

Utilizing Wordwall Learning Media to Enhance Students' Understanding of Indonesian History in Class X at MAS Muhammadiyah Bolano

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ABSTRACT

Utilizing Wordwall Learning Media to Improve Indonesian History Comprehension among Grade X Students at MAS Muhammadiyah Bolano". Undergraduate Thesis. History Education Study Program, Social Science Education Department, Faculty of Teacher Training and Education, Tadulako University. This study aims to determine the level of Indonesian History comprehension among Grade X students at MAS Muhammadiyah Bolano before and after the utilization of Wordwall learning media, as well as to analyze its improvement through pre-test and post-test results. This study employed a descriptive qualitative method involving one history teacher and 30 Grade X students as subjects. Data were collected through observation, interviews, and documentation, and then analyzed through data reduction, data display, and conclusion drawing. Wordwall was utilized through interactive activities such as quizzes, matching pairs, grouping, and exercises tailored to the Indonesian History curriculum. The results showed that the students' average comprehension score increased from 46% on the pre-test to 86% on the post-test. Improvements were evident in aspects such as facts and concepts, chronology, cause-and-effect relationships, understanding of figures and events, and the ability to relate historical content to present-day life. Thus, the utilization of Wordwall contributes positively to student engagement and comprehension in learning Indonesian History.

Article Information

KataKunci:
Media pembelajaran, pemahaman sejarah, Sejarah Indonesia.

ABSTRAK

Pemanfaatan Media Pembelajaran Wordwall untuk Meningkatkan Pemahaman Sejarah Indonesia bagi Siswa Kelas X Madrasah Aliyah Swasta Muhammadiyah Bolano". Skripsi. Program Studi Pendidikan Sejarah, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tadulako. Penelitian ini bertujuan untuk mengetahui tingkat pemahaman Sejarah Indonesia siswa kelas X Madrasah Aliyah Swasta Muhammadiyah Bolano sebelum dan sesudah pemanfaatan media pembelajaran Wordwall serta menganalisis peningkatannya melalui hasil pre-test dan post-test. Penelitian ini menggunakan metode kualitatif deskriptif dengan subjek satu orang guru sejarah dan 30 siswa kelas X. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Pemanfaatan Wordwall dilakukan melalui aktivitas interaktif berupa kuis, mencocokkan pasangan, pengelompokan, dan latihan sesuai materi Sejarah Indonesia. Hasil penelitian menunjukkan bahwa rata-rata pemahaman siswa meningkat dari 46% pada pre-test menjadi 86% pada post-test. Peningkatan terlihat pada aspek fakta dan konsep, kronologi, hubungan sebab-akibat, pemahaman tokoh dan peristiwa, serta kemampuan menghubungkan materi sejarah dengan kehidupan masa kini. Dengan demikian, pemanfaatan Wordwall memberikan kontribusi positif terhadap keaktifan dan pemahaman siswa dalam pembelajaran Sejarah Indonesia.

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1. Introduction

The utilization of information technology in education has developed rapidly, providing various alternative learning media capable of enhancing the quality of the teaching and learning process. Teachers are no longer expected to rely solely on lecture methods, but are required to utilize interactive learning media so that students become more active during learning. In the Indonesian History subject, the use of learning media is crucial because history material is often perceived as abstract, memorization-heavy, and uninteresting when delivered solely through conventional methods. Therefore, learning innovations are necessary to create a more engaging learning atmosphere and improve students' understanding of historical material.

Learning media serves as an essential component in the educational process as a vehicle for delivering messages from educators to students. In the learning process, media acts not only as a visual or audio aid, but also as an intermediary that facilitates students' understanding of concepts, clarifies abstract material, and creates more concrete learning experiences. The presence of learning media becomes increasingly critical in the context of 21st-century education, which demands more interactive, contextual, and student-centered learning (Wulandari et al., 2023).

One digital-based learning media widely utilized in the learning process is Wordwall. Wordwall is an interactive learning platform providing various forms of educational games, such as quizzes, matching pairs, puzzles, random wheels, and other activities adaptable to learning objectives. Through this media, students can learn actively, receive immediate feedback, and feel encouraged to participate in the learning process. The use of Wordwall aligns with 21st-century learning developments that emphasize technology integration to enhance learning quality. Pedagogically, Wordwall supports a learning approach that positions students as active subjects in the learning process. This media provides opportunities for students to interact directly with the material, respond to questions, obtain immediate results, and review uncomprehended material. Such interactivity can enhance focus, motivation, and cognitive engagement during learning. Furthermore, teachers can utilize Wordwall to tailor learning activities to learning objectives, student ability levels, and material characteristics (Agrifina Vivia et al., 2022).

Students' understanding of Indonesian History is a key indicator of successful history learning. Understanding is demonstrated not only through the ability to recall historical facts, but also through

explaining cause-and-effect relationships, analyzing historical events, and connecting past events to contemporary life. However, in practice, many students still experience difficulty understanding history material because instruction tends to be one-way and lacks active student involvement. This condition impacts low learning outcomes and sub-optimal achievement of learning objectives.

Historical comprehension is also related to students' ability to build historical awareness. According to Nurul Fauziah Yusran and Andi Dewi Rieng Tati (2024) in their article *The Urgency of Historical Awareness for Students*, historical awareness is a form of student understanding regarding the importance of history in national and social life. Through historical understanding, students can draw lessons from the past, strengthen collective identity, and foster attitudes of tolerance and nationalism. Therefore, history learning must be designed in an engaging and interactive manner so that students can understand the meaning of every historical event studied (Yusran & Rieng Tati, 2024).

MAS Muhammadiyah Bolano, as an educational institution, also faces challenges in improving the quality of history learning. Based on initial observations, the learning process was still dominated by textbook usage and lecture methods, resulting in sub-optimal student involvement. Consequently, some students faced difficulties in comprehending the Indonesian History material presented by the teacher. This situation indicates the need to implement more innovative learning media to make students more active, motivated, and capable of understanding the material.

Based on the explanation above, utilizing Wordwall learning media is considered potential for enhancing students' understanding of Indonesian History material. The effectiveness of this media can be identified by comparing pre-test results administered prior to using Wordwall with post-test results after implementation. Thus, conducting this study is essential to determine the extent to which Wordwall learning media can improve Indonesian History comprehension among Grade X students at MAS Muhammadiyah Bolano.

2. Method

Data Type

This study employed a descriptive qualitative research method. The qualitative approach is a research methodology used to understand social phenomena in-depth based on the experiences, views, and interactions of research subjects in natural settings. This approach aims

to obtain a comprehensive understanding of an event, behavior, or process within a specific environment. Qualitative research emphasizes meaning, process, and interpretation of field data, enabling researchers to gain a deeper and more contextual understanding of the phenomenon (Rusandi & Muhammad Rusli, 2021).

This research focused on an in-depth examination of a specific phenomenon or object within a real-world context. In this study, the case examined was the utilization of Wordwall learning media in teaching Indonesian History to Grade X students at MAS Muhammadiyah Bolano. The selection of this research design was based on the objective to deeply understand the implementation process of Wordwall, the experiences of the teacher and students during learning, and its impact on students' comprehension of Indonesian History.

The qualitative approach was chosen because the study focused not only on the end results of media implementation, but also placed emphasis on the learning process, classroom interactions, student responses, and the teacher's experiences in utilizing Wordwall. Through this approach, deeper data could be gathered regarding how Wordwall media was utilized in history instruction and how it imparted meaning to the students' learning experience.

Research Location and Time

This research was conducted at MAS Muhammadiyah Bolano, Parigi Moutong Regency, Central Sulawesi, over a duration of one month. The location was chosen based on several considerations:

1. The school is an institution that has begun implementing digital learning media in its instructional process.
2. Indonesian History instruction at this school still faced obstacles due to the limited availability of interactive learning media, necessitating technology-based instructional innovation.
3. The location was easily accessible to the researcher, facilitating direct field data collection.

Additionally, MAS Muhammadiyah Bolano was selected because its Grade X students met the criteria relevant to the study's focus—specifically, students currently learning Indonesian History material. This condition allowed the researcher to gather relevant data regarding the utilization of Wordwall in enhancing students' understanding.

Subjects

Research subjects in qualitative studies are referred to as informants. Informants are individuals considered knowledgeable, understanding, and directly involved in the studied phenomenon, thereby capable of providing relevant information. In this study, informants comprised one history subject teacher and Grade X students at MAS Muhammadiyah Bolano. The criteria for informants were:

1. The active history teacher teaching Grade X using Wordwall in Indonesian History instruction.
2. Grade X students participating in the Wordwall-based history learning process.

The informant selection technique employed was **purposive sampling**. Purposive sampling is a technique to select informants based on specific considerations aligned with research needs. This technique was chosen because not all individuals possess experiences and insights that fit the research focus. Therefore, informants capable of providing deep insights into Wordwall utilization were deliberately selected.

The total number of informants consisted of one history teacher and all 30 Grade X students. The teacher was selected due to playing the primary role in planning and implementing Wordwall-based instruction, whereas the students were selected to gather data regarding their experiences, responses, and historical comprehension during instruction.

Data Collection Techniques

Data collection is a crucial step in qualitative research to obtain information aligned with the research focus. Data were collected through observation, in-depth interviews, and documentation.

Observation

Direct observation was conducted during Indonesian History lessons in Grade X at MAS Muhammadiyah Bolano. Through observation, the researcher observed the implementation of Wordwall, teacher-student interactions, student participation, and the overall classroom environment. Field notes were used to record findings throughout the observation process.

Interviews

Semi-structured interviews were conducted with the history teacher and Grade X students using a pre-constructed interview guide. The interview guide contained questions concerning experiences with Wordwall, encountered obstacles, student responses, and

the media's benefits in enhancing historical comprehension.

During the interviews, the researcher took written notes and utilized an audio recorder. The interview results were subsequently transcribed into written text to facilitate data analysis.

Documentation

Documentation was used to supplement the data collected through observation and interviews. Documented sources included lesson plans, learning modules, photographs of classroom activities, Wordwall activity results, student attendance sheets, and other relevant documents. This technique served to strengthen data validity and provide concrete evidence of field implementation.

Analysis Techniques

Data analysis followed a qualitative data analysis model comprising data reduction, data display, and conclusion drawing.

Data Reduction

Data reduction involved selecting, focusing, simplifying, and categorizing raw data gathered from observations, interviews, and documentation. At this stage, the researcher selected data strictly relevant to the focus of Wordwall utilization in Indonesian History instruction.

Data Display

Data display was presented through narrative text, tables, and descriptive explanations to make the data easily understandable. This helped the researcher identify patterns, relationships, and meanings embedded in the field data.

Conclusion Drawing

The final stage involved drawing conclusions based on the interpretation of analyzed data. At this stage, the researcher summarized how Wordwall was utilized in Indonesian History learning and its contribution to Grade X students' historical comprehension.

3. Results and Discussion

General Overview of the Research Site

MA Muhammadiyah Bolano is a senior high educational institution operating under the auspices of the Muhammadiyah organization. The school was established as part of Muhammadiyah's contribution to educating the nation through Islamic value-based education.

Since its inception, MA Muhammadiyah Bolano has been committed to integrating general education with religious education. This aims to produce a generation that is not only intellectually capable, but also possesses strong moral character and adequate social skills. The presence of MA Muhammadiyah Bolano also aims to foster faithful, pious, noble, and academically proficient graduates ready to face modern challenges.

Geographically, MA Muhammadiyah Bolano is strategically located in Bolano District, Parigi Moutong Regency, Central Sulawesi Province, making it easily accessible to students from surrounding villages. The environment is conducive to learning, and the local community maintains positive relationships with the school, supporting various educational and student organization activities, such as those organized by the Ikatan Pelajar Muhammadiyah (IPM).

List of Educators at MA Muhammadiyah Bolano (2026)

No.	Name	Position
1	Sarnita, S.Pd.I	Principal
2	Retno Wulandari, S.Pd.	Vice Principal of Curriculum
3	Iin Andriani	Vice Principal of Student Affairs
4	Nisa Andriani, S.M.	Treasurer
5	Elpika	Head of Administration
6	Nurhayati, S.Pd.	Grade XII Homeroom Teacher

No.	Name	Position
7	Duwi Nur Azizah, S.Hum.	Grade XI Homeroom Teacher
8	Cindy Aswafa, S.Sos.	Grade X Homeroom Teacher
9	Niea Aprilianti, S.Pd.	Teacher
10	Julianti, S.Pd.	Teacher
11	Fidia Alfiani, S.E.	Teacher
12	Dewi Yulia Ratih, S.Pd.	Teacher
13	Mulyato, S.Pd.	Teacher
14	Zulnita, S.Pd.	Teacher
15	Irhan Abung, S.Pd.I	Teacher

The school's Vision and Mission serve as the main foundation for implementing educational programs, including student development activities conducted by IPM. Student potential varies across academic and non-academic domains; however, not all students possess the confidence to express their creativity. Therefore, platforms like IPM are essential to nurture these abilities.

Vision and Mission of MA Muhammadiyah Bolano

Vision:

To realize progressive, environment-oriented education anchored in the Pancasila Student Profile personality.

Mission:

1. Implement faith-, piety-, and noble character-based education.
2. Implement education with a global diversity perspective.
3. Implement education that instills values of mutual cooperation, independence, creativity, and critical reasoning.
4. Implement education that develops students into independent individuals with critical thinking skills.
5. Implement education prioritizing Islamic and *Kemuhammadiyah* values.
6. Implement education that creates a shaded, clean, green, and aesthetically pleasing school environment.

Facilities and Infrastructure of MA Muhammadiyah Bolano (2026)

No .	Facilities and Infrastructure	Quantity	Condition/Status
1	School Office	1	Good
2	Classrooms	3	Good
3	Forum Room	1	Good
4	School Mosque	1	Good
5	Storage Room	2	Good
6	Volleyball Court & Balls	1	Good

No .	Facilities and Infrastructure	Quantity	Condition/Status
7	Sepak Takraw Court & Balls	1	Good
8	Futsal Court & Balls	1	Good
9	Table Tennis Set (Table, Balls, Paddles)	1 set	Good
10	Gazebo	2	Good
11	Toilets	4	Good
12	Teacher Desks & Chairs	As needed	Good
13	Student Desks & Chairs	As needed	Good
14	Bookshelves	As needed	Good
15	Bulletin Board	1	Good
16	Computer & Printer Set	1 set	Good
17	Sound System	1 set	Good
18	Drumband Equipment & Costumes	1 set	Good
19	Scout Equipment	1 set	Good

No.	Facilities and Infrastructure	Quantity	Condition/Status
20	Sports Costumes	3 sets	Good

Despite existing limitations, available facilities adequately support extracurricular activities, including programs led by the two IPM leadership boards (Branch and Sub-branch) collaborating at school.

Implementation of Wordwall Learning Media in Indonesian History Instruction

Based on observations, interviews, and documentation, the application of Wordwall was directed toward creating interactive, engaging, and student-centered learning experiences. Wordwall served as a game-based learning platform containing practice exercises, quizzes, matching pairs, and categorization tasks aligned with Indonesian History learning topics.

In the introductory phase, the teacher presented learning objectives, conducted apperception, and linked new content with students' prior knowledge. Wordwall was introduced alongside usage guidelines, and students accessed activities through available devices while the teacher acted as a facilitator. During core activities, students solved Wordwall tasks individually or in groups, providing opportunities to recall material, identify historical facts, and understand conceptual links.

After completion, the teacher reinforced correct answers and discussed common errors. Thus, Wordwall served not only as a game, but also as an evaluation tool to solidify understanding. Finally, reflection sessions allowed students to express remaining difficulties, guiding teachers on which topics required further reinforcement.

Process of Enhancing Indonesian History Comprehension via Wordwall

Historical comprehension in this study was evaluated through students' abilities to recognize facts, explain events, analyze cause-and-effect relationships, order events chronologically, and relate past events to present

contexts. Prior to using Wordwall, students struggled with history when presented as rote memorization or lengthy text descriptions, leading to isolated recall without conceptual connections.

Using Wordwall provided immediate feedback during practice games, enabling immediate group discussion on mistakes and gradual learning progression. Interview responses reflected positive student attitudes, highlighting that learning became more engaging when actively solving challenges rather than passively listening to lectures.

Student Comprehension Results Based on Pre-Test and Post-Test

To evaluate changes in student comprehension, pre-tests (before Wordwall) and post-tests (after Wordwall) were administered.

N o.	Assessed Aspect	Pre-test (%)	Number of Students	Post-test (%)	Category
1	Comprehension of facts and concepts in Indonesian History	40%	30	85%	Increased
2	Comprehension of historical chronology	46%	30	86%	Increased
3	Comprehension of cause-and-effect relationships in historical events	50%	30	89%	Increased

Comparison of Pre-test and Post-test Comprehension Scores

Comparing pre-test and post-test scores reveals a significant increase across all evaluated dimensions, confirming that Wordwall effectively enhances student historical comprehension.

Discussion

Wordwall transformed history instruction at MAS Muhammadiyah Bolano from passive teacher-led instruction to interactive learning. It accommodated historical learning needs by shifting the focus from rote memorization toward understanding cause and effect, chronology, historical figures, and systemic shifts. Repeated active engagement with diverse game formats reinforced recall and deepened conceptual connections. Both teacher observation and student feedback confirmed higher engagement, better accuracy, and improved overall learning atmosphere.

4. Conclusion

Based on the research findings regarding the utilization of Wordwall learning media to enhance Indonesian History comprehension among Grade X students at MAS Muhammadiyah Bolano, the conclusions are as follows:

1. **Positive Contribution to Instruction:** Wordwall provided interactive activities (quizzes, matching, grouping) tailored to history topics, shifting classroom dynamics toward active student participation, immediate feedback, and collaborative discussion.
2. **Improvement in Comprehension:** Students showed clear progress in understanding historical facts, chronological ordering, historical figures, and cause-and-effect relationships through repeated interactive practice.
3. **Increased Engagement and Motivation:** Game-based learning fostered an enjoyable environment that motivated students to participate, recognize errors, and self-correct, serving as both an evaluation and reinforcement tool.
4. **Effective Learning Alternative:** Observations, interviews, and test score comparisons confirm Wordwall as a viable instructional alternative for reducing classroom monotony and fostering meaningful, step-by-step historical comprehension.

In conclusion, Wordwall learning media contributes positively to the learning process and significantly enhances Grade X students' comprehension of Indonesian History at MAS Muhammadiyah Bolano.

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