# Wordwall Media in Learning Pancasila Education on Learning Outcomes and Learning Motivation for Fifth Grade Elementary School Students

**Zahwa Iftithaa Russhaimah[1*], Teguh Supriyanto[2], Tri Murtini[3]** (iD)

[1,2,3] Jurusan Pendidikan Guru Sekolah Dasar (PGSD), FIPP, Universitas Negeri Semarang, Indonesia
*Corresponding author: zahwaasurya2@students.unnes.ac.id

### Abstrak

*Permasalahan saat ini adalah kegiatan pembelajaran yang harus selaras dengan hasil pembelajaran yang diinginkan. Beberapa kegiatan tidak menggunakan media pembelajaran digital sehingga siswa memerlukan bantuan belajar. Berdasarkan hal tersebut, maka tujuan penelitian ini adalah untuk menguji keefektifan media wordwall di kelas V SD terhadap motivasi dan hasil belajar siswa. Jenis penelitian ini yaitu penelitian kuantiatatif. Desain yang digunakan dalam penelitian ini adalah quasi eksperimen dengan sampel sebanyak 59 siswa kelas V yang terdiri dari 27 siswa kelas kontrol dan 32 siswa kelas eksperimen yang diambil dengan teknik random sampling. Pengumpulan data dilakukan peneliti dengan menggunakan teknik tes, angket dan dokumentasi pada kelas kontrol dan kelas eksperimen. Instrumen pengumpulan data berupa soal tes. Pengujian hipotesis dalam penelitian ini dimulai dari pengujian prasyarat analisis dengan uji normalitas dan homogenitas. Setelah memenuhi syarat dilanjutkan dengan Uji T Sampel Independen dan Uji T Satu Sampel. Hasil penelitian yaitu terdapat perbedaan hasil belajar siswa setelah menerapkan media wordwall pada pembelajaran materi Pendidikan Pancasila. Disimpulkan bahwa media wordwall efektif meningkatkan hasil belajar dan motivasi siswa kelas V SD. Implikasi penelitian yaitu penerapan media wordwall dapat membantu mengatasi masalah belajar siswa sehingga berdampak pada hasil belajar siswa yang meningkat.*

*Kata Kunci: Pendidikan Pancasila, Wordwall, Motivasi, Hasil Pembelajaran*

### Abstract

The current problem is that learning activities must be aligned with the desired learning outcomes. Some activities do not use digital learning media, so students need learning assistance. Based on this, this research aims to test the effectiveness of word wall media in class V elementary school on student motivation and learning outcomes. This type of research is quantitative research. The design used in this research was quasi-experimental, with a sample of 59 class V students consisting of 27 control class students and 32 experimental class students taken using random sampling techniques. Data collection was carried out by researchers using test techniques, questionnaires, and documentation in the control class and experimental class. The data collection instrument is in the form of test questions. Hypothesis testing in this research starts by testing the prerequisites for analysis with normality and homogeneity tests. After fulfilling the requirements, proceed with the Independent and One Sample T Test. The research results show differences in student learning outcomes after implementing word wall media in learning Pancasila education material. It was concluded that wordwall media effectively improved learning outcomes and motivation for fifth-grade elementary school students. The research implies that the application of Wordwall media can help overcome student learning problems and improve student learning outcomes

Keywords: Pancasila Education, Wordwall, Motivation, Learning Outcomes

## 1. INTRODUCTION

Globalization has led to a significant increase in the integration and use of Technology in several aspects of life. Technology has been used in education and has shown sound learning effects (Adisel & Gawdy Prananosa, 2020; Herliani & Wahyudin, 2018). Innovative learning activities will be shaped by Technology that makes learning easier. Science and Technology have significantly progressed in several scientific disciplines, including education. Science and Technology improve the learning process to be more effective and efficient (Ahmad et al., 2020; Syahroni et al., 2020). By utilizing science and

Technology, a nation can experience a transformation process through education. All individuals involved in the world of education need to utilize technological advances efficiently to improve the level of education (Arrosyad et al., 2023; Latip, 2020). Therefore, primary school education needs to have the ability to improve educational standards.

Education uses various technologies to increase the effectiveness of the teaching and learning process. Integrating technology in the classroom can improve the learning environment by providing students with information not only from the teacher but also through interactive media that facilitates knowledge construction (Aminah et al., 2021; Mulyani & Haliza, 2021; Wantini et al., 2023). Teachers must have the ability to use technology for learning. Teachers help students solve problems during the learning process and guide them to actively use technology while developing a comprehensive understanding of its use (Lubis & Nuriadin, 2022; Silva et al., 2023). Therefore, adopting learning can improve information skills, learning skills, motivation, media, and technology. The learning media used continues to develop along with advances in Science and Technology, so using technology-based learning media is mandatory (Burbules et al., 2020; Gavaldon & McGarr, 2019). Learning media has a vital role in supporting the learning process's success. Learning media includes all the resources needed to communicate with students (Budiarto et al., 2020; Febriani, 2017).

However, the current problem is that many learning activities must align with the desired learning outcomes. Previous research findings also reveal that many teachers still need help developing digital-based learning media (Dinayusadewi et al., 2020; Ningsih, 2020; I. Rahayu & Sukardi, 2021). Other research also reveals that some activities do not use digital learning media, so students need help learning (Priantini & Widiastuti, 2021; Yuniarti & Radia, 2020). The results of initial observations at Kalibanteng SD Negeri 01 Kidul, by conducting interviews with class V teachers, revealed that in the Pancasila Education subject, class V teachers did not use media in learning. In Pancasila Education subjects, teachers usually provide material directly to students. The teacher will only mention instructions or show students a video. This causes students to be unable to solve problems well when the teacher gives practice questions. At the time of observation, there were students who were active and passive in learning activities; students only listened to what the teacher said, and this caused students not to dare ask questions. In learning activities, teachers dominate more, causing students to be less active in learning. The limited use of learning media results in learning becoming monotonous and students quickly feeling bored, so students become passive, the class atmosphere could be more communicative, and learning outcomes could be better. This is what causes low learning outcomes in Pancasila Education subjects.

Based on this, the solution is to use learning media that motivates students to learn. Previous findings also reveal that providing exciting learning media is essential to overcome students' lack of interest in learning (Abdurrochim et al., 2022; Nugraha et al., 2021). Learning media refers to means that enable students to obtain information. Learning media includes human and non-human elements that facilitate learning (Anggraeni et al., 2021; Elpira & Ghufron, 2015). Learning media functions as a channel for messages and information. Effective learning media will help students achieve learning goals (Handayani & Koeswati, 2020; Hardanti et al., 2022). Each form of learning media has different characteristics, advantages, and disadvantages. Learning media consists of hardware and the substance of the message. Learning media has an essential function in the learning process. Learning media can help instructors disseminate learning information effectively (Handayani & Koeswati, 2020; Hardanti et al., 2022; Rahmat et al., 2019). The use of learning media is a crucial factor in determining the effectiveness of delivering learning material to students. One of the innovative learning media that can be used to improve learning outcomes and motivation is Wordwall learning media.

The wordwall application is a type of interactive learning media in the form of games that can be accessed easily online via wordwall.net. It has an attractive and varied appearance. In the wordwall application, students can access study material and engage in repetitive tasks if they answer questions by making mistakes or failing in challenges to achieve a high score (Nabilah & Warmi, 2023; Salsabila et al., 2023). The Wordwall application offers various capabilities (Kunti et al., 2023; Nurdin et al., 2023). Wordwall can be created online with various built-in templates that are easy to run and contain student assignment content. Wordwall can be an interactive game where teachers test students' intelligence (Agusti & Aslam, 2022; Hartatiningsih, 2022). The use of learning media can increase the efficiency of the learning process. Students need media to facilitate assimilating the material discussed during the learning process (Aini & Asror, 2022; Rusmiati & Nugroho, 2019).

Previous research findings reveal that using learning media can improve learning by introducing more diverse learning material, thereby preventing boredom (Solchan Ghazali et al., 2022; Veliyanti & Sasmoko, 2022). Other research also confirms that learning media can improve learning outcomes and student learning motivation (Anitasari & Dyah Utami, 2022; Ginting et al., 2022). Based on this, learning media can foster students' enthusiasm for learning. Wordwall media's advantage is that it is designed creatively and can be adapted to the topic being taught and the students themselves. This will help the learning process become more exciting and participatory. Other research also confirms that learning media are designed and modified according to students' learning preferences so that they have choices and opportunities that suit visual, aural, and kinesthetic learning styles (Rindawati et al., 2022; Suharsiwi et al., 2022). However, there has yet to be a study regarding the effectiveness of Wordwall media in learning Pancasila education on the learning outcomes and motivation of fifth-grade elementary school students. Based on this, this research aims to analyze the effectiveness of Wordwall media in learning Pancasila education on the learning outcomes and motivation of fifth-grade elementary school students.

## 2. METHODS

The type of research used in this research is experimental research. The characteristic of experimental research is that there is treatment/treatment to seek information about the effect of a treatment on something else, and the conditions are controlled by the researcher (Sugiyono, 2017). The type of experiment used in this research is a quasi-experiment. A quasi-experiment aims to approximate conditions that might be achieved through an actual experiment without manipulating the relevant variables.

This research was carried out with a focus on all class V students at SDN Kalibanteng Kidul 01. The population in this study was all class V students at SDN Kalibanteng Kidul 01. The sample consisted of all VB and VC students, totaling 59 people. The independent variable of this research is wordwall media. This research examines the relationship between learning motivation and students' cognitive learning outcomes in Pancasila Education subjects. Data collection methods used include surveys, assessments, and recordings. Tests are a tool used to measure students' cognitive learning outcomes. The test is multiple choice, with 20 pre-test questions. In addition, along with the test, students were also given a questionnaire designed to evaluate their enthusiasm for the learning process. The questionnaire consists of 20 carefully validated questions and shows high accuracy and reliability. The instrument grid is presented in Table 1.

**Table 1.** Research Instrument Grid

| Learning Outcomes | Indicator | Cognitive Level |
|---|---|---|
| Students can identify the need to maintain the environment as a comfortable place to live for all residents. | Students can correctly state the birth of the Unitary State of the Republic of Indonesia. | C1 |
| | Presented a text of the song Indonesia Pusaka, (1) students can determine the name of the creator correctly, (2) students can conclude the meaning of the song Indonesia Pusaka correctly. | C3, C5 |
| | Presented with several statements, students can correctly identify the things mentioned in the third paragraph of the Preamble to the Constitution of the Republic of Indonesia. | C4 |
| | A fragment of the text of the third paragraph of the Preamble to the Constitution of the Republic of Indonesia is presented, students can complete it correctly | C3 |
| | Students can correctly conclude the meaning of the text of the third paragraph of the Preamble to the Constitution of the Republic of Indonesia. | C5 |
| | Students can name the largest archipelagic country in the world correctly. | C1 |
| | Students can mention the diversity of Indonesian ethnic groups. | C4 |
| | Presented with several statements, students can identify the racial diversity of the Indonesian nation. | C4 |
| | Presented with a text, students can conclude the meaning of island nation correctly. | C5 |
| | Presented with a statement, students can conclude the meaning of the statement correctly. | C5 |
| | Presented with a table, students can analyze the importance of maintaining the integrity of the Republic of Indonesia correctly | C4 |
| | Students can demonstrate the correct behavior to maintain the integrity of the Republic of Indonesia. | C2 |
| | Presented with a text, (1) students can determine the name of the character correctly, (2) students can conclude the behavior carried out by the character correctly. | C3,C5 |
| | Students can determine the name of the hero correctly. | C3 |
| | Presented with a table, students can analyze the behavior of maintaining the integrity of the Unitary State of the Republic of Indonesia in everyday life correctly. | C4 |
| | Presented with a picture, students can analyze the behavior of maintaining the integrity of the Unitary State of the Republic of Indonesia in everyday life correctly. | C4 |
| | Presented with a text, students can analyze the behavior of maintaining the integrity of the Unitary State of the Republic of Indonesia in everyday life correctly. | C4 |
| | Students can name the attitudes of heroes who should be emulated | C1 |

The data analysis technique used is a normality test using the Kolmogorov-Smirnov test in SPSS 22 software. More precisely, when Asymp. Sig (2-tailed) is equal to or greater than 0.05; this indicates that the data fits a normal distribution. Test homogeneity using Levene's Test in the SPSS 22 program. If the p-value is more significant than 0.05, it can be concluded that the data comes from a homogeneous population. After the normality and homogeneity tests have been completed, a hypothesis test is carried out using the Independent Samples T-test. This statistical test compares the averages of two groups if we look at the probability (significance); if the probability $<0.05$, then H0 is rejected.

## 3. RESULTS AND DISCUSSION

### Result

In this research, pre-test and post-test were carried out. The data description is completed with the initial data of the study, which is taken from the pre-test and post-test scores taken after the treatment and questionnaire taken after the post-test. The comparison between the pre-test and post-test scores of the control class and the experimental class in the Table 2.

**Table 2.** Pre-Test and Post-Test Learning Outcomes of Control and Experimental Classes

| No. | Description | Pre-Test | | Post-Test | |
|-----|-------------|---------|------------|---------|------------|
| | | Control | Experiment | Control | Experiment |
| 1 | Number of Students | 27 | 32 | 27 | 32 |
| 2 | Lowest Grade | 30 | 35 | 50 | 75 |
| 3 | Highest Score | 75 | 78 | 85 | 100 |
| 4 | Average | 54.41 | 55.72 | 65.74 | 90.16 |
| 5 | Standard Deviation | 14.637 | 9.988 | 8.169 | 6.658 |

Table 1 shows that the control class had a minimum pre-test score of 30 and a maximum score of 75, with an average of 54.41. The control class had a minimum post-test score of 50 and a maximum score of 85, with an average of 65.74. The Experiment class had a range of pre-test scores from a minimum of 35 to a maximum of 78, with an average score of 55.72. Post-test scores ranged from a minimum of 75 to a maximum of 100, with an average of 90.16. The purpose of the normality test is to determine whether the data follows a normal distribution. This is important because statistical tests can only be used for normally distributed data. In this normality test, the author uses the Shapiro-Wilk formula. Normalcy Test Results of Pre-Test Values showed in Table 3.

**Table 3.** Normalcy Test Results of Pre-Test Values

| Class | | Shapiro-Wilk | | |
|-------|---|------------|-----|-----|
| | | Stastistic | df | Sig |
| Student Learning | *Pre-Test* Control | 0.918 | 27 | 0.035 |
| Outcomes | *Pre-Test* Experiment | 0.976 | 32 | 0.687 |

Table 3 shows the results of the Shapiro-Wilk test, which is used to determine whether the data is normally distributed. The significance (sig) value for the normality test is 0.035 for the control class pre-test and 0.687 for the Experiment class. Based on the normality table provided, the Shapiro-Wilk test shows that the significance value (sig) for one class is <0.05. Once the data has been identified as non-normal, the next step is to conduct a non-parametric test known as the Mann Whitney test. Based on data analysis, the significance value (sig) of the Mann Whitney test results for the pre-test of the control class and the Experiment class is 0.813> 0.05, which states that the data from the pre-test scores of the control class and Experiment class are accepted. Normality Test Results of Post-Test Values showed in Table 4.

**Table 4.** Normality Test Results of Post-Test Values

| Class | | Shapiro-Wilk | | |
|-------|---|------------|-----|-----|
| | | Stastistic | df | Sig |
| Student Learning | *Post-Test* Control | 0.952 | 27 | 0.239 |
| Outcomes | *Post-Test* Experiment | 0.935 | 32 | 0.053 |

Table 4 shows the results of the Shapiro-Wilk test, which is used to determine whether data is normally distributed. The significance value (sig) for the normality test is 0.239 for the control class and 0.053 for the experiment class. Based on the normality table provided, the Shapiro Wilk test shows that the significance value (sig) for both classes is <0.05. The post-test results for the control class and Experiment class show a normal distribution, after the data is declared normal, the next step is to conduct a homogeneity test. Based on data analysis, the significance value (sig) of the homogeneity test results for the post-test scores of the control class and Experiment class is 0.164> 0.05, which states that the data from the post-test scores of the control class and Experiment class produce homogeneous data. Results of Independent Samples T-Test Post Test Value showed in Table 5.

**Table 5.** Results of Independent Samples T-Test Post Test Value

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence interval of the Difference | |
| | | | | | | | | | |
| | f | sig | t | df | Sig (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Student Learning Outcomes of Pancasila Education | Equal variances assumed 1.983 | 0.164 | -12.65 | 57 | 0.000 | -24.416 | 1.930 | -28.280 | -20.551 |

Based on the information provided in Table 5, the tcount value is 12.650, the ttable value with 57 degrees of freedom is 1.695, and the significance value (2-tailed) is 0.000. Therefore, it can be concluded that tcount> ttable (12.650> 1.695) and the significance value (2-tailed) of 0.000 < 0.05. The hypothesis test decision in this study is the null hypothesis (H0) is rejected. This shows that there is a significant difference between the average post-test scores of the Experiment class using wordwall media and the control class using image media. Normality Test Results of Motivation Questionnaire showed in Table 6.

**Table 6.** Normality Test Results of Motivation Questionnaire

| | Class | Shapiro-Wilk | | |
| | | Stastistic | df | Sig |
| Student Motivation Questionnaire | *Post-Test* Control Class Questionnaire | 0.975 | 27 | 0.733 |
| | *Post-Test* Angket Kelas Experiment | 0.937 | 32 | 0.061 |

Table 6 shows the results of the Shapiro-Wilk test, which is used to determine whether the data is normally distributed. The significant value (sig) for the normality test of the post-test questionnaire of the control class is 0.733, while for the Experiment class is 0.061. Based on the normality table provided, the Shapiro Wilk test shows that the significance value (sig) for both classes is <0.05. The results of the control class and Experiment class post-test scores on the motivation questionnaire show a normal distribution. After the data is declared normal, the next process is the homogeneity test. Based on data analysis, the significance value (sig) of the homogeneity test results for the post-test questionnaire motivation of the control class and Experiment class is 0.525> 0.05, which

states that the data from the post-test questionnaire motivation of the control class and Experiment class produces homogeneous data. Results of Independent Samples T-Test of Motivation Questionnaire showed in Table 7.

**Table 7.** Results of Independent Samples T-Test of Motivation Questionnaire

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence interval of the Difference | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | f | sig | t | df | Sig (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Pancasila Education Motivation | Equal variances assumed | 409 | 0.525 | -3.73 | 57 | 0.000 | -6.810 | 1.826 | -10.46 | -3.153 |

Based on the information provided in Table 7, the tcount value is 3.729, the ttable value with 57 degrees of freedom is 1.695, and the significance value (2-tailed) is 0.000. Therefore, it can be concluded that tcount> ttable (3.729> 1.695) and a significant value (2-tailed) of 0.000 < 0.05. The hypothesis test decision in this study is the null hypothesis (H0) is rejected. The average post-test motivation questionnaire of Experiment class that uses wordwall media is different from the average post-test motivation questionnaire of control class that uses picture media. Based on data analysis, the significance level of 0.05 (1 party test) with degrees of freedom (df) = 31 obtained t table = 3.092. Based on the One Sample T-Test test, it is obtained $t_{count}$> $t_{table}$ (3.092> 1.695) and sig value. 0.004 < 0.05 so that $H_0$ is rejected. The conclusion from these results is that the use of wordwall learning media is effective on student motivation to learn Pancasila Education material From Me to Indonesia in grade V students at SDN Kalibanteng Kidul 01 Semarang City.

**Discussions**

The data analysis results show that wordwall learning media influences student motivation and learning outcomes for SDN Kalibanteng Kidul 01 class V students. This is due to several factors. First, the use of wordwall learning media can increase student learning motivation. Student learning motivation is measured by providing a learning motivation questionnaire. The questionnaire aims to measure how motivated students are to learn with the help of wordwall media. Questionnaires were distributed to students when the students had carried out the pre-test, treatment 4 times using wordwall media, and had carried out the post-test. Motivation is one of the factors that can determine success in the learning process. If students do not have strong motivation, it is unlikely that they will be successful in learning (Maulani et al., 2022; Saputra et al., 2018; Tembang & Suharjo, 2017). This research shows that all students are motivated to learn after engaging with wordwall, a web-based learning platform. Learning motivation is essential in fostering passion and enthusiasm for learning (Hizam & Hamdi, 2020; Yumeri et al., 2022). Learning media is a means to overcome gaps in how individuals view and understand educational resources (Ardini et al., 2020; Sitorus & Santoso, 2022). Therefore, when presenting information, it is important to use visual aids to help minimize misunderstandings and effectively communicate messages and information about learning material (Daryanti et al., 2022; Rahmawati & Partana, 2019). The effectiveness of learning activities has an impact on increasing student learning motivation (Ginting et al., 2022; Tembang & Suharjo, 2017).

Second, wordwall learning media can improve student learning outcomes on Pancasila Education material. Wordwalls can influence the learning of Pancasila education,

namely the learning outcomes of the material "From Me to Indonesia" for fifth-grade elementary school students. This is proven by increasing student learning outcomes. The learning results show that there are differences in post-test learning outcomes in the experimental class and the control class. Learning in the experimental class implementing learning using wordwall media can attract students' enthusiasm and encourage them to participate in learning. Differences in media used during learning affect student learning outcomes. Wordwall media as digital learning media refers to educational material designed to be accessed, processed, and delivered digitally (Kunti et al., 2023; Nabilah & Warmi, 2023; Silvia et al., 2021). Digital learning is considered adequate because it aligns with demands for scientific and technological progress. Students have a high ability to understand digital media quickly and have the capacity to create it, thus enabling them to engage in learning activities without location and time restrictions (Fakhruddin et al., 2021; Oktariyanti et al., 2021). Learning media allows students to conduct observation activities, gain experience, listen diligently, and expand knowledge related to certain learning materials (Nissa, et al., 2021; Salsabila et al., 2023). The more students study the educational resources the teacher provides, the greater their understanding (Ardini et al., 2020; Sitorus & Santoso, 2022). This is what causes the use of wordwall learning media to improve student learning outcomes.

Third, using wordwall learning media can improve the student learning atmosphere. Learning is said to be effective if the learning objectives that have been prepared can be achieved after implementing the learning process (Maulani et al., 2022; Saputra et al., 2018; Tembang & Suharjo, 2017). Learning objectives can be achieved due to internal factors from the students themselves and external factors from the learning environment. The choice of wordwall media by the teacher is one of the external factors that influence whether or not learning objectives are achieved. Indicators of the success of the learning process can be seen from the increase in student learning outcomes (Fakhruddin et al., 2021; Oktariyanti et al., 2021). Wordwall media can also improve the learning atmosphere because all students are actively involved during learning activities. Learning media functions as a tool to help and direct students to achieve learning goals and assist instructors in providing content logically and organized (Aziz & Gantara, 2021; Sri Rahayu Ningsih, 2022). Learning media offers a comprehensive and structured teaching and learning approach, which allows teachers to manage classes effectively and facilitate the delivery of educational content to students (Abdurrochim et al., 2022; Nugraha et al., 2021). Teachers' use of learning media can improve the learning experience, producing a calm learning environment without stress (Anggraeni et al., 2021; Elpira & Ghufron, 2015).

Previous research findings also reveal that wordwall media influences student learning outcomes (Agusti & Aslam, 2022; Permana & Kasriman, 2022). Other findings also show that wordwall media influences students' learning motivation (Kunti, et al., 2023; Nabilah & Warmi, 2023; Pamungkas et al., 2023; Salsabila et al., 2023). Wordwall media can make students more enthusiastic, and the results achieved will increase ((Akbar & Hadi, 2023; Nisa & Susanto, 2022; P. Rahayu et al., 2022). This is in line with previous research that shows that applying a wordwall provides effective results in absorbing material and has been proven to increase student learning motivation. This is what causes wordwall media to influence learning activities. The advantage of wordwall media is that it increases student activity in learning and impacts student motivation and learning outcomes. The limitation of this research is that it only examines the use of wordwall media in learning Pancasila education content, "From Me to Indonesia," to improve the learning outcomes and motivation of fifth-grade elementary school students. This research implies that using this wordwall increases students' enthusiasm and accuracy in answering questions by motivating them to achieve the highest score. Students who have a strong learning tendency tend to have good

learning outcomes. On the other hand, students need to be motivated to learn to achieve learning outcomes that will.

## 4. CONCLUSION

The results of the data analysis show that there is a difference in the average post-test scores between experimental class students and control class students. Testing the effectiveness of student learning motivation shows that wordwall media improves motivation. It was concluded that using wordwall learning media can increase student motivation and learning outcomes. This media can also improve a more active student learning atmosphere. Therefore, teachers are expected to pay attention to the media used in learning. Teachers can use wordwall media to ensure students are more active and interested in learning, resulting in successful learning outcomes and motivation that meets the intended learning objectives

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