

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

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ABSTRACT

Nur Madina. 2026. "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concepts, chronology, cause-and-effect relationships, understanding of figures and events, and the ability to relate historical content to present-day life.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

Keywords:

Wordwall, media pembelajaran, pemahaman sejarah, Sejarah Indonesia

ABSTRACT

Nur Madina. 2026. "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, memory-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 Vivian 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 Riag 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 & Riag 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. As a result, 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, using 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

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 focuses 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 during students 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 using 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 studying 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 phenomenon studied, thus 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 participate 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.

3. 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 contains 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 sincerely transcribed into written text to facilitate data analysis.

Documentation

Documentation was used to supplement the data collected through observation and interviews. Documented sources include 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 consisting of data reduction, data display, and conclusion drawing.

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..

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 data field.

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 Muhammadiyah Student Association (IPM).

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 Muhammadiyah values.
6. Implement education that creates a shaded, clean, green, and aesthetically pleasing school environment.

Despite existing limitations, available facilities fully 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 perception, 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 solve 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 struggle 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.

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

4.1 Utilization of Wordwall Media to Improve Understanding of Indonesian History for Grade X Students of Muhammadiyah Bolano Private Islamic Senior High School

4.1.1 Implementation of the Use of Wordwall Media in Learning Indonesian History

Based on the research results, strengthening Based on the results of observations, interviews, and documentation conducted in the process of learning Indonesian history in class X of the Muhammadiyah Bolano Private Madrasah Aliyah, the use of Wordwall media is directed to create more interactive, interesting learning and involve students actively. Wordwall media is used as a game-based learning media that contains exercises, quizzes, matching pairs, grouping, and other forms of interactive activities in accordance with the Indonesian history material being studied.

In the initial stage of learning, the teacher conveys the learning objectives, conducts apperception, and relates the material to students' prior knowledge. Next, the teacher introduces the Wordwall and explains how to use it. Students are directed to access the Wordwall activity using the available devices. At this stage, the teacher acts as a facilitator by providing instructions, explaining the material underlying the game, and ensuring students understand the instructions.

In the core activity, students work on a pre-prepared Wordwall activity based on Indonesian history material. The activity can take the form of a multiple-choice quiz, matching events to figures or years, grouping events by period, and other games. These activities provide students with opportunities to recall material, identify historical information, understand relationships between concepts, and provide answers based on the material they have learned.

During the use of the Wordwall, the teacher observed student engagement. Students were given the opportunity to work on the activities individually or in groups. After completing the activities, the teacher reinforced student responses and addressed any remaining errors. Thus, the Wordwall served not only as a game but also as a means of evaluating and reinforcing understanding of historical material.

In the final stage, the teacher and students reflect on the material they have learned. They provide an opportunity for students to share what they have understood and what they are still struggling with. The results of the wordwall activity are used by the teacher to determine which parts of the material need further reinforcement.

4.1.2 The Process of Improving Understanding of Indonesian History through the Utilization of Wordwall Media

In this study, students' understanding of Indonesian history was assessed through their ability to recognize historical facts, explain events, understand cause-and-effect relationships, sequence events chronologically, and connect the meaning of historical events to contemporary life. Based on the research findings, the use of Wordwall provided students with a space to interact directly with the material through interactive activities.

Before using the Wordwall, some students still

struggled to understand Indonesian history, especially when the material was presented in descriptive and memorization formats. This was evident in their responses to the initial test and observations during the lesson. Students tended to memorize information in isolation, making it difficult to explain the relationships between characters, time, place, cause, and effect of an event.

After learning using Wordwall, students have the opportunity to review the material through various activities. The use of educational games allows students to receive immediate feedback on their answers. Any errors that arise can be immediately discussed with the teacher, so students can identify any areas of the material they haven't grasped. This process helps students gradually improve their understanding.

Based on interviews, students generally responded positively to the use of Wordwalls. Learning was perceived as more engaging because students not only listened to the teacher's explanation but also participated in answering questions and completing challenges. This encouraged students to pay more attention to the material and strive to find the correct answers.

Thus, using Wordwalls can aid the learning process of Indonesian history because it combines presentation of material with interactive activities. Improved understanding is demonstrated not only through the ability to answer questions, but also through students' ability to re-explain the material, identify important information, and connect historical events to the context being studied.

4.1.3 Results Students' Understanding of Indonesian History Based on Pre-test and Post-test

To determine changes in student understanding before and after using the Wordwall media, this study used a pre-test and post-test. The pre-test

was given before learning using the Wordwall, while the post-test was given after students participated in learning using the Wordwall. The following data is arranged in a format that follows the graphic pattern in the reference file. The research results must be adjusted to the original data obtained by the researcher at the Muhammadiyah Bolano Private Islamic Senior High School and must not be filled in.

based on estimates.



Based on the graph, students' understanding can be determined by comparing the pre-test and post-test results. If the post-test percentage is higher than the pre-test in most aspects, then the use of the Wordwall can be described as helping improve students' understanding of Indonesian history. The numbers and percentages in this section should be adjusted to reflect the actual results of the research data processing.

4.2 Discussion

After collecting and presenting research data on the use of Wordwall media, the data were then discussed based on the research problem formulation. The discussion focused on the implementation of Wordwall use in Indonesian history learning and the improvement in student understanding after participating in learning using this media.

4.3.1 Utilization of Wordwall Media in Learning Indonesian History

Based on the research results, the use of Wordwalls as part of the Indonesian history

learning process increased student engagement. This medium was used to present exercises and assessments in a more interactive way than learning that relies solely on teacher explanations and textbooks.

The use of Wordwalls aligns with the need for history learning, which emphasizes not only memorization but also understanding chronology, cause-and-effect relationships, characters, changes, and the meaning of events. Through game activities, students have the opportunity to actively review historical information and receive feedback on their answers.

Observations show that student engagement is a crucial part of using Wordwalls. Students are encouraged to pay attention to questions, discuss them, provide answers, and correct errors. Thus, Wordwalls can be positioned as a learning support tool that helps teachers create a more active and enjoyable learning environment.

4.3.2 Improving Students' Understanding of Indonesian History through Media Wordwall

The research results show that students' understanding of Indonesian history changed after learning using Wordwall. This change can be seen from a comparison of pre-test and post-test results, as well as observations and interviews during the learning process. Improved understanding can occur because Wordwalls provide students with the opportunity to practice repeatedly with a variety of problem formats. Students not only receive information but also must select, match, group, and explain answers based on the material being studied. This activity helps students remember and understand the relationships between historical facts. Interviews with students and teachers can also be used to strengthen quantitative findings. If students report that the material is easier to understand after using the Wordwall and teachers observe an increase in student

engagement and accuracy in their responses, these findings indicate that the Wordwall has made a positive contribution to the process of understanding Indonesian history.

Overall, the use of Wordwall media can be an alternative in teaching Indonesian history at the Muhammadiyah Bolano Private Islamic Senior High School. This media helps transform learning activities, which tend to be focused on delivering material, into more interactive activities, giving students greater opportunities to engage, practice, receive feedback, and strengthen their understanding of the history material.

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 fosters an enjoyable environment that motivates 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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