

The Use of Interactive Game-Based Wordwall Media to Increase Student Participation in Pancasila Education

Yuli Ifana Sari ^{1*} , Ulfa Roudohtul Annisa ¹, Yenny Sunaryati ²

¹ Universitas PGRI Kanjuruhan Malang, Indonesia

² Sekolah Menengah Pertama Negeri 10 Malang, Indonesia

* Author Correspondence

Article History

Received: 11 June 2025;

Revised : 1 July 2025;

Accepted: 3 August 2025.

Keywords

Media Wordwall;

Active Participation;

Pancasila and Civic Education Learning.



Abstract

This research aims to increase the active participation of students in learning Pancasila and Citizenship Education through the use of interactive digital media Wordwall in class VIII-E State Junior High School 10 Malang. The background of this study is based on the results of initial observations that show low student participation during the learning process, where only about 40% of students are active in discussions and answering teachers' questions. The low participation is caused by the lack of variety of learning methods and media used, making students easily bored and tend to be passive. To overcome these problems, this study uses a qualitative descriptive approach with the Kemmis and McTaggart model class action research method which is carried out in two cycles. Each cycle consists of planning, action, observation, and reflection stages. The research data was obtained through observation techniques of student participation during learning activities and questionnaires of student responses to the use of Wordwall media. The results showed a significant increase in student active participation from 40% at the pre-action to 68% at the end of the first cycle, and increased again to 85% at the end of the second cycle. In addition, students' enthusiasm and motivation to learn have also increased to reach 90%. These findings prove that the use of interactive digital media such as Wordwall is effective in creating a more participatory, fun, and motivating learning environment for students to be actively involved in Pancasila and Civic Education learning. Thus, the application of interactive media can be an alternative learning strategy that is relevant to improve the quality of the teaching and learning process in schools.

Contact : Corresponding author  e-mail: mamik@unikama.ac.id

How to Cite : Sari, Y. I., Annisa, U. R., & Sunaryati, Y. (2025). The Use of Interactive Game-Based Wordwall Media to Increase Student Participation in Pancasila Education. *Paidea : Jurnal Pendidikan Dan Pembelajaran Indonesia*, 5(1), 33-41.
<https://doi.org/10.56393/paidea.v5i1.3308>



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/). Allows readers to read, download, copy, distribute, print, search, or link to the full texts of its articles and allow readers to use them for any other lawful purpose. The journal hold the copyright.

Introduction

Pancasila and Citizenship Education plays a strategic role in building national character and awareness of the nation and state among the younger generation. Globally, civic education is known as civic education which aims to cultivate active, critical, and responsible citizens in the life of society, nation, and state (Hoskins & Janmaat, 2019). In Indonesia, strengthening national and democratic values is a top priority in facing the challenges of the globalization era, including social polarization, radicalism, and political apathy among the younger generation (Kemendikbudristek, 2023). Therefore, Pancasila and Civic Education is not only tasked with transferring knowledge, but also building character, nationalism, and participatory attitudes from primary to secondary education.

Despite having a strategic position, Pancasila and Civic Education learning in schools is often considered less interesting, theoretical, and lacks interaction. The results of initial observations in class VIII-E State Junior High School 10 Malang showed that of the 30 students, only about 40% were active in answering questions and discussing, while the rest tended to be passive and only listeners (Rusmiati et al., 2021). One of the reasons is the lack of variety of learning methods and media, so that students feel bored and not motivated to be actively involved. This situation is a challenge for Pancasila and Civic Education teachers to design more attractive learning and be able to facilitate students' active participation in the classroom.

The role of teachers in the learning process is not only as a material presenter, but also as a facilitator, motivator, and supervisor in creating an active and meaningful learning atmosphere (Susilo et al., 2020). Teachers are required to be creative in choosing methods and media that are in accordance with the characteristics of students and teaching materials so that the learning process is not monotonous. Active learning encourages students to engage cognitively, affectively, and psychomotorically, thereby increasing their engagement and learning outcomes (Nurzannah, 2022). The concept of student engagement is an important basis in designing Pancasila and Civic Education learning activities that are more participatory and relevant for the current generation.

In the digital era, the integration of technology in the learning process is an unavoidable need. Interactive digital learning media has great potential in increasing motivation, active participation, and enriching students' learning experiences (Utomo, 2023). The characteristics of the digital generation that are familiar with electronic devices and internet-based applications make technology-based approaches very relevant (Hidayat, 2019). In addition to supporting modern learning, the use of interactive digital media is also in line with the Independent Curriculum policy which encourages contextual, active, and technology-based learning.

One of the interactive digital media that is currently widely used in various levels of education is Wordwall. Wordwall is a web-based platform that provides various

forms of interactive activities such as quizzes, puzzles, and educational games that can be adapted to learning materials (Purnamasari et al., 2022). This media applies the principle of gamification in learning, where game elements such as scores, challenges, and competitions are used to increase learning motivation. In the context of Pancasila and Civic Education, Wordwall has the potential to facilitate students to be more active, creative, and critical when participating in learning.

Wordwall has several advantages that are able to create an active, competitive, and fun learning atmosphere. The instant feedback feature displayed after the question is answered allows teachers to conduct a direct evaluation of students' understanding (Rindiantika, 2022). In addition, this media is effective in building a lively classroom atmosphere because students are not only listeners, but also actively complete educational games individually and in groups. Research by Ichsani et al. (2023) proves that the application of Wordwall in Pancasila and Civic Education learning is able to increase student learning participation by more than 80%, as their motivation and enthusiasm increase.

Although various studies have discussed the effectiveness of Wordwall in learning, most of the focus is still limited to exact subjects or languages. There have not been many studies that specifically examine the application of Wordwall in Pancasila and Civic Education learning in grade VIII, especially the Nusantara Insight material. In fact, this material has a strategic character in building students' national insights. This research gap is an important reason for this study to examine the effectiveness of Wordwall media in increasing student active participation and creating contextual and fun Pancasila and Civic Education learning in grade VIII of junior high school.

Based on this background, the purpose of this research is to apply Wordwall media in learning Pancasila and Citizenship Education in grade VIII of State Junior High School 10 Malang, especially in the Nusantara Insight material. In addition, this study aims to evaluate the effectiveness of Wordwall media in increasing students' active participation and creating a more fun, contextual, and meaningful learning atmosphere. It is hoped that the results of this research can contribute to the development of digital pedagogy practices and expand the use of interactive learning media in civic education in the digital era.

Method

This study uses a qualitative descriptive approach. The research was carried out in class VIII-E State Junior High School 10 Malang in the even semester of the 2024/2025 school year, with 30 research subjects and the object of research was the application of Wordwall media in Pancasila and Civic Education learning in the Nusantara Insight material. Data collection techniques are carried out through observation and questionnaires. Observation was used to observe the level of active participation of

students during the learning process, while questionnaires were given after the use of Wordwall media to find out students' responses and involvement. The instruments used included observation sheets for learning activities and learning participation questionnaires. The validity of the data is obtained through triangulation of techniques and sources. The data was analyzed in a qualitative descriptive manner with measures of data reduction, data presentation, and conclusion drawn, and was complemented by a simple quantitative analysis in the form of percentages to determine the increase in student active participation. The research was carried out in two cycles, each consisting of the planning, action implementation, observation, and reflection stages, where the results of reflection were used as the basis for learning improvement in the next cycle.

Results and Discussion

Results

The implementation of learning in the first cycle shows that the active participation of students in grades VIII-E State Junior High School 10 Malang is still low. Based on the results of observations, of the 30 students who participated in the lessons, only about 40% were active in answering questions, discussing, and participating in class activities. The majority of students look passive, lack enthusiasm, and lack focus when the teacher delivers the material. The results of the questionnaire given after the first cycle of learning also corroborated the data, where only about 40% of students expressed enthusiasm for participating in Pancasila and Civic Education learning with the methods applied at that time.

This condition shows that the conventional learning methods used are still not able to provoke active student involvement optimally. Many students are only passive listeners and are less involved in the learning process, both in questions and answers and group discussions. These results are material for reflection for teachers and researchers to design improvement actions in the next cycle.

Based on the reflection of the first cycle, teachers and researchers agreed to improve learning by applying interactive digital media Wordwall as the main media. At the planning stage, the interactive questions in Wordwall are designed to be more varied, not only in the form of multiple-choice quizzes, but also include term-matching games, crossword puzzles, and word random games. The implementation of learning in the second cycle is still carried out in two meetings of 3 x 40 minutes each.

The results of the observations showed a significant increase in the active participation of students. The percentage of active pupils increased from 40% to around 85%. Students seem more enthusiastic when taking quizzes, actively asking questions, and are more confident in expressing their opinions in discussions. In addition, the classroom atmosphere becomes more lively and competitive through score-based Wordwall games. The results of the questionnaire at the end of the second cycle showed

that as many as 90% of students felt happy and more motivated to learn with Wordwall. Students stated that the attractive display and game-based form of activities make learning more enjoyable and easy to understand.

The data from the student active participation questionnaire in the second cycle can be seen in Table 1 below.

Table 1. Student activities

Activity Categories	Number of Students	Percentage
Enthusiastic about using Wordwall	27	90%
Actively using the Wordwall app	24	80%
Able to use the Wordwall application	26	86,67%
Able to answer questions in the app	24	80%
Enjoy learning	27	90 %

The data shows that the majority of students are enthusiastic about using Wordwall and are actively involved during learning. In addition, most students are able to answer the questions in the application well.

Discussion

The results of this study show that the low active participation of students in Pancasila and Citizenship Education learning in the first cycle is in line with the findings of Rusmiati et al. (2021) who stated that Pancasila and Civic Education learning in schools is often considered monotonous due to the dominance of lecture methods without media variations. The application of Wordwall in the second cycle succeeded in increasing active participation from 40% to 85%, proving that interactive digital media is able to overcome student boredom in conceptual learning. This success can be explained through the concept of student engagement described by Fredricks et al. (2004), that student involvement will increase if learning involves interactive activities, according to interests, and presents stimulating challenges. Wordwall presents gamification elements in the form of competitions, limited time, and instant feedback which, according to Hamari et al. (2014), are empirically proven to increase intrinsic motivation, cognitive engagement, and active participation of students. In addition, this media is relevant to the student-centered learning approach (Arimbawa, 2021) which places students as active subjects in building their understanding through direct interaction with teaching materials and peers.

Compared to other gamification media, Wordwall has several advantages that are factors that are factors for its success in increasing student active participation. The simple interface, ease of access via smartphone, and competitive quiz format that teachers can customize make Wordwall easier to apply in the classroom, in contrast to similar media that are more complicated in operation or less varied. These results are

in line with Ichsani et al. (2023) who stated that interactive gamification-based media is effective in increasing student learning participation in Pancasila and Civic Education classes by more than 80%. In addition, the instant feedback feature on Wordwall encourages students' cognitive engagement because they can immediately know the results of the answers, as stated by Rindiantika (2022) that digital media with direct feedback increases students' motivation to learn. However, the implementation of Wordwall also faces challenges, such as limited device facilities, unstable internet connections, and potential distractions for students who are more interested in the game aspect than the substance of the material. This condition reflects the problem of digital divide in Indonesian public schools (Kominfo, 2022), so practical solutions are needed in the form of providing stable internet access and optimizing blended learning so that learning remains effective even though facilities are limited.

Another limitation of this study lies in its scope which only covers one class with good digital literacy characteristics, so generalization of findings to classes or schools with different student profiles needs to be done carefully. In addition, not all types of games in Wordwall are suitable for Pancasila and Civic Education materials that are values and argumentative, so teachers must be selective in choosing the type of activity that suits the learning indicators. Therefore, further research is recommended to test the application of Wordwall to other Pancasila and Civic Education materials such as Rights and Obligations of Citizens, Democracy in Indonesia, or Laws and Regulations, and compare it with other alternative mobile learning-based gamification media such as Kahoot or Quizizz. This effort is important to measure the differences in the impact of student engagement, motivation, and understanding in the context of technology-based digital learning at various levels and situations in secondary schools in Indonesia.

Conclusion

The results of this study show that the use of Wordwall media in learning Pancasila and Civic Education material "Formulation and Determination of Pancasila as the Basis of the State" in class VIII E State Junior High School 10 Malang is effective in increasing active participation and student learning motivation. The increase in active participation can be seen from an achievement of 40% in the first cycle to 85% in the second cycle, supported by the high enthusiasm of students in participating in interactive quizzes based on educational games provided by Wordwall. Attractive visual features, a time-limited quiz system, and a competitive format are proven to create a more enjoyable and challenging learning atmosphere, so that students are more actively involved in the learning process. In addition, the implementation of this media encourages teachers to be more adaptive in choosing interactive digital learning methods and media that are in accordance with the characteristics of the conceptual Pancasila and Civic Education material. Based on these findings, it is suggested that

Wordwall be tested on other argumentative Pancasila and Civic Education materials, such as Rights and Obligations of Citizens, Laws and Regulations, or Democracy in Indonesia, to measure its effectiveness in improving students' critical thinking and decision-making skills, as well as tested at other levels of education to assess the consistency of its impact.

Acknowledgments

The author would like to thank the Principal of State Junior High School 10 Malang and the ranks of Pancasila and Civic Education teachers who have provided permission, support, and facilities during the implementation of the research, as well as to all students of grades VIII-E for their active participation and enthusiasm in the learning process. The award was also presented to the University of PGRI Kanjuruhan Malang for the guidance and opportunity given in compiling this article as part of academic development. Hopefully the results of this research can provide benefits and become a reference for teachers in developing interactive digital technology-based learning in order to create an active, fun, and meaningful learning atmosphere in the digital era.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

References

- Anam, K. (2022). Wordwall application as digital gamification media in ELT classroom: Students' perceptions. *Journal of English Language Teaching and Linguistics*, 7(1), 1–14. <https://doi.org/10.21462/jeltl.v7i1.745>
- Arimbawa, I. G. P. A. (2021). The application of the word wall game quiz combines classroom to increase motivation and achievement in biology learning. *Indonesian Journal of Educational Development (IJED)*, 2(2), 324–332. <https://doi.org/10.5281/zenodo.5042110>
- Arsyad, A. (2020). *Learning media*. Jakarta: PT RajaGrafindo Persada.
- Aulia, F., & Hakim, L. (2022). The effectiveness of digital learning media on students' learning motivation. *Journal of Educational Technology Innovation*, 9(1), 33–41. <https://doi.org/10.21831/jitp.v9i1.45999>
- Azizah, N., & Efendi, E. (2023). Integration of digital media in improving student learning outcomes. *Journal of Education and Culture*, 13(2), 199–208. <https://doi.org/10.24832/jpnk.v13i2.588>
- Hidayat, N., & Khotimah, H. (2019). The use of digital technology in learning activities. *Journal of Elementary School Teacher Education and Teaching (JPPGuseda)*, 2(1), 10–15. <https://doi.org/10.31219/osf.io/2ghvq>
-

-
- Hoskins, B., & Janmaat, J. G. (2019). *Education, democracy and inequality: Political engagement and citizenship education in Europe*. Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-51939-7>
- Ichsani, A. Y., Adelia, A., Restriari, R., Hardoko, A., & Hatta, H. (2023). Implementation of Wordwall media and student participation in PKn learning. *Proceedings of the PPG National Seminar of Mulawarman University*, 4, 6–12. <https://doi.org/10.31227/osf.io/q87vx>
- Janmaat, J. G. (2022). Civic education and political engagement: A systematic review. *Review of Educational Research*, 92(1), 3–35. <https://doi.org/10.3102/00346543211063568>
- Kasi, R. (2023). Active learning: Encourage student participation. *OSF Preprints*. <https://doi.org/10.31219/osf.io/f6d7x>
- Khoiriyah, R., & Syaodih, E. (2020). Digital game-based learning in elementary education: A systematic review. *International Journal of Instruction*, 13(1), 33–44. <https://doi.org/10.29333/iji.2020.1313a>
- Matitaputty, J. K., Kailuhu, J. S., Sahupala, S., & Manakane, S. E. (2023). Training on the use of the Wordwall E-learning platform as an IT-based interactive learning media for teachers of SMP Negeri 8 Ambon. *Budimas: Journal of Community Service*, 5(2), 42–52. <https://doi.org/10.5281/zenodo.7922073>
- Maulina, H., & Muliyani, E. (2021). Utilization of wordwall application as interactive learning media. *Proceeding International Conference of Science and Technology for Society Development*, 1(1), 84–90. <https://doi.org/10.4108/eai.24-11-2021.2319232>
- Ministry of Education and Culture. (2023). *Guidelines for the implementation of the independent curriculum*. Jakarta: Ministry of Education, Culture, Research, and Technology.
- Nisa, M. A., & Susanto, R. (2022). The effect of the use of Wordwall-based educational games in mathematics learning on learning motivation. *Indonesian Teacher Research Journal*, 7(1), 140–147. <https://doi.org/10.5281/zenodo.6775001>
- Nurzannah, S. (2022). The role of teachers in learning. *Alacrity: Journal of Education*, 2(1), 26–34. <https://doi.org/10.31219/osf.io/q2pfk>
- Purnamasari, S., Rahmanita, F., Soffiatun, S., Kurniawan, W., & Afriliani, F. (2022). Play with students' knowledge through online game-based learning media Wordwall. *Journal of Community Service*, 3(1), 70–77. <https://doi.org/10.5281/zenodo.6654974>
- Putri, A. M., & Wahyuni, S. (2020). Digital gamification to increase learning motivation. *Journal of Educational and Learning Technology*, 5(2), 75–84. <https://doi.org/10.17977/umo30v5i22020p075>
- Rindiantika, Y. (2022). Student learning motivation and the use of Word Wall media: A theoretical study. *Intelligence: Journal of Education and Learning*, 7(2), 93–102. <https://doi.org/10.31219/osf.io/8jdfw>
- Rusmiati, M. N., Deti, S., Sukmana, S. F., Dewi, D. A., & Furnamasari, Y. F. (2021). The application of information technology to increase students' learning motivation in PKn learning in elementary school. *Aulad: Journal on Early Childhood*, 4(3), 150–157. <https://doi.org/10.31004/aulad.v4i3.180>
-

-
- Safitri, M., & Rasyid, M. N. (2022). The application of Wordwall web media to improve the learning outcomes of PAI students at SMP Negeri 2 Langsa. *Al-Ikhtibar: Journal of Education*, 9(1), 47–56. <https://doi.org/10.30743/ikhtibar.v9i1.4249>
- Stephens, E. N. (2022). Digital-based learning media. *Proceedings of Basic Education*, 1(1), 242–248. <https://doi.org/10.31219/osf.io/rjq5b>
- Susilo, A. A., & Sofiarini, A. (2020). The role of history teachers in the use of learning media innovations. *Journal of Educational Communication*, 4(2), 79–93. <https://doi.org/10.31227/osf.io/6a92f>
- Utomo, F. T. S. (2023). Innovation of interactive learning media to increase the effectiveness of digital era learning in elementary schools. *Pendas: Scientific Journal of Basic Education*, 8(2), 3635–3645. <https://doi.org/10.31219/osf.io/hdn8b>
- Yeni, D. F., Rahmatika, D., Muriani, M., & Putri, D. A. E. (2023). The effect of the use of digital learning media on student learning outcomes. *Edu Journal Innovation in Learning and Education*, 1(2), 93–102. <https://doi.org/10.31219/osf.io/uc8sq>