4 Tebo

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ABSTRACT

This research is motivated by the low learning activity of grade III students at Madrasah Ibtidaiyah Negeri 4 Tebo, which can be seen from the lack of participation in discussions, low courage to ask and answer, and lack of involvement in learning activities in the classroom. This research aims to increase student learning activity through the use of interactive learning media Wordwall. The method used is Classroom Action Research with the Kemmis and McTaggart models which includes planning, implementation of actions, observation, and reflection in two cycles. The research subjects amounted to 18 students consisting of 9 male students and 9 female students, while data collection was carried out through observation and documentation with quantitative descriptive analysis. The results of the study showed that the use of Wordwall was able to increase students' learning activity gradually, from an average of 33.83 in the pre-cycle stage to 48 and 56.83 in the first cycle, then increased again to 67.83 and 82 in the second cycle. Thus, it can be concluded that Wordwall media is effective in increasing student learning activity and creating more interesting, interactive, and fun learning at MIN 4 Tebo.

Informasi Artikel

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya keaktifan belajar siswa kelas III di Madrasah Ibtidaiyah Negeri 4 Tebo, yang terlihat dari minimnya partisipasi dalam diskusi, rendahnya keberanian bertanya dan menjawab, serta kurangnya keterlibatan dalam kegiatan pembelajaran di kelas. Penelitian ini bertujuan untuk meningkatkan keaktifan belajar siswa melalui penggunaan media pembelajaran interaktif Wordwall. Metode yang digunakan adalah Penelitian Tindakan Kelas dengan model Kemmis dan McTaggart yang meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi dalam dua siklus. Subjek penelitian berjumlah 18 siswa yang terdiri atas 9 siswa laki-laki dan 9 siswa perempuan, sedangkan pengumpulan data dilakukan melalui observasi dan dokumentasi dengan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa penggunaan Wordwall mampu meningkatkan keaktifan belajar siswa secara bertahap, dari rata-rata 33,83 pada tahap pra-siklus menjadi 48 dan 56,83 pada siklus I, kemudian meningkat lagi menjadi 67,83 dan 82 pada siklus II. Dengan demikian, dapat disimpulkan bahwa media Wordwall efektif untuk meningkatkan keaktifan belajar siswa serta menciptakan pembelajaran yang lebih menarik, interaktif, dan menyenangkan di MIN 4 Tebo.

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1. Introduction

Basic education has a strategic role in shaping the cognitive, affective, and social abilities of students, so the learning process at the madrasah ibtidaiyah level needs to be designed to foster active student involvement in each stage of learning. In this framework, active learning is not only interpreted as having the courage to speak in class, but also includes participation in carrying out tasks, involvement in problem solving, habit of asking questions, the ability to seek information, the willingness to discuss, and the ability to assess learning outcomes reflectively [1]. Active students tend to understand the material more easily, are more curious, and are better prepared to develop critical and creative thinking skills. Therefore, active learning needs to be positioned as an important indicator of learning quality, not just an additional impact of the delivery of material by teachers [2]. In the context of madrasah ibtidaiyah, strengthening active learning becomes increasingly important because the elementary school age phase is a period of formation of learning habits, social courage, and academic discipline that will affect the learning process at the next level.

The success of learning is not sufficiently supported by mastery of teaching materials, but is greatly influenced by the teacher's ability to choose media that is able to stimulate students' attention, interests, thoughts, and feelings. Learning media is understood as a means of conveying messages that can help students understand material more easily, concretely, and interestingly, especially in elementary school environments that demand a learning experience that is close to the world of students [3]. In practice, the use of appropriate media can shift the learning pattern from teacher-centered to student-centered learning because students no longer only listen to the teacher's explanations, but also interact with learning materials and activities. The use of media is also relevant to the needs of contemporary learning that demand innovation, variety, and technological support to make the classroom more lively [4]. Therefore, the development of interactive media-assisted learning is part of the state-of-the-art in basic education research, especially when the main goal is to increase student learning activeness in a measurable manner.

One of the prominent media in the development of learning technology is Wordwall, which is a game-based interactive platform that allows teachers to present quizzes, match pairs, word games, random wheels, puzzles, and various other gamification activities in one learning ecosystem [5]. Interesting wordwall is used at the madrasah ibtidaiyah level because the characteristics of elementary school students tend to like play activities, attractive visuals, and concrete and fun learning experiences. With these features, Wordwall not only serves as an evaluation tool, but also as a medium of participation that encourages students to respond, discuss, collaborate, and engage directly in learning. On the pedagogical side, this platform provides space for teachers to adapt the game to the teaching

material, so that the learning process becomes more varied and not monotonous [6]. Therefore, Wordwall is seen as relevant as an interactive learning medium that has the potential to increase learning activity in the context of madrasah ibtidaiyah, including in low grades that still need to strengthen motivation and attention to learning.

Empirically, previous research has associated Wordwall with an increase in learning outcomes, learning interest, motivation, enthusiasm, and implementation of learning in various subjects in elementary schools and madrasah ibtidaiyah [7]. Some of the studies referenced discussed the effectiveness of Wordwall in learning science, science, Indonesian, Arabic, mathematics, and learning assessment, and in general showed that this media was able to support more interesting and responsive learning [8]. A number of studies also confirm that game-based learning assisted by Wordwall can increase student engagement, foster enthusiasm, and improve the learning atmosphere in the classroom. The findings show that Wordwall has evolved from just an alternative media to a part of digital learning innovations that are relevant to primary schools. However, the diversity of the results of the study also shows the need for a more specific study on the aspect of active learning as the main construct, especially when reviewed through indicators of student learning behavior gradually in class actions.

At the school context level, the source manuscript shows the initial condition of grade III MIN 4 Tebo which shows that students' learning activity is still low, characterized by a lack of courage to ask and answer, low participation in discussions, lack of ability to express opinions, and the emergence of behaviors that do not support the learning process such as speaking out of context, walking, and lack of focus when the teacher explains. This situation indicates that there is a gap between the demands of active learning and learning practices that are still not fully able to engage students optimally. In this context, the use of interactive learning media is not only a technical necessity, but a pedagogical strategy to rebuild a participatory classroom climate. Wordwall is relevant because it provides a learning experience that is visual, competitive, collaborative, and fun, so that it has the potential to transform students from passive recipients of information to active actors in learning [9]. Thus, this research is based on state-of-the-art that brings together the theory of learning activity, the urgency of media innovation, the development of Wordwall as an edugame, and the real need to improve learning at MIN 4 Tebo.

Although various studies have shown the effectiveness of Wordwall on learning outcomes, learning interest, motivation, enthusiasm, and use in several subjects in elementary schools and madrasah ibtidaiyah, there is still a study space that has not been adequately filled [10]. First, most previous studies have emphasized academic output or interest in learning, while the aspect of learning activity as a multidimensional behavior of students has not always been analyzed in detail through operational indicators. Second, the study that specifically places

Wordwall as an intervention to increase the learning activity of grade III students in the context of MIN 4 Tebo has not appeared to be discussed directly in the reference text. Third, there have not been many studies documenting gradual changes in learning activity from pre-cycle to several action cycles, so the dynamics of learning improvement have not been contextually depicted. On that basis, this research is present to fill the empirical and contextual gaps regarding the use of Wordwall in increasing the learning activity of madrasah ibtidaiyah students in a structured and measurable manner.

The novelty of this research lies in its specific focus on increasing the learning activity of grade III students of MIN 4 Tebo through the use of Wordwall media in the design of classroom action research that monitors gradual changes from pre-cycle, cycle I, to cycle II. Unlike previous studies that highlighted learning outcomes, interests, or the general effectiveness of digital media, this study places learning activeness as a core variable measured through six learning behavior indicators, namely involvement in tasks, problem solving, courage to ask questions, information seeking, discussion, and self-assessment. Another novelty appears in the context of its implementation in state ibtidaiyah madrasahs, so that this study not only adds empirical evidence about Wordwall, but also provides an application model that is in accordance with the characteristics of Islamic-based elementary school students and the needs of low grades. In addition, this study shows how Wordwall is used not just as an evaluation medium, but as an interactive learning tool that builds a more active, interesting, and fun classroom atmosphere. Thus, the value of the novel lies in a combination of contextual aspects, variables, indicators, and more targeted intervention designs.

This study aims to analyze and improve the learning activity of grade III students at Madrasah Ibtidaiyah Negeri 4 Tebo through the use of interactive learning media Wordwall in the learning process in the classroom. In particular, this study is directed to describe the initial condition of student learning activity before action is given, explain the process of implementing Wordwall in each action cycle, and assess the increase in student learning activity based on the learning participation indicators that have been set. In line with these goals, the formulation of this research problem can be stated as follows: how is the initial condition of learning activity of grade III students of MIN 4 Tebo, how is the application of Wordwall media in learning to encourage student involvement, and the extent to which the use of Wordwall media can increase student learning activity in each action cycle. The formulation of this problem is important because it provides a clear direction for the process of action, observation, and reflection in research. With this orientation, the research is expected to produce an academic and practical foothold for the development of active learning based on digital media in madrasah ibtidaiyah

2. Method

This study uses the Classroom Action Research (PTK) approach with the Kemmis and McTaggart models which includes the stages of planning, implementation of actions, observation, and reflection in a cyclical manner [11]. The selection of this design is based on the purpose of the research, which is to increase student learning activity through the application of Wordwall media directly in the learning process in grade III MIN 4 Tebo [12]. The research was carried out in the odd semester of the 2025/2026 school year with 18 students consisting of 9 male students and 9 female students. The PTK design was chosen because it allows researchers to improve learning practices gradually based on the findings in each cycle, so that changes in learning activity can be observed in real and contextual terms. The research action is carried out in two cycles, and each cycle consists of two meetings so that the application of Wordwall can be optimized according to the students' responses during learning. With this design, the research method is in line with the focus of the title and introduction, namely making Wordwall a pedagogical intervention to build more active, interactive, and student-centered learning.

In the planning stage, the researcher compiled learning tools, teaching modules, scenarios for the use of Wordwall, observation sheets on active learning, and indicators of the success of actions that were used as a reference for evaluation in each cycle [7]. The implementation stage of the action is carried out by integrating Wordwall into learning activities through interactive quizzes, educational games, and activities to match answers tailored to the learning material. During the action, observations were made to record student involvement in six indicators of activity, namely participating in carrying out learning tasks, involved in solving problems, asking questions to teachers or friends, seeking information to understand the material, discussing the material with friends, and assessing self-ability and learning outcomes [13]. A reflection stage is carried out at the end of each cycle to identify obstacles, assess the effectiveness of actions, and develop learning improvements in the next cycle [14]. With this flow, this method allows the increase in learning activity to be analyzed as a systematic and continuous learning improvement process. This approach also provides room for teachers to adjust strategies based on students' actual responses in the classroom.

The data collection technique in this study uses observation and documentation. Observation is used as the main technique to obtain data on the development of student learning activity during the implementation of Wordwall at each meeting, while documentation is used to complete process data, learning tools, and evidence of implementation of Actions [15]. The collected data was analyzed by quantitative descriptive techniques through the calculation of the percentage of achievement of each indicator of learning activity and class average at the pre-cycle, cycle I, and cycle II stages. The analysis is directed to assess the tendency to increase student participation as well as determine

the success of actions based on the achievement of learning activity that has been determined. In this framework, Wordwall is positioned not just as an auxiliary medium, but as a variable of action that is expected to be able to create a more interesting, challenging, and participatory learning atmosphere. Therefore, this research method is relevant to the purpose of the research to prove the effectiveness of Wordwall in increasing the learning activity of MIN 4 Tebo students. The results of the analysis then become the basis for reflection to systematically arrange action improvements in the next cycle.

3. Results and discussion

Activeness of learning is a central concept in learning because the success of education is not only determined by the teacher's ability to deliver material, but also by the real involvement of students in the entire learning process. Learning activity is understood as student participation as seen through the implementation of tasks, involvement in problem solving, the courage to ask questions, the search for information, discussion activities, and the ability to assess learning outcomes. The concept shows that activeness is not limited to speaking in class, but visual, verbal, mental, emotional, and social engagement that supports the formation of meaningful learning experiences [16]. Theoretically, active students tend to understand the material more easily, have higher curiosity, and are better prepared to develop critical and creative thinking skills. In the context of madrasah ibtidaiyah, the theory of active learning is relevant because the characteristics of elementary school-age students demand learning that encourages direct participation, social interaction, and strengthening academic courage from an early age. Therefore, active learning should be used as the main theoretical basis in assessing the success of classroom learning actions.

Learning media theory places media as a means of conveying messages that can stimulate students' attention, interests, thoughts, and feelings so that the material is easier to understand [17]. Within this framework, Wordwall is relevant positioned as a game-based interactive learning medium that provides quizzes, matching pairs, random wheels, puzzles, and other edugame activities. Theoretically, the use of this kind of media helps to shift learning from a teacher-centered pattern to student-centered learning because students are directly involved in responding, discussing, and completing assignments. For madrasah ibtidaiyah students, Wordwall is in accordance with their developmental characteristics who like play activities, attractive visuals, and concrete and fun learning experiences. This theoretical suitability supports classroom action research methods, as Wordwall can be applied, observed, reflected, and improved gradually to improve student learning activity. Thus, interactive media theory and gamification provide a strong conceptual basis that the use of Wordwall is not just a technical innovation, but a pedagogical strategy to build active, participatory, and meaningful learning in madrasah classrooms.

3.1 Pre-cycle research results

This class action research (PTK) began by meeting the Head of MIN 4 Tebo with the aim of asking for permission to carry out the research. Furthermore, the researcher coordinated with grade III teachers regarding the implementation of research on increasing student learning activity through the use of interactive learning media Wordwall [18].

Researchers make initial observations before action is taken. The results of the observation show that students' learning activity is still relatively low. This can be seen from the lack of student involvement in the learning process. Most students simply listen to the teacher's explanations without actively participating in learning activities. In addition, students also still do not dare to ask questions or express opinions related to the material studied.

During the lesson, some students were seen talking to friends, not paying attention to the teacher's explanations, and walking around in the classroom so that the learning atmosphere became less conducive. The low learning activity of students is also seen during discussion activities, where only a small percentage of students actively discuss and respond to learning materials. As a result, the learning process becomes less effective and the learning objectives have not been achieved optimally.

The results of observations of student learning activity in the pre-cycle stage can be seen in the following table.

Table 3. Analysis of Pre-Cycle Student Learning Activity

N0	Indicator	Achievement Percentage
1	Participate in carrying out study assignments	40%
2	Engage in problem-solving	35%
3	Ask a teacher or friend	30%
4	Searching for information to understand the material	38%
5	Discuss material with friends	32%
6	Assessing personal abilities and learning outcomes	28%
Quantity		203%
Average		33,83%

Based on the table above, it can be seen that the percentage of student learning activity at the pre-cycle stage of 33.83% which is in the category is very lacking. Therefore, the researcher designed learning actions using Wordwall media so that students are more active, enthusiastic, and involved in the learning process.

3.2 Results of the first cycle of research

3.3.1 Cycle I meeting 1

The procedure for implementing PTK refers to the Kemmis and McTaggart model which consists of the planning stage, the

implementation of actions and observations (act & observe), reflection, and replanning [19].

In the first meeting of the first cycle, teachers began to apply Wordwall media in learning. Teachers use educational games in the form of interactive quizzes and matching answer activities. Students seem interested in the learning media used because the Wordwall display is more interesting than ordinary learning.

However, at this meeting, there were still some students who lacked confidence to ask and answer questions. In addition, the classroom atmosphere is still not conducive because students are not used to participating in interactive game-based learning.

Table 4. Analysis of Student Learning Activity in Cycle I Meeting 1

N0	Indicator	Achievement Percentage
1	Participate in carrying out study assignments	55%
2	Engage in problem-solving	48%
3	Ask a teacher or friend	40%
4	Searching for information to understand the material	50%
5	Discuss material with friends	52%
6	Assessing personal abilities and learning outcomes	43%
	Quantity	288%
	Average	48%

Based on the table, it can be seen that students' learning activity has begun to increase compared to the pre-cycle stage. However, the results obtained are still in the poor category so improvements need to be made at the next meeting.

3.3.2 Siklus I pertemuan 2

In the second meeting of the first cycle, teachers improved the implementation of learning by providing clearer directions and involving students more actively in the use of Wordwall media [20]. Teachers also provide opportunities for students to discuss and work together in groups.

The results of the observation show that students are starting to be more active in participating in learning. Some students have begun to dare to answer questions and discuss with their group friends. The learning atmosphere looked more lively than the previous meeting.

Table 5. Analysis of Student Learning Activity in Cycle I Meeting 2

N0	Indicator	Achievement Percentage
1	Participate in carrying out study assignments	65%
2	Engage in problem-solving	58%
3	Ask a teacher or friend	45%
4	Searching for information to understand the material	60%

5	Discuss material with friends	63%
6	Assessing personal abilities and learning outcomes	50%
	Quantity	341%
	Average	56,83%

Based on the table, it can be seen that the students' learning activity has increased compared to the first meeting. However, the results obtained still do not reach the success indicators that have been set. Therefore, the researcher continued the action in cycle II by correcting the deficiencies found in cycle I.

3.3 Results of the second cycle of research

3.3.1 Cycle II meeting 1

In cycle II meeting 1, teachers optimize the use of Wordwall by adding more interesting learning activities and actively involving all students [21]. Teachers also motivate students to be more confident in asking questions and expressing opinions.

The results of the observation showed that students began to actively discuss, answer questions, and engage in learning activities. The classroom atmosphere looked more conducive and interactive than the previous cycle.

Table 6. Analysis of Student Learning Activity in Cycle II Meeting 1

N0	Indicator	Achievement Percentage
1	Participate in carrying out study assignments	75%
2	Engage in problem-solving	68%
3	Ask a teacher or friend	60%
4	Searching for information to understand the material	70%
5	Discuss material with friends	72%
6	Assessing personal abilities and learning outcomes	62%
	Quantity	407%
	Average	67,83%

Based on the table, it can be seen that students' learning activity has increased quite well and is already in the category of sufficient

3.3.2 Cycle II meeting 2

At the second meeting of the second cycle, students seemed more accustomed to using Wordwall media in learning. Almost all students actively participated in learning activities and were involved in group discussions [15]. Students also seem to be more courageous to ask questions, answer questions, and give opinions related to learning materials.

Table 7. Analysis of Student Learning Activity in Cycle II Meeting 2

N0	Indicator	Achievement Percentage
1	Participate in carrying out study assignments	90%

2	Engage in problem-solving	82%
3	Ask a teacher or friend	75%
4	Searching for information to understand the material	85%
5	Discuss material with friends	88%
6	Assessing personal abilities and learning outcomes	72%
Quantity		492%
Average		82%

Based on the table, it can be seen that students' learning activity has increased significantly to reach the good category. The success indicator of the research has been achieved because the percentage of student learning activity has reached more than 75%.

Table 8. Increased Learning Activity of Pre-Cycle, Cycle I, and Cycle II Students

No	Learning Activity Indicators	Pre-Cycle	Cycle I P.1	Cycle I P.2	Cycle II P.1	Cycle II P.2
1	Participate in carrying out study assignments	40%	55%	65%	75%	90%
2	Engage in problem-solving	35%	48%	58%	68%	82%
3	Ask	30%	40%	45%	60%	75%
4	Search for information	38%	50%	60%	70%	85%
5	Discuss	32%	52%	63%	72%	88%
6	Assess	28%	43%	50%	62%	72%
	Average	33,83 %	48%	56,83 %	67,83 %	82%

Based on the table, it can be seen that the use of Wordwall media is able to increase student learning activity gradually from pre-cycle to cycle II. The increase was seen in all indicators of active learning, especially in the indicators of participating in carrying out learning tasks and discussing material with friends. Thus, the use of Wordwall media has proven to be effective in increasing the learning activity of third grade students of MIN 4 Tebo.

In the early stages of the study, the learning activity conditions of third grade students of MIN 4 Tebo showed a low level and did not meet the expectations of active learning as affirmed in the theoretical framework of this study. The results of pre-action observations showed that the average student learning activity only reached 33.83 and was in the category of

very lacking, thus giving a strong indication that the learning process has not been able to encourage optimal student involvement. This finding is important because the learning activity in this study is understood as the overall involvement of students, both physically, mentally, socially, and emotionally in learning activities. Thus, low pre-cycle scores do not simply indicate that students are less likely to speak in class, but rather indicate that most of the dimensions of learning participation have not been adequately developed. Academically, these conditions show a gap between basic education goals that emphasize students' active participation and the reality of classroom learning that still does not fully support the formation of meaningful learning experiences [22].

When examined based on the indicators of active learning, the initial condition of students shows quite real weaknesses in the aspects of the implementation of learning tasks and involvement in problem solving. In the pre-cycle stage, the indicator of participation in carrying out learning tasks only reached 40, while involvement in problem solving was at 35, which indicates that students are not used to positioning themselves as active subjects in learning. In the perspective of active learning theory, these two indicators are very important because they show students' readiness to interact with the material, process information, and build understanding through targeted activities [23]. The low achievement in these two indicators suggests that previous learning still tends to be teacher-centered, so that students receive more information than construct knowledge independently [24]. This situation has implications for the lack of learning initiatives, low responsiveness to assignments, and limited opportunities for students to show real involvement in the learning process which should be dynamic, dialogical, and participatory.

Low initial conditions are also seen in the indicators of asking teachers or friends, seeking information to understand the material, discussing the material with friends, and assessing self-ability and learning outcomes. Pre-cycle data showed that the indicators of asking questions only reached 30, seeking information 38, discussing material 32, and assessing self-ability 28, so it can be said that students' learning activity has not developed both in the realm of academic communication and learning reflection. Theoretically, the ability to ask questions and discuss is an important indicator of active learning because they both show curiosity, intellectual courage, and social involvement in building understanding. Meanwhile, the low ability to seek information and self-assessment shows that students are not used to doing independent and reflective learning processes. From a pedagogical point of view, these conditions indicate that the available learning spaces do not fully provide opportunities for students to explore ideas, express opinions, collaborate, and evaluate their own learning process in a conscious and directed manner [25].

The observational findings in this study reinforce the pre-cycle quantitative data, as the low learning activity is not only

reflected in numbers, but also visible in the real behavior of students during learning [26]. Most students reported only listening to the teacher's explanations without actively participating in learning activities, lacking the courage to ask questions or express opinions, and showing limited involvement during discussions. In addition, it was also found that behaviors that did not support learning, such as speaking out of context, walking around in class, and not paying attention to teachers' explanations, which showed that students' focus on learning had not been built consistently. In theoretical analysis, these symptoms reflect learning that has not been able to foster students' attention, interest, and attachment to classroom activities. Therefore, the initial condition of learning activity of grade III students of MIN 4 Tebo can be understood as a real, contextual, and multidimensional learning problem, because it is related to the motivational, interactional, and learning strategies used by teachers.

By paying attention to the overall pre-cycle data, the formulation of the first problem can be answered that the initial condition of learning activity of grade III students of MIN 4 Tebo is at a low level, both from the grade average, the achievement of each indicator, and student behavior during learning. This condition suggests that before the action is given, learning has not fully created an atmosphere that encourages students to be actively involved, think, question, discuss, and reflect on their learning outcomes [27]. In relation to the title of the research, this initial situation is a strong foundation why it is necessary to increase the activeness of learning through Wordwall media. In relation to the classroom action research method, the low initial condition also confirms that interventions must be carried out gradually, systematically, and reflexively so that changes in student learning behavior can be observed in real terms. Thus, the discussion of the formulation of the first problem emphasizes that the pre-cycle serves as the basis for academic diagnosis which shows the urgency of using interactive learning media as a strategy to improve the quality of student involvement in MIN 4 Tebo.

The application of Wordwall media in this study was carried out through the design of the Kemmis and McTaggart model of Classroom Action Research which included the stages of planning, implementation of actions, observation, and reflection in two learning cycles [28]. In the planning stage, the researcher prepares learning tools in the form of teaching modules, scenarios for the use of Wordwall, observation sheets on learning activity, and success indicators that are used as the basis for evaluating actions. The preparation of the device shows that the use of Wordwall is not carried out spontaneously, but is designed as a pedagogical intervention aimed at answering the problem of low student learning activity [29]. In the context of learning media theory, this kind of planning is important because the effectiveness of media is not only determined by its technological sophistication, but also by the suitability between learning objectives, student characteristics, teaching materials,

and implementation strategies in the classroom. Thus, the implementation of Wordwall has been positioned as part of learning engineering from the beginning that aims to build a more active, interactive, and student-centered classroom atmosphere.

At the stage of implementing actions, Wordwall is used as a game-based interactive learning medium through quiz activities, educational games, and matching answers tailored to the subject matter [30]. This form of implementation is in line with the theory that interactive media can stimulate students' attention, interests, thoughts, and feelings so that students are encouraged to be directly involved in learning. In the first cycle of the first meeting, the teacher began to introduce the use of Wordwall to the students, and the initial response showed that the students were interested because the media display was more interesting than regular learning. However, at this early stage, some students still lack the confidence to ask and answer questions, and the classroom atmosphere is not fully conducive because students are not used to interactive game-based learning. This condition shows that the application of digital media in elementary school requires an adaptation process, both in terms of the technical use of media and in terms of students' psychological readiness to participate more actively in learning.

In the first cycle of the second meeting, the implementation of Wordwall was improved through clearer directions, more structured classroom management, and more active involvement of students in group learning activities [7]. This improvement is important in the perspective of classroom action research because each reflection is used as a basis for refining subsequent actions to make the intervention more effective. In its implementation, teachers not only use Wordwall as a game tool, but also as a trigger for academic interaction that encourages students to discuss, collaborate, and respond to questions directly [5]. The results of the observation showed that students began to be more active in learning, more courageous in answering questions, and more involved in discussions with their group friends. This emphasizes that the success of the implementation of Wordwall does not stand alone in the visual and game aspects, but in the way teachers integrate the media into the learning steps that provide room for student participation, collaboration, and academic courage gradually.

The application of Wordwall in cycle II is carried out by optimizing learning activities that are more interesting and inclusive, accompanied by providing motivation so that all students dare to ask, answer, and express opinions during learning. Teachers increasingly adapt the use of Wordwall to the characteristics of grade III students, so that this media is not only a means of educational entertainment, but also a tool to build focus, discipline, and more meaningful learning interactions [31]. At this stage, students begin to get used to the interactive learning pattern and show a more positive response to each activity presented. The results of observations in cycle II showed that the classroom atmosphere became more conducive, students

were more active in discussions, more enthusiastic in answering questions, and were more involved in all stages of learning. Thus, the application of Wordwall in this study shows that interactive learning media will work more optimally when developed cyclically, reflectively, and adaptively according to the real needs of students in the classroom.

Based on the overall process, the second problem formulation can be answered that the application of Wordwall media is carried out through systematic steps, namely device planning, implementation of game-based interactive activities, observation of student activity levels, and reflection for action improvement in the next cycle. This implementation is in sync with the theory of active learning because Wordwall provides opportunities for students to carry out tasks, solve problems, ask questions, seek information, discuss, and assess learning outcomes more actively. In addition, the application of Wordwall has been proven to be in line with learning media theory that emphasizes the importance of visual, interactive, and fun stimuli to increase the engagement of elementary school students. In the context of MIN 4 Tebo, Wordwall is not only applied as a teaching aid, but also as a pedagogical strategy to transform learning that originally tended to be passive into participatory and student-centered learning. Therefore, this discussion emphasizes that the success of the implementation of Wordwall lies in the integration between classroom action design, interactive media characteristics, and teachers' ability to manage the learning process in an adaptive and sustainable manner.

The results of the study show that the use of Wordwall media is able to increase students' learning activity gradually from the pre-cycle stage to cycle II. In the pre-cycle stage, the average student learning activity reached only 33.83 and was in the very poor category, which indicates that student involvement in learning is still low before action is taken. After Wordwall was applied in the first cycle of the first meeting, the average learning activity increased to 48, then rose again to 56.83 in the second meeting. This improvement shows that the use of game-based interactive media is starting to have a positive influence on students' attention, participation, and learning responses, although in the early stages the results have not reached the success indicators of the study. Theoretically, these findings reinforce the view that engaging and interactive media can be an initial stimulus to activate students who previously tended to be passive in the learning process [32].

A stronger improvement was seen in cycle II, when the use of Wordwall was optimized through more varied activities, clearer direction, and more adaptive classroom management. In the second cycle of the first meeting, the average student learning activity increased to 67.83, then in the second meeting it reached 82 with a good category. This achievement shows that the actions taken not only result in temporary changes, but are able to encourage the development of more stable and significant learning participation. In the perspective of classroom action

research, such gradual increases indicate that reflection and improvement of actions in each cycle contribute significantly to learning effectiveness [33]. In other words, the success of increasing learning activity is not only due to the use of Wordwall as a medium, but also to the way the media is integrated systematically, repeatedly, and responsive to the needs of students during the learning process [34].

When analyzed based on the indicators of learning activity, all aspects have increased from pre-cycle to cycle II of the second meeting. Indicators of participation in carrying out learning tasks increased from 40 to 90, involved in problem solving from 35 to 82, asking questions to teachers or friends from 30 to 75, looking for information from 38 to 85, discussing material with friends from 32 to 88, and assessing personal abilities and learning outcomes from 28 to 72. This data shows that the influence of Wordwall is not limited to one dimension of participation, but reaches almost all components of learning activity that are the theoretical basis of the research. The highest improvement in the indicators of assignment execution and discussion shows that Wordwall is highly effective in building student engagement through activities that demand cooperation, quick response, and direct participation. Meanwhile, the increase in the questioning and self-assessment indicators showed that students' academic courage and learning reflection also developed albeit gradually.

In terms of learning, the increase in activity shows an important change from the learning pattern that originally tended to be passive towards more participatory and student-centered learning. In the early stages, many students only listen to the teacher's explanation, do not dare to ask questions, and have not actively discussed, while after the action is taken, students seem more enthusiastic about participating in learning activities, more courageous in answering questions, and more active in working together in groups. This change is in line with the theory of learning media which states that interactive media can stimulate students' attention, interests, thoughts, and feelings so that learning engagement increases. In the context of madrasah ibtidaiyah students, Wordwall is effective because it suits the developmental characteristics of those who like games, attractive visuals, and concrete learning experiences. Therefore, the increase in learning activity found in this study can be understood as a result of the suitability between the character of the media, the development needs of students, and the classroom action strategies that are implemented in a planned manner.

Based on the overall results, the formulation of the third problem can be answered that the use of Wordwall media increases the learning activity of grade III students of MIN 4 Tebo in a real, gradual, and significant way in each action cycle. The increase was seen in the increase in the average class from 33.83 in the pre-cycle to 82 at the end of the second cycle, as well as in the improvement in all indicators of learning activity observed during the study. These results confirm that Wordwall is not only a learning support medium, but an effective

pedagogical intervention to create a more interesting, interactive, and fun learning atmosphere. The findings are also in sync with the introduction, methods, theories, and research results, as they all lead to the assumption that student learning activity can be improved through the use of interactive learning media that corresponds to the characteristics of elementary school students. Thus, this discussion shows that Wordwall is effectively used as a learning solution to increase student learning activity at MIN 4 Tebo while strengthening a more active, collaborative, and student-centered learning orientation.

The analysis of this study shows that the use of Wordwall media has a strong pedagogical foundation to increase the learning activity of grade III students of MIN 4 Tebo. Conceptually, active learning is a form of students' physical, mental, social, and emotional involvement in the learning process, while Wordwall is present as a game-based interactive media that is able to stimulate students' attention, interest, and participation [35]. The compatibility between the characteristics of the media and the developmental needs of primary school students is an important factor that explains why this intervention is effective. In the pre-cycle stage, low student participation indicates that previous learning has not made enough room for active interaction. Once Wordwall is implemented gradually through the action cycle, there are more positive changes in learning behavior, such as increased courage to ask questions, cooperation in discussions, and involvement in assignments. Thus, this analysis confirms that the increase in activeness does not occur by chance, but as a result of a learning design that is appropriate, attractive, and oriented to student activities.

From a methodological point of view, the classroom action research used allows researchers to systematically observe change through the stages of planning, action, observation, and reflection. This pattern is important because increased learning activity does not appear all at once, but develops through repetitive and targeted learning improvements. The data from the study showed a consistent increase from pre-cycle to cycle II, so it can be analyzed that Wordwall is effective not only as a teaching aid, but also as a learning stimulus that is able to form a more lively and participatory classroom atmosphere. Improvements across all indicators, especially assignment execution, discussion, and information retrieval, showed that students were beginning to adapt to game-based learning and showed more active responses. Substantively, these findings strengthen the argument that interactive digital media can be a relevant learning strategy to overcome student passivity in madrasah ibtidaiyah. Therefore, this analysis supports the conclusion that Wordwall deserves to be considered as an innovative medium in active learning.

4. Conclusion

This study concludes that the use of interactive learning media Wordwall is effective in increasing the learning activity

of grade III students of Madrasah Ibtidaiyah Negeri 4 Tebo. This effectiveness can be seen from the gradual increase in student learning activity from the pre-cycle stage to the end of cycle II, both in the average class and in all observed indicators, namely involvement in carrying out tasks, problem solving, courage to ask questions, seeking information, discussion, and self-assessment. In the pre-cycle stage, students' learning activity was still in the very poor category with an average of 33.83, then increased to 48 and 56.83 in cycle I, and continued to rise to 67.83 and reached 82 in cycle II. These findings show that the application of Wordwall is able to create a more interesting, interactive, and fun learning atmosphere, so that students are more encouraged to actively participate in the learning process. Methodologically, the design of classroom action research allows learning improvement to be carried out systematically through the stages of planning, action, observation, and reflection. Thus, Wordwall can be seen as an innovative media that is relevant to support active learning in madrasah ibtidaiyah and has the potential to be applied to the context of other similar material and educational levels

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