

The Utilization of *Wordwall* Game Learning Media in Improving the Learning Outcomes of Grade VII Students in Pancasila Education Subjects at State Junior High School 10 Gorontalo City

Ludfia A. Supu,^{1*} Asmun W. Wantu,² Rasid Yunus,³

^{1,2,3}. PPKn Study Program, Faculty of Social Sciences, Gorontalo State University, Indonesia

*Corresponding Author: ludfia_s1pkn@mahasiswa.ung.ac.id,¹

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Abstract : *The integration of digital game-based learning media has become increasingly important in enhancing student engagement and learning outcomes. However, the utilization of interactive learning platforms in Pancasila Education at the junior secondary level remains limited. This study aims to examine the effectiveness of Wordwall game-based learning media in improving the learning outcomes of seventh-grade students in the Pancasila Education subject at SMP Negeri 10 Gorontalo City. The study employed Classroom Action Research (CAR) conducted in two cycles, with each cycle consisting of planning, action, observation, and reflection. Data were collected through learning outcome tests, classroom observations, and documentation. The findings indicate that student achievement improved substantially following the implementation of Wordwall. In Cycle I, the average score reached 73.33 with a classical mastery rate of 61.90%, while in Cycle II the average score increased to 85.90 and classical mastery improved to 80.95%, exceeding the predetermined success criteria. In addition, the use of Wordwall enhanced students' learning motivation, classroom participation, and self-confidence throughout the learning process. The study concludes that Wordwall game-based learning media is effective in improving learning outcomes and creating a more engaging learning environment in Pancasila Education, thereby contributing to the integration of interactive digital media in classroom instruction.*

Keywords : *Learning Media; Wordwall; Learning Outcomes; Pancasila Education; Classroom Action Research.*

INTRODUCTION

Nowadays, education is one of the important pillars in the life of every human being, when viewed from a historical point of view education begins from the beginning of human life and continues to develop throughout human life. According to Adesemowo, in (MRizky, 2020) "Education as a comprehensive

process in human progress, involves more than just being in the classroom or formal institution such as a school". Education is a forum for each individual to develop all potential in themselves, through education each individual is taught about the good and bad of every deed, and can create quality and useful individuals for the nation and state. Education in schools

should be directed not only to academic achievements, but also to the formation of a strong, adaptive, and civilized national character (Nggilu et al., 2026). It is regulated in Law No. 20 of 2003 concerning the National Education System, stating that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state", (Soedibyo, 2003)

Education is a long-term investment that requires patience to ensure the survival of the nation. Therefore, efforts that can be made to increase success in teaching are by implementing learning activities in a learning process. According to Hilgard, in (Scott, 2022), stating that "Learning is a process of behavior change due to interaction with the environment" and later with the Marquis, Hilgard revised his definition by saying that "Learning is the process of seeking knowledge in the individual, this process occurs through practice, education, and experience that causes change in the individual." Meanwhile, according to Gagne & Briggs in (Wahab & Rosnawati, 2021), states that "Learning begins from a combination of stimuli and responses that are then amplified over time. This reinforcement aims to improve the behaviors embedded during the learning experience."

One of the steps in creating a learning process that can improve student learning

outcomes is to be able to create the right learning media. According to Kustandi & Derwamawan, in (Zebua, 2017), stating that "Learning media plays an important role in increasing teaching effectiveness, teachers must carefully choose or create media that is in accordance with learning objectives, the use of appropriate media can increase students' interest, focus, and involvement intellectually and emotionally." In this case, it is very important for teachers to be able to design and create effective learning media in the learning process. Thus, the use of appropriate media will contribute to student learning motivation and be able to improve student learning outcomes in the learning process.

Pancasila & Citizenship Education seeks to equip students with the ability to socialize and interact both in the family environment, school environment, or community environment. Pancasila education plays a very crucial role in shaping the character and personality of students in Indonesia. As one of the main subjects in the national education curriculum, Pancasila education aims to provide students with knowledge, understanding, and experience regarding the values of Pancasila as the basis of the country's ideology and philosophy. (Arini et al., 2024). This needs to be developed through a learning process that can create an effective learning atmosphere, because interesting learning will have an impact on student learning outcomes. According to Indra, in (Agusdianita et al., 2025), said that "Learning outcomes are a final assessment of

the process and introduction that has been done over and over again that will be stored for a long time or even will not be lost forever because the learning outcomes participate in shaping the individual personality who always wants better results, so that it will change the way of thinking and produce more work behavior". Student learning outcomes can be improved through the use of learning media. Interactive learning media is very important to overcome problems with student learning outcomes. So, it is necessary to create learning media that is easy for teachers to make and easy to use by students. The rapid development of education also affects aspects of learning psychology and the education system, thereby encouraging the emergence of various technology-based learning media. Along with technological advancements, the learning environment is also undergoing rapid transformation, where each type of environment has different characteristics and potentials in supporting the learning process. (Azizah et al., 2023)

In the digital era, teachers are required to be able to facilitate interesting and fun learning. Learning media such as *Wordwall* to be a solution to support an interactive learning process. *Wordwall*, as a web-based digital platform, offers a variety of interactive games and quizzes that can be used in learning, especially PPKn which is often considered boring. Features such as quizzes, game shows, and crossword puzzles not only improve teacher-student interaction, but also encourage student engagement and enthusiasm for

learning, (Nurmayanti & Kurniawansyah, 2025). According to Mary, in (Sulastri, 2025), stating that "*Wordwall* is a platform that provides opportunities for teachers to create different types of interactive games that can be used in the learning process." In addition, according to Herlina, et al, in (Purnamasari et al., 2020), stating that "*Wordwall* is an interactive learning medium that makes learning more enjoyable for teachers and students. These media encourage student participation in learning tasks and provide a more competitive and engaging learning experience". According to Mardhiyah in (Octavia & Pearl, 2024), that *Wordwall* It has a wide range of interactive template features that support learning, such as: *Match Up* (match pictures), *Open the Box* (guess the contents of the box), *Random Cards* (random cards), *Anagram* (arrange the letters), *Labelled Diagram* (compile images), *Quiz* (multiple choice), *Find the Match* and *Matching Pairs* (match answers), *Wordsearch* (search for words), *Random Wheel* (rotary wheel), *Group Sort* (grouping answers), *Unjumble* (Sentence Structure), *Gameshow Quiz* (quiz with time limit), *Maze Chase* and *Airplane* (interactive game chasing answers), *True or False* (true/false statements), and *Crossword* (crossword puzzle).

In reality, there are many students who are less motivated in the learning process, this can be seen from previous research, such as the research conducted by Priyo Setiawan S.Pd with the title "*Application of Wordwall in Interactive*

Learning of PPKn Subjects at SMP Negeri 6 Semarang" Several problems were found, namely students who tended to be unenthusiastic and passive while participating in the learning process. In addition, students said that PPKn learning still seems boring and lack of innovation in learning models or media, teachers only use makeshift media so this causes a lack of enthusiasm for students to learn. This is certainly a special concern for the teaching team to be able to develop learning media that is able to encourage students to be more interactive in following the learning process. (Setiawan & Haryati, 2024)

Based on the results of initial observations conducted at SMP Negeri 10 Gorontalo City, a number of problems were found in the learning process, especially in the PPKn subject. This is because PPKn subjects are often scheduled in the first or last hour, where at that time students tend to be unfocused or already feel tired. The second problem is that students are still low in their absorption of the material being taught. Some students have difficulty understanding the content of the lessons, so teachers need to make additional efforts so that the material can be well received by all students. These two issues are challenges for teachers to create an effective learning atmosphere and encourage increased student understanding. This condition is also reflected in student learning outcomes, where based on the learning outcomes of class VII-1 obtained, as many as 13 out of 32 students have not reached the Minimum Completeness Criteria (KKM) set,

which is 75. This means that more than 40% of students have not met the standards of completeness, which shows the need for a more interactive and enjoyable approach to learning to improve student learning outcomes.

By using learning media in the form of *Wordwall games*, it is hoped that the PPKn learning process can be more interesting and able to encourage students' cognitive development. This idea is based on the theory of constructivism which emphasizes the importance of students' active involvement in the formation of their own knowledge and understanding. The success of student learning can be seen from the achievement of average grades that meet the KKM, and students will be more involved and create positive interactions during the learning process. This is because *the Wordwall game* is a learning method that is packaged in the form of an interesting educational game and can motivate students to be more active in the process.

Based on these conditions, this study is focused on the use of Wordwall game learning media in improving the learning outcomes of grade VII students in the subject of Pancasila Education at SMP Negeri 10 Gorontalo City. The main focus of this study is directed to analyze the effectiveness and impact of the use of game-based media on students' academic achievement in depth.

METHODS

This research uses the design of Classroom Action Research (PTK), which is

reflective research that is cyclical and carried out by educators to solve learning problems through repeated real actions, so that the improvement process is carried out in a sustainable manner through the stages of planning, implementing actions, observation, and reflection (Tampubolon, 2014). PTK was chosen because it is directly oriented to efforts to improve the quality of learning as well as empower teachers in overcoming learning problems in the classroom systematically and contextually (Muslich, 2014).

This research was carried out at SMP Negeri 10 Gorontalo City with the research subjects of class VII students totaling 21 people, consisting of 14 males and 7 females. The selection of this subject is based on the characteristics of grade VII students who are in a transition period from elementary school to secondary school so that they tend to have low learning motivation. This study uses a Classroom Action Research (PTK) design that includes the pre-cycle, cycle I, and cycle II stages, where each cycle consists of two meetings. The variables studied included input variables (students, teachers, teaching materials), process variables (teacher skills and media implementation), and output variables (student motivation and learning outcomes).

Data collection techniques were carried out through direct observation of student and teacher activities, interviews to explore the subjects' responses, and the use of test instruments to measure the improvement in learning outcomes at the end of each cycle. The

data collected is then analyzed by comparing the results of the evaluation between cycles to see the impact of the actions implemented. This research is declared successful if there is an increase in student learning outcomes in the Pancasila Education subject by achieving the Minimum Completeness Criteria (KKM) of 75%.

RESULTS AND DISCUSSION

Learning Outcomes of Grade VII Students in Pancasila and Citizenship Education Subjects by Utilizing Word Warl Games Learning Media

Meeting Outcome 1 (Cycle 1)

At the meeting of 1 cycle one, the initial stage of research began with careful preparation which included the preparation of modules, materials, and learning media based on *the Wordwall game*, as well as observation instruments to anticipate problems that arise in class actions. The implementation of the action will be carried out on August 21, 2025 with a focus on the History of the Birth of Pancasila material. In the process, the researcher applied a group discussion method integrated with the use of *Wordwall* to increase the involvement of 21 grade VII students, including the beginning, core, and reflection activities at the end of the lesson.

Based on the results of monitoring and evaluation, the activities of teachers and students showed quite good achievements but did not reach the optimal target. Observations of 24 aspects of teacher activities showed the

dominance of the "Good" criterion (66%), but there were still 16% of aspects that were considered "Adequate". Similarly, in student learning activities, where only 8.33% of aspects are in the "Very Good" category, while the other 33% are still in the "Sufficient" category, especially in terms of participation, motivation, and mastery of technology.

At the analysis and reflection stage, several weaknesses were found such as the delivery of material that was not fully in accordance with the level of student development and learning outcomes that had not increased significantly from the pre-cycle stage. Following up on these findings, researchers and accompanying teachers agreed to make improvements to strategic planning and learning tools. This is done as the basis for the implementation of Cycle I Meeting 2 so that the learning process becomes more directed, effective, and able to increase student learning outcomes to the maximum.

Meeting Outcome 2 (Cycle 1)

The implementation of learning at Meeting 2 of Cycle I begins with a mature preparation stage through the preparation of teaching modules, materials, and research instruments designed to overcome low learning outcomes at the pre-cycle stage. This action is implemented through learning the History of the Birth of Pancasila material which integrates interactive media based on *the Wordwall game* as a real-time evaluation tool and measure student understanding. During the process, the

researcher manages the class systematically starting from perception to core activities that focus on effective interaction, to ensure that students are actively involved in understanding the BPUPKI trial process before finally reflecting and giving feedback on the learning outcomes obtained. At the 2nd meeting of cycle 1 the learning results will be displayed on the following graph:

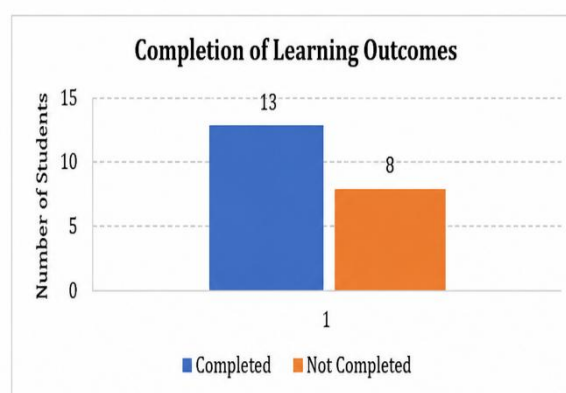


Figure Graph 1 : PI Results (Cycle 1)

Source : (Data Processing, 2026)

Overall, the average student score in Cycle I reached 73.33% with an accumulated total score of 1,540. Of the total 21 students who took part in the evaluation, as many as 13 students (61.90%) had reached the minimum completeness criteria (\geq score of 75), while 8 other students (38.10%) were declared incomplete. The highest score achieved by students was 94 (RII student code), while the lowest score was 36 (MPN student code), which indicates a fairly wide cognitive range among students.

Although more than half of the students have completed it, these results classically show that the target indicators of research success

have not been fully met. The percentage of completeness of 61.90% indicates that the use of applied learning media has begun to have a positive impact on learning outcomes, but it is still necessary to strengthen learning strategies. Special attention is needed for 8 students who have not completed it, especially those who have scores far below average, so that in the next cycle the achievement of grades can be more evenly distributed and meet the set classical completeness standards.

Meeting Outcome 1 (Cycle 2)

The preparation stage for Cycle II of Meeting I was carried out as a follow-up to the results of the reflection of the previous cycle which had not reached the completion target. The researcher and the teacher of the Pancasila Education subject perfected the planning through the preparation of modules, materials, and research instruments, as well as optimizing the use of *Wordwall media* to increase student involvement. The implementation of the action, which took place on August 25, 2025, was focused on the material on the Role of the Nine Committee in Formulating Pancasila, which included initial activities, the core with interactive media demonstrations, to the closing which was filled with reflection and strengthening of concepts.

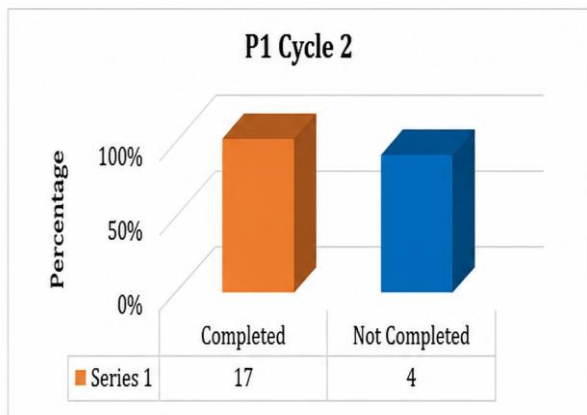
The monitoring results showed a significant increase in teacher and student activities, where the quality of teacher learning was dominated by the criteria of "Good" (66%) and "Very Good" (25%). Student activities also made rapid progress with the level of

enthusiasm and participation reaching 58% of the "Good" criteria and 33% of the "Excellent" criteria. This increase is in line with cognitive learning outcomes which reached an average of 85.90 with a classical completeness rate of 80.95%. Although there are still some technical obstacles and students that have not been completed, in general the learning process has been much more effective than the previous cycle, so that the research can be continued to the next meeting to achieve optimal results.

Meeting Results 2 (Cycle 2)

The preparation stage for Cycle II of Meeting II was carried out by researchers and teachers of Pancasila Education subjects by compiling modules, materials, learning media, and evaluation instruments as a step to improve the reflection of the previous meeting. The implementation of the action, which took place on Tuesday, August 26, 2025, focused on the material on the Process of Determining Pancasila as the Basis of the State by integrating *Wordwall media* to measure student understanding through systematic learning steps.

The activity ended at the closing stage with a joint conclusion, appreciation for the students' activeness during the interactive evaluation process, and a formal closing of the learning with prayers and greetings. Monitoring of learning outcomes in cycle 2 of meeting 2 can be seen in the following table:



Graph 2. P2 Results (Cycle 2)
Sumbe (Processed data, 2026)

It can be seen that the learning outcomes of students in cycle 2 of the second meeting show that there is a significant spike in academic achievement compared to the previous stage. With an average class score of 85.90% and a total accumulated score of 1,804, it can be seen that students' understanding of the History of the Birth of Pancasila material has developed very well. This success was further strengthened by the existence of three students (codes MRI, RII, and RM) who managed to achieve a perfect score of 100, as well as the majority of other students who dominated the score range above 80.

Judging from the classical level of completeness, as many as 17 out of 21 students or 80.95% have successfully exceeded the Minimum Completeness Criteria ($KKM \geq 75$). Although there are still 4 students who have not completed with the lowest score at 56, this high percentage of completeness indicates that the learning media interventions implemented

have been effective in improving learning outcomes collectively. This achievement is a strong foundation for researchers to continue to the next meeting to provide more specific guidance for students who have not yet completed it, so that the target of research success can be achieved to the maximum.

Based on the results of the study, the use of Wordwall-based learning media showed an increase in student learning outcomes from the Pre-Cycle to Cycle II stage. In Cycle I, students began to show interest and enthusiasm for learning, especially when using *Wordwall media*, even though the level of activity and confidence of students was not evenly distributed. This has an impact on student learning outcomes, especially in the cognitive domain, where classical learning completeness has not reached the target so improvements are needed in the next cycle.

In Cycle II, learning activities appeared to be more optimal, based on the results of observations in the field that students showed a much higher level of interest, enthusiasm, and activity during the learning process. The classroom atmosphere becomes more conducive, students become more focused on the lesson, and they feel more confident in answering and solving questions. All of this has a direct impact on student learning outcomes, especially in the cognitive realm.

Wordwall-based game-based learning media has a direct impact on improving student learning outcomes in Cycle II learning activities. By using the Wordwall game media, students

are actively involved in the learning process, making it more interactive and fun. By using *the Wordwall game*, learning becomes less passive, which encourages students to be active and interested in the material being taught.

The results of this study are in line with the theory of constructivism which states that knowledge is actively built by students through learning experiences. According to J. Piaget, in (Masgumelar, 2021), that "knowledge is the result of individual construction, in which a person who learns to form his or her own understanding and understanding actively, rather than simply accepting the information conveyed by the teacher". In the view of constructivism, learning is understood as the active activity of students in building their knowledge based on the experience gained, so that knowledge is not passive or the result of giving from others. Therefore, the learning process in constructivist theory does not focus on distributing knowledge from teachers to students, but rather on efforts to support and facilitate students to be able to construct their own knowledge through direct involvement with the phenomena and objects studied. (Lathifah et al., 2024)

In this study, the use of *Wordwall* game media as a learning medium reflects the principles of constructivism learning. Students are exposed to a variety of interactive questions and activities that encourage them to participate actively in thinking, analyzing, and learning the material cognitively while applying prior knowledge. To show that students are not

only learning passively but also actively building their own understanding of the material being taught, the process of answering questions, correcting mistakes, and providing proper explanations becomes a significant learning experience for them.

In addition, the results of the study are also in line with the theory put forward by Lev Vygotsky, in (Nerita et al., 2023), which emphasizes the importance of social interaction in the learning process, asserting that "learning begins when learners reach a developmental stage known as *Proximal Development Zone*, which is a condition when students are actively involved in social interaction". During the application of game-based learning media *Wordwall*, there is interaction between students and between students and teachers, both in the form of discussions, mutual help, and giving feedback. These interactions play a role in helping students who are experiencing difficulties so that they are able to understand the learning material better.

The researcher evaluated learning to students using *Wordwall* game media in each cycle. The use of *Wordwall* game media is carried out at the 2nd meeting in each cycle with the aim of measuring the level of students' understanding of the learning material that has been delivered. Teachers benefit significantly from the use of *Wordwall game learning media* in the evaluation process, because this media is able to present questions in an interactive, interesting, and easily accessible way for students. In addition, *Wordwall* helps teachers

in directly observing the level of mastery of student material, increasing participation in working on questions, and simplifying the process of processing and analyzing learning evaluation results.

The learning objectives for Cycle I by using the material "*The History of the Birth of Pancasila*" are in accordance with the first learning objective, namely students are able to identify *the Birth Process of Pancasila In the BPUPKI Session*, students show an understanding of the background of the formation of BPUPKI, the figures who played a role in the formulation of Pancasila, and the stages in the BPUPKI session as the basis for the birth of Pancasila. After that, the researcher evaluated student learning outcomes using *Wordwall game media*, the results of student evaluation test scores using *the Wordwall game* in Cycle I learning, the number of students who got a score of ≥ 75 was 13 students with a percentage of 61.90% of the total number of 21 students.

Furthermore, in the Cycle II learning with the material "*The History of the Birth of Pancasila*" in accordance with the second learning objective, namely students are able to explain *the Role of the Nine Committee in Formulating Pancasila*" and the third learning objective, namely students are able to describe *the Process of Determining Pancasila as the Basis of the State*, the learning results show that students have understood the role of the sembilan committee and the stages of determining Pancasila well, which is shown

through the increase in the completeness of learning outcomes in Cycle II learning, namely the number of students who got a score of ≥ 75 as many as 17 students with a percentage of 80.95%. Therefore, the results of the evaluation using *the Wordwall game learning media* are very helpful for teachers to be able to evaluate learning, especially in PPKn learning.

The results of the classroom action research show that the application of Wordwall-based learning media is able to have a positive impact on improving student learning outcomes in *the History of the Birth of Pancasila* material, the increase occurs gradually starting from Pre-Cycle activities, Cycle I, until achieving optimal results in Cycle II. In addition to increasing the completeness of learning outcomes in the cognitive domain, the use of *Wordwall* is also able to increase students' interest, activeness, and enthusiasm in following the learning process. Thus, Wordwall-based learning media can be used as an effective alternative learning media in creating an interactive, fun, and meaningful learning atmosphere for students

Based on the overall results of the discussion that has been described, it can be emphasized that the use of *Wordwall game learning media* that has been implemented in the learning process has been effective in improving student learning outcomes gradually starting from learning in the Pre-Cycle, Cycle I to Cycle II. The increase in learning outcomes shows a significant change in the learning process, where students no longer only play the role of passive recipients of information, but

actively participate in building understanding through interactive learning activities.

The improvement in learning outcomes is not only seen in the cognitive aspect shown through the increase in the number of students who achieve learning completion, but also in affective and psychomotor aspects such as increasing activeness, interest, enthusiasm and confidence in students in following the learning process. Students become more courageous in expressing opinions, answering questions, and engaging in discussion activities and completing assignments given. In addition, the use of *Wordwall* game media also provides a more interesting and enjoyable learning experience for students, so that it is able to create an interactive learning atmosphere.

Thus, it can be concluded that *Wordwall* game-based learning media not only functions as a tool in the learning process, but also as an effective means of improving student learning outcomes. Therefore, the use of *Wordwall* media can be used as an alternative learning innovation that is able to create an interactive, fun, and meaningful learning atmosphere for students.

CONCLUSION

This study shows that the dynamics of Re-Voting (PSU) in Hutakalo Village, Mokonou Hamlet reflect the character of local democracy which is still in the transition phase from procedural democracy to more substantive democracy. The findings of the study reveal that the political culture of the community is

dominated by the orientation of the subject which is reflected in compliance with the political system and acceptance of institutional decisions, but it is not fully accompanied by the capacity for independent, critical, and public-interest-oriented participation. Although there are indications of the development of the political culture of the participants, the process is still influenced by the strong social relations, kinship networks, and patronage patterns that shape the political preferences of the people. The scientific contribution of this research lies in its ability to explain that the implementation of PSU not only functions as an instrument of procedural correction in the implementation of elections, but also as an arena that shows the dynamics of political culture, voter behavior patterns, and the quality of local democracy that develops in the social context of rural communities.

Theoretically, the results of the study strengthen the perspective of political culture and voting behavior that places social factors as the main determinants in the formation of people's political choices. The findings show that families and kinship networks have a more dominant influence than psychological factors and rational considerations based on programs and policies. However, this study also shows that access to political information and people's political experiences are starting to play a role in shaping more reflective political attitudes. Thus, the results of the study not only strengthen the theory of political culture and voting behavior, but also show a gradual

transformation process from traditional political orientation to more conscious and rational political participation.

Practically, this study implies that strengthening the quality of local democracy requires more systematic efforts in improving people's political literacy, expanding access to objective political information, and strengthening democracy education that encourages the birth of critical and participatory citizens. Election organizers, local governments, and various elements of society need to build effective oversight mechanisms to minimize the practice of money politics, political patronage, and various forms of mobilization that have the potential to reduce the quality of democracy. In addition, equitable distribution of development benefits and strengthening public trust in political institutions are also important prerequisites in realizing a more substantive democracy. The next research is suggested to examine the dynamics of political culture and voting behavior in the context of PSUs in other regions, using comparative and mixed methods approaches, and explore the influence of digital media, political education levels, and economic factors on the transformation of people's political participation in local democracy.

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