

Evaluation of The Use of Wordwall Application in The Learning of Indonesian at SMA N 1 Polanharjo

Putri Listianingsih^{1,*}, Yunus Sulistyono¹

¹ Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

* Corresponding author: A310210021@student.ums.ac.id .me

Abstract

Purpose: The purpose of this study is to describe the evaluation of the use of the Wordwall game application in learning Indonesian at SMA N 1 Polanharjo, to identify the obstacles faced by students in implementing the Wordwall game, and to identify the advantages and disadvantages of utilizing the Wordwall game application for learning Indonesian. Evaluation in this context can be in the form of educational games that are tailored to students' needs.

Methodology: This study used a qualitative descriptive method. Data were collected through several techniques, namely observation, interviews, and documentation. The data analysis process was carried out in three stages: data reduction, data display, and conclusion drawing. The object of this study was the students of SMA N 1 Polanharjo. Primary data were obtained from direct observations of the students, while secondary data consisted of scientific writings or previous research on the use of the Wordwall.net educational game as a reference for this study.

Results: The results of the study show that the use of Wordwall in learning evaluation brings significant improvements in various aspects. There is a rapid increase in students' enthusiasm during the evaluation process, a noticeable improvement in their concentration, and enhanced cooperation among individuals. The study concludes that Wordwall media can support students' abilities and increase their motivation. The application of Wordwall media strongly supports the activeness of learning activities, improves the effectiveness of learning, and makes students more enthusiastic in participating in lessons.

Applications/Originality/Value: The application of this research lies in its contribution to the implementation of game-based learning evaluation tools, specifically the Wordwall application, in secondary education. The study demonstrates that integrating Wordwall into Indonesian language learning can enhance student motivation, concentration, and collaboration. These findings suggest that educators can adopt Wordwall not only as an evaluation tool but also as a learning strategy to increase student engagement and participation. The study also provides practical insights into the obstacles students may face, offering a foundation for further development and adaptation of digital media in classroom settings to optimize learning effectiveness.

Introduction

Learning evaluation can be done through educational games that are specifically designed to meet the needs and characteristics of students. By using effectively de-signed games, the evaluation process will not only help measure student understand-ing, but also create a fun and interesting learning experience. These educational games allow students to participate actively, so they can more easily understand the material and increase their involvement in the learning process. Evaluation in Indo-nesian language learning is a process of assessing information on mastery of lan-guage skills. Evaluation is a tool or procedure used to find out and measure some-thing in an atmosphere using predetermined methods and rules (Muryadi, 2017).

The evaluation conducted not only focuses on the results, but also pays attention to the student learning process during learning. As conveyed by Amirin (2013), evalu-ation does not only assess the final results, but also the process that students go through. However, the implementation of evaluation often makes students feel bored and burdened, one of which is caused by the quiz model which is too monotonous. Therefore, educators need to understand the evaluation method that is more appro-priate and enjoyable for students.

The purpose of implementing educational evaluation is to measure the extent of students' understanding, so that by conducting an evaluation, their level of intelli-gence can be known. Evaluation can also help teachers and schools to find out whether the learning process carried out is successful and the education process in schools is good. After being evaluated, of course, the results of the assessment can be whether the learning process is successful or not. Every teacher who conducts an evaluation must understand the purpose and benefits of the process.

Learning that implements technology-based learning can stimulate students to be more enthusiastic in learning and working on various kinds of practice questions, because technology learning has various forms of imagination, explanations

in the form of graphics, and various colors that add a real impression so that students' interest in learning arises (Azhar, 2013). Learning presented using technology can develop students' potential. One form of facility used by teachers to support better learning is by utilizing technology as a means of learning media.

Technology-based learning can encourage students to be more enthusiastic in learning and completing various kinds of practice questions, because technology learning has various forms of imagination, explanations in the form of graphics, and various colors that add a real impression so that students' interest in learning arises (Azhar, 2013). The use of technology in learning is also able to develop students' potential. One form of facility used by teachers to support better learning is by utilizing technology as a means of learning media.

The learning process is considered successful if it is able to encourage and motivate students to always be involved. However, traditional learning that uses one-way communication often makes students feel bored because they are not actively involved in learning, especially in evaluation, which ultimately has an impact on decreasing learning achievement (Wirani, et al. 2021). The growing development of technology in the world of education has encouraged its use as a tool for evaluating learning. Evaluation is an important part of the teaching and learning process which is systematic and consists of many components. Each component of education must run regularly, interdependently, and sustainably in the long term (Lestari & Saputra, 2021).

The Wordwall application is highly recommended for educators to use in the learning process to make it more enjoyable and can overcome student boredom during the learning process. This opinion is in line with the view that the Wordwall application is an interactive and enjoyable learning medium. In addition, the use of this application makes students and teachers not easily bored and can be easily accessed by students (Lubis & Nuriadin, 2022).

The use of Wordwall media as an evaluation tool in learning Indonesian is very appropriate. Because wordwall has many templates that can be easily customized by teachers and games designed by teachers, so that learning becomes more meaningful and easy for students to follow. Because Wordwall has many features that can be used, presenters can use it with various creations, Wordwall can also be adapted to the learning style of each student.

Wordwall is an application that can be used as a learning medium, learning resource, and assessment tool for teachers and students. This application provides various examples of creations that can help new users to develop their creativity. Wordwall is considered an interactive learning medium because its appearance is attractive, thus increasing students' enthusiasm for learning. In addition, this application makes it easier for teachers because it can be accessed for free with easy and flexible use. Wordwall is an educational game designed to help teachers create online game-based learning media without the need for coding skills, and can be adjusted to the material being taught. This application is perfect for designing and reviewing learning assessments.

The importance of conducting research on web-based application games such as Wordwall in learning has several significant interests. First, this research can help and understand in depth the effectiveness of the wordwall game in improving student learning outcomes. By evaluating the results of this study, we can identify the advantages or strengths and weaknesses of the game and adjust its use to learning needs. Therefore, research on Wordwalls is not only important for increasing our understanding of their effectiveness, but also for optimizing the use of technology in modern learning.

So the use of web-based educational games in learning Indonesian in high school has several benefits. First, games make learning more interactive and fun, thus increasing students' interest in learning. Second, games provide a more in-depth and practical learning experience, allowing students to actively practice their Indonesian language skills. Third, games offer direct feedback to students, helping them correct mistakes and understand the material better. Lastly, the application of technology in learning can also improve students' technology skills, which is very important in the digital era and also keeping up with current developments.

The purpose of this study is 1) Describe the evaluation of the use of the Wordwall game application in learning Indonesian at SMA N 1 Polanharjo, 2) Identify the obstacles faced by students in implementing the Wordwall game at SMAN N 1 Polanharjo, 3) Identify the advantages and disadvantages of utilizing the Wordwall game application for learning Indonesian.

Evaluation can encourage students to study harder continuously, and encourage teachers to improve the quality of the learning process. Apart from that, evaluation also motivates schools to improve facilities and the quality of student learning. In this regard, optimization of the evaluation system has two meanings: first, an evaluation system that is able to provide information optimally; and second, the benefits obtained from the evaluation itself. The main benefit of evaluation is improving the quality of learning, which will ultimately contribute to improving the quality of education (Magdalena, et al., 2020).

Wordwall is a website that offers various educational games that function as fun assessment aids and evaluation tools for students. This application is easily accessible to students via their respective gadgets and laptops (Lestari, 2021). Wordwall-based educational games are digital learning applications equipped with various interesting quiz features, including a combination of colors, moving images, and sounds, which can be used by educators in the learning process. Teachers use various ways to convey material through learning media, especially innovative learning media, so that the learning process is not boring and the material can be delivered effectively to students (Firmadani, 2020).

Wordwall is one application that can be used to make learning media more interactive. The Wordwall application can be used to create learning media such as quizzes, matching, pairing, anagrams, random words, word searches, grouping, and others. According to (Khosiyono, 2022:211), the Wordwall application is a tool used in learning media with the aim of being a means for teachers to assess students. In addition, the special characteristic of this Wordwall is fun for students because the learning in it is very interesting, such as; matching or pairing quizzes, word searches, random words, and so on.

Based on the results of previous research related to the use of the Wordwall game application in Indonesian language learning, it can be concluded as follows. The first study was taken from the results of a study written by Larasti, et al. (2023) entitled "Utilization of Wordwall.net Media as an Evaluation Media in Learning In-donesian." The background of this study is to support the learning process and make it easier for teachers to analyze and obtain learning evaluation results, especially in learning Indonesian. The researcher also stated that Wordwall.net is an interactive learning media because it offers an attractive appearance, which can increase students' enthusiasm for learning. Apart from that, this application also makes it easier for teachers because it can be accessed for free and has simple and flexible use.

It can be seen in the research conducted by Zulfah (2023), it is seen that teachers in the 21st century education era can utilize technology-based learning media to increase students' interest in learning. Due to the low interest in learning of students, educators are required to understand the learning styles or needs of students so that they can have a higher interest in learning. Sherianto (2020) argues that Word-wall is an application that can be used as a learning tool, reference, and assessment instrument for teachers and students. Therefore, the Wordwall website is one of the right choices to use in learning Indonesian, thereby making the learning process more active and innovative.

Method

The method in this study is included in the type of qualitative descriptive method. Qualitative descriptive is a series of activities carried out to collect data that is as it is in accordance with the actual conditions that are in accordance with the facts that occur in the field (Sugiyono, 2014) In line with the opinion of (Rukin, 2019) qualitative research is descriptive research and generally uses analysis with an inductive approach. The research process is emphasized and the use of theory is carried out to maintain focus. This research is adjusted to the facts in the field. In addition, theory is used to provide an overview of the background of the research and becomes material in the discussion of research results.

Data collection techniques through several methods, namely: (1) Observation, (2) Interviews, and (3) Documentation. The Miles and Huberman model Data Analysis Technique is used in this study. The data analysis includes three stages, namely: 1. Data reduction (reducing or simplifying data so that it can be in accordance with needs and of course easy to obtain information); 2. Data display (data can be presented in the form of charts, diagrams, or other forms that look organized); 3. Conclusion drawing (drawing conclusions from the information presented in the research report)

The object of this research is students of SMAN 1 Polanharjo. The existence of SMA N 1 Polanharjo or what used to be SMA Jatinom is in Karanglo village, Polanharjo District, Klaten Regency. Data collection in this study uses primary and secondary data. Primary data is obtained through observation of students at SMAN 1 Polanharjo. According to (Sugiyono, 2016), primary data is a source of data that provides direct information to researchers. To collect primary data, researchers must do it directly through observation techniques, interviews, focused discussions, and distributing questionnaires. This study uses data in the form of a questionnaire to 30 students who are students of SMA N 1 Polanharjo.

Quantity Criteria	Total
Very Satisfied	19
Quite Satisfied	8
Satisfied	-
Not Satisfied	30

Secondary data is scientific work or previous research which discusses the use of the educational game Wordwall.net, and is used as a reference in this research. Secondary data is the processing of primary data presented in the form of tables or diagrams, by the primary data collector or by other parties (Umar, 2013). Secondary data is used to direct researchers to events and incidents that are relevant to the research objectives (Moleong, 2014). The sources of secondary data obtained come from internet sites or references that are in line with the author's research focus.

Result and Discussion

In the current digital era, educational technology increasingly plays an important role in the learning process. As an educator, educators are always required to be able to explore various web-based applications to create a more interactive and fun learning environment in the classroom. One of the useful applications that supports interactive learning is Wordwall, a web-based application designed to create various types of educational games such as quizzes, matching words, searching for words, and anagrams. The use of this application not only provides variation in teaching methods, but also encourages students' enthusiasm so that students become active, with the use of Wordwall providing a clear picture of how technology can affect students' understanding and the classroom atmosphere during the learning process.

Student learning outcomes are influenced by two factors: the first is internal factors, such as students' thinking and learning styles; and the second is external factors, such as the delivery of material by teachers (Pujianto et al., 2020). Improvement in student learning outcomes is greatly influenced by the use of media in learning. The use of media can increase student learning motivation and make it easier for teachers to deliver material, so that learning objectives can be achieved more effectively (Novita et al., 2020). In the learning process, the role of teachers is very important in conveying knowledge to students during teaching and learning activities at school (Sulistiyono, 2016).

The rapid progress in the field of technology, teachers are required to develop various types of learning media. One of them is technological progress. Computer technology can be utilized to assist in the creation of learning media. Related to this, to take advantage of existing technological advances and with almost every student having a device such as a gadget, laptop or other, it is necessary to implement learning media in the form of applications or web-based that utilize technological advances to support the learning process in the classroom.

Learning that involves active participation of students directly provides new experiences, so that they can easily build their own understanding, interact positively, and support each other to achieve common goals. Using the Wordwall application creates a pleasant learning atmosphere, which can encourage and motivate students to be more active in learning, discussing, expressing opinions, arguing and exploring the subject matter. This is evident from the good learning outcomes of students and achieving minimum completion standards during learning using Wordwall.

Based on the results of observations in the field, researchers found several problems, namely: (1) increasing student enthusiasm in the learning evaluation process, (2) learning evaluations which are usually carried out manually using sheets of paper cause the use of time to be less efficient, (3) educators do not understand how to use online media, and (4) student enthusiasm increases more in game-based learning.

As explained, the use of Wordwall was chosen as a solution to overcome several existing problems. In addition, the use of Wordwall also has other positive impacts, such as increasing student involvement and participation directly in the learning assessment process. This increases student attention and concentration, which in turn also improves their skills.

In carrying out the evaluation of subject learning in class XI-J of SMA N 1 Polanharjo, the researcher first explained the uses and benefits of the wordwall application, then the researcher guided and explained how to use the wordwall and then students were asked to be able to use the wordwall to train cooperation in solving problems and making the right decisions in a short time.

At the start of the introduction to the wordwall game, students seemed curious about this new approach, because they were used to conventional methods such as reading text and writing answers in books. Then when students were introduced to the Wordwall game, initially students looked confused because they did not know the wordwall web, after students were guided to use the wordwall, students began to be excited and enthusiastic, especially because they could immediately see the results of each game they played. The time feature given in each quiz adds an element of competition, which makes students compete to finish the game early.

When using the Matching feature for effective sentence construction material, students are asked to match the subject, predicate, object and information in the given sentence. This game requires them to think quickly and carefully in understanding sentence structures, something which was previously quite difficult for some students when taught using the lecture method. However, with this game, they feel like they are learning while playing, which makes the learning process more interesting and also makes learning more enjoyable, there is an increase in self-confidence in students who are usually passive. Students begin to participate more actively and appear more confident in answering questions.

In addition, Wordwall is also very useful in teaching Indonesian vocabulary. Another feature that can be used again is Word Search to train students to know more new vocabulary, especially those related to Indonesian language material. In this game, students must find related words such as synonyms and antonyms. This game indirectly helps students to improve their analytical skills. The students' responses were very positive, they felt challenged to complete the game quickly, and often they worked together in small groups to find the right words. This collaboration not only helps them in completing tasks, but also encourages positive social interactions among students.

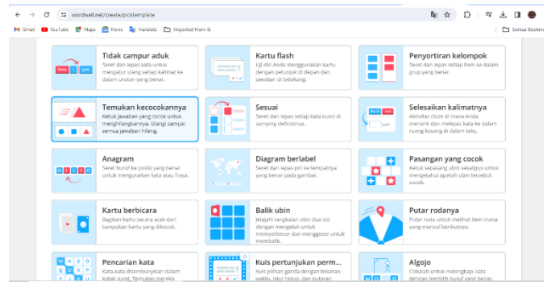


Figure 1. Wordwall web view

Respondents in this study were 30 students of class XI - J of SMA N 1 Polanharjo. The data of the results of students' learning interest satisfaction when using Wordwall in the Indonesian language learning process were obtained from the Questionnaire.

Table 1. Student satisfaction criteria in using Wordwall

Quantity Criteria	Total
Very Satisfied	19
Quite Satisfied	8
Satisfied	-
Not Satisfied	30

The table above can be obtained from the results of the questionnaire question-naire scores given to students, where there are 10 statements and one question regard-ing students' obstacles or difficulties when using Wordwall. Researchers use a ques-tionnaire containing questions then students are asked to fill in "Very Satisfied", "Quite Satisfied", "Satisfied" and "Not Satisfied" by using a check mark for the an-swer, then students are also asked to fill in their obstacles or difficulties when using wordwall as a learning evaluation tool.

The results of distributing questionnaires to students in the utilization of Wordwall, the results stated that 19 students said they were "very satisfied" with the utilization of this wordwall which can be used as a tool or material for learning evaluation. Stu-dents answered that they were very satisfied using this wordwall because this game is very creative and innovative so that students feel that learning is not boring. Because students will also feel more motivated and encourage their enthusiasm in working on learning evaluations. With the utilization of wordwalls, it will also make it easier for educators and students to support the learning process, so learning will be more en-joyable and make students more active.

From one student class containing 30 students, then the students who answered that they were "very satisfied" with the use of wordwall as an evaluation tool were 19 students, then those who answered "very satisfied" were 8 students who answered that they only felt "Quite Satisfied" and 3 others answered "satisfied" and 0 answered they were "not satisfied". So from here it can be concluded that on average students answered that they were very satisfied with the use of this wordwall because in addi-tion to being used as a tool or material for learning evaluation, wordwall can also be used as a game, wordwall also presents many creative features and can be used for free without paying. So it will be easier to use by educators or students who want to try this wordwall education-based game feature, because it can also be used for indi-vidual and group assignments according to the needs of educators or students.follows

Table 2. Obstacles experienced by students in utilizing Wordwall

Student obstacles in utilizing wordwalls	Total
It takes a long time to make it	4
Network unstable	9

After that, students answered and gave their opinions regarding the use of wordwall, 4 students answered that the obstacles experienced were that the use of wordwall took quite a long time to make. 9 students answered that their network was unstable, and 17 other students answered that there were no obstacles.

In addition, students were also given a questionnaire, students were asked to answer whether there were any obstacles or not when using the wordwall. After that, students answered and gave opinions about the use of wordwall, 4 students answered that the obstacle they experienced was that in utilizing wordwall it took quite a long time to make it because in wordwall the presenter must make it themselves creatively and according to the wishes of the presenter who wants to present the wordwall. Even though Wordwall already provides many features or templates that can be used for free and there are many features that can be utilized, the presenter must create appropriate rules and adjust them according to the presenter's wishes.

Many students said that they had no problems when using the wordwall, but 9 students said that their network was unstable. Because in using the wordwall, the network must be stable because in this educational game there is a time that continues to run so if their network is unstable, the time used will also continue to run. But not everyone experiences network problems because even though they are in the same area, the network they use is not all the same. Network problems are problems that are rather difficult to overcome because the network cannot be easily adjusted and changed.

Even though some students mentioned that their obstacles were the network and creation time, this did not change their enthusiasm when using wordwall, because with advances in technology, educators and students are constantly being asked to keep up with the changes and developments of the times which will continue to develop more and more every day. With the utilization of this wordwall, students know that with this wordwall, their learning activities can be more creative and not boring.

Apart from being able to be used for game-based games, wordwalls can also be used to measure students' understanding of the material. Although the use of Word-wall provides many benefits, there are several challenges faced, especially related to technology access, namely unstable internet connections at school, which sometimes interfere with the smooth running of the game. This challenge teaches the importance of flexibility and readiness to overcome technical obstacles in technology-based learning. Not all students have the same level of comfort in using technology. Some students with lower technology skills need extra time to adapt to how wordwalls work. However, with guidance, students can follow the flow of game-based learning like wordwalls. It is important to remember that while technology provides many benefits, the role of teachers is still important in providing support and guidance to students, especially those who struggle with using digital devices.

Overall, the experience of using Wordwall in Indonesian language learning has had a significant positive impact on student engagement and motivation. That way, students no longer see Indonesian lessons as something that is always monotonous, but also as an opportunity to learn in a more creative and interactive way. By utilizing this web wordwall, it can create an active atmosphere in the classroom, it can also encourage students to be more active in participating, this web wordwall, apart from being an educational-based game, can also be used as a more effective way to assess student understanding. In addition, wordwall can also be used to compile more varied, creative, interesting learning materials and can make the teaching and learning process more active and not monotonous.

With the development of technology that continues to advance, the use of applications such as Wordwall will be increasingly relevant in improving the quality of learning in the classroom. Although technical challenges still exist, the benefits that wordwalls have provided are far greater and very beneficial. As a web educator, wordwall is part of the Indonesian language learning strategy in the classroom, because with wordwall students become more active and learning becomes more enjoyable. Using this wordwall can provide a more enjoyable and useful learning experience for students in the future.

The use of Wordwall in learning evaluation, as previously explained, shows significant progress in various aspects. There is a rapid increase in student enthusiasm for the evaluation process, an increase in their concentration, and an increase in cooperation between individuals. Apart from that, the results of student scores also showed a better improvement compared to evaluations carried out using paper. Wordwall games can make it easier for educators to be creative in evaluating material to students (Khairunisa, 2021).

According to Slameto (2010), interest can be expressed through statements that show students' preferences for something over another and expressed through participation. In learning using the Wordwall educational game, on average students showed high enthusiasm and actively participated in solving the problems. The use of this learning media facilitates the interaction process between teachers and students. Apart from that, Wordwall can not only be used as a learning medium anytime and anywhere, but also functions as a tool for learning assessment.

Along with the development of technology, teachers need to develop various types of learning media. One example is the advancement of technology itself. The development of computer technology can be utilized to help create learning

media. Related to this, to take advantage of existing technological advances and with almost every student having an Android device, it is important to implement learning media in the form of Android applications to support the learning process in the classroom.

Wordwall also has several advantages, including as a tool in learning media which is a flexible and diverse technology-based media, easy to use and customize, has free features, and has an attractive appearance. Teachers can create various types of learning activities that are tailored to the material being taught. These activities vary, such as flashcards, word games, tests, or interactive game boards to strengthen student understanding. In addition, students can access this Wordwall media via smartphones, laptops, or tablets. Wordwall provides templates and project examples from other users, making it easier for teachers to create similar learning media. In addition, Wordwall allows teachers to change existing templates to suit their needs, such as the use of images, audio, and video in learning activities. Even though it has many advantages, Wordwall also has several disadvantages. These disadvantages include its vulnerability to cheating, the font size cannot be changed, the creation process takes longer, it can only be accessed visually, and it requires a stable internet connection because it is online-based.

In addition to having advantages and disadvantages, it can be concluded that Wordwall also has several benefits, including: 1) Increasing student learning motivation because they are more interested and involved in interactive and fun activities, 2) Strengthening understanding of the material by helping students understand concepts through practice questions about the material that has been taught, 3) Supporting active learning, where students can interact with each other, because the use of this web application allows students to learn more actively and collaboratively, 4) Flexibility, because Wordwall provides various templates and game formats that can be adjusted to students' learning needs, so that teachers can easily make adjustments, and 5) Can be used as an effective learning evaluation tool that can measure students' level of understanding of the material, provide direct feedback, and allow teachers to monitor the progress of students' understanding.

Conclusion

Along with the rapid development of technology, teachers are required to continue to innovate in developing various types of relevant and effective learning media. The use of web-based educational games such as Wordwall has become one of the important innovations in the world of education, especially in today's digital era. Wordwall provides a platform that allows teachers to design various interactive learning activities, such as quizzes, crosswords, spinning wheels, and more. With an easy-to-understand design and user-friendly interface, Wordwall is the right choice for teachers in creating a more fun, interesting, and challenging learning atmosphere for students. One of the main benefits of technological advances is its ability to create learning tools that can increase student engagement. For example, computer technology can be used to support the learning process in a more interactive and fun way. In this case, applications such as Wordwall are a practical solution that allows the creation of a dynamic and fun learning atmosphere. Wordwall helps teachers design more interactive and interesting learning, which ultimately encourages and motivates students to be more active in learning. Through the use of Wordwall, students are more motivated to participate in discussions, express their opinions, and understand the material in a more enjoyable way. Learning that actively involves students not only gives them new experiences, but also makes it easier for them to build knowledge independently, interact positively with their friends, and work together to achieve the desired learning goals. The use of the Wordwall application not only makes the learning process more enjoyable, but also increases students' motivation to continue learning. The use of Wordwall also promotes more inclusive learning. Students with various levels of ability can participate without feeling left behind. Interactive educational games tend to attract more students who may have difficulty with traditional learning methods. In addition, the Wordwall feature that can be accessed online allows students to play and learn anytime and anywhere, both at school and at home. This provides additional flexibility that is very relevant during a pandemic or during distance learning. Based on the results of a survey given to students, they felt more satisfied with the Wordwall method or internet-based evaluation, because learning became more innovative and not boring. This ultimately helped increase students' enthusiasm for learning. Wordwall has proven to be an effective learning medium in creating a more varied, enjoyable, and innovative learning atmosphere. Its use can increase students' motivation to learn more enthusiastically and actively. In addition, Wordwall is not only a game tool, but also provides various useful features for teachers and students in the evaluation and learning process. This application is also easy to access and use, both by educators and students, and supports more flexible and modern learning. Wordwall-based educational games are not only a medium for playing, but also function as an effective tool to measure students' understanding of the material that has been taught. Students no longer feel burdened by monotonous traditional evaluation methods, but instead enjoy the learning process through well-designed games.

To maximize the use of Wordwall in schools, there are several steps that can be taken. First, teachers should be given special training on how to create and utilize this educational game, namely Wordwall, so that educators can be more creative in designing learning activities. Second, schools should ensure the availability of supporting infrastructure, such as stable

internet access and adequate computer devices. Third, teachers can combine Wordwall with other learning methods to create richer and more interesting variations. Thus, Wordwall can function as an effective tool in digital learning, while also answering the challenges of education in an era of increasingly advanced technology.

References

- Amirin, T. (2013). *Manajemen Pendidikan*. UNY Press.
- Azhar, S. (2013). Profesionalisme Guru dalam Pembelajaran. *Jurnal Adabiyah*, 13(2), 203-213.
- Firmadani, F. (2020). Media Pembelajaran Berbasis Teknologi sebagai Inovasi Pembelajaran Era Revolusi Industri 4.0. *KoPeN: Konferensi Pendidikan Nasional*, 2(1), 93-97.
- Hudaya, A. (2018). Pengaruh Gadget terhadap Sikap Disiplin dan Minat Belajar Peserta Didik. *Research and Development Journal of Education*, 4(2), 86–97.
- Khosiyono, Banun Havifah Cahyo. (2022). *Teori dan Pengembangan Pembelajaran Berbasis Teknologi Digital di Sekolah Dasar*. Yogyakarta: Dee publish
- Larasati, P., Putrayasa, I. B., & Martha, I. N. (2023). Pemanfaatan Media Wordwall. Net Sebagai Media Evaluasi dalam Pembelajaran Bahasa Indonesia. *Nusantara: Jurnal Pendidikan Indonesia*, 3(3), 395-412.
- Lestari, W., & Saputra, E. R. (2021). Telaah Penggunaan Games Digital sebagai Evaluasi Pembelajaran Masa Kini. *Jurnal Pendidikan Hayati*, 7(2), 70–74.
- Lubis, A. P., & Nuriadin, I. (2022). Efektivitas Aplikasi Wordwall untuk Meningkatkan Hasil Belajar Siswa dalam Pembelajaran Matematika Sekolah Dasar. *JURNALBASICEDU*, 6(4), 6884–6892
- Magdalena, I., Ridwanita, A., & Aulia, B. (2020). Evaluasi belajar peserta didik. *Pandawa*, 2(1), 117-127.
- Moleong. Lexy J. 2014. *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya. Bandung
- Muryadi, A. D., (2017). Model Evaluasi Program dalam Penelitian Evaluasi. *Jurnal Ilmiah Penjas*. Vol 3 No 1 PP 1-16
- Novita, L., & Sundari, F. S. (2020). Peningkatan Hasil Belajar Siswa Menggunakan Media Game Ular Tangga Digital. *Jurnal Basicedu*, 4(3), 716-724.
- Pujianto, A. A., Degeng, I. N. S., & Sugito, S. (2020). Pengaruh Penggunaan Aplikasi Plantnet dan Gaya Belajar terhadap Hasil Belajar. *Jurnal Inovasi Teknologi Pendidikan*, 7(1), 12-22.
- Sherianto, S. (2020). Wordwall Aplikasi Bermain Sambil Belajar. *Www.Cocokpedia.Net*.
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sugiono. (2014). *Memahami Penelitian Kualitatif*, Bandung: Alfabeta
- Sugiyono, P. D. (2019). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D (Cetakan Ke 26)*. Bandung: CV Alfabeta, 1–334
- Sulistiyono, Y. (2016). Penyusunan media pembelajaran poster berbasis teks: Studi kasus media pembelajaran poster karya mahasiswa semester 5 pendidikan bahasa indonesia UMS. *Jurnal Varidika*, 27(2), 208-215.
- Umar, H. (2013). *Metode Penelitian untuk Skripsi dan Tesis Bisnis*.
- Wirani, Y., Nabarian, T., & Romadhon, M. S. (2021). Evaluation of continued use on Kahoot! As a gamification-based learning platform from the perspective of Indonesia students. *Procedia Computer Science*, 197(2021), 545–556.
- Zulfah, N. (2023). Pemanfaatan Media Game Edukasi Wordwall Untuk Meningkatkan Minat Belajar Siswa. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(1), 11-11.
- Rukin, S. P. (2019). *Metodologi penelitian kualitatif*. Yayasan Ahmar Cendekia Indonesia.