



## Influence of Wordwall educational games on learning motivation in elementary Pancasila education

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### ABSTRACT

This research is motivated by the low motivation of students to learn and participate in Pancasila Education, particularly in the material on rights and obligations. This is due to the use of learning methods that are less varied and less engaging, involving less active participation from students. To overcome these problems, innovative and interactive learning media are needed, one of which is the use of digital-based educational games, such as Wordwall. The purpose of this study is to determine the effect of the use of Wordwall educational games on the learning motivation of grade IV A SDN 49 Mandau students, Bengkalis Regency. The method used is a pre-experiment with a one-group pretest-posttest design. The research sample consisted of 31 students from Grade IV of SDN 049 Mandau. The research instrument consists of test question sheets administered before and after treatment. Data were analyzed using normality, homogeneity, and a paired sample t-test. The test results showed that the data was distributed normally and homogeneously. The paired sample t-test showed a significant increase in learning motivation after the use of the Wordwall game. The average learning motivation score increased from before to after treatment. Thus, it can be concluded that the use of Wordwall educational games has a positive and significant effect on increasing students' learning motivation in Pancasila Education subjects.

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### ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar peserta didik dalam mengikuti pembelajaran Pendidikan Pancasila, khususnya pada materi hak dan kewajiban. Hal ini disebabkan oleh penggunaan metode pembelajaran yang kurang variatif dan kurang melibatkan partisipasi aktif peserta didik. Sebagai upaya untuk mengatasi permasalahan tersebut, diperlukan inovasi media pembelajaran yang menarik dan interaktif, salah satunya melalui penggunaan gim edukasi berbasis digital seperti Wordwall. Tujuan penelitian ini untuk mengetahui pengaruh penggunaan gim edukasi Wordwall terhadap motivasi belajar peserta didik kelas IV A SDN 49 Mandau Kabupaten Bengkalis. Metode yang digunakan adalah pre-eksperimen dengan desain one group pretest-posttest. Sampel penelitian berjumlah 31 peserta didik dari kelas IV SDN 049 Mandau. Instrumen penelitian berupa lembar soal tes yang diberikan sebelum dan sesudah perlakuan. Data dianalisis menggunakan uji normalitas, homogenitas, dan paired sample t-test. Hasil uji menunjukkan bahwa data berdistribusi normal dan homogen. Uji paired sample t-test menunjukkan adanya peningkatan motivasi belajar yang signifikan setelah penggunaan gim Wordwall. Rata-rata skor motivasi belajar meningkat dari sebelum ke sesudah perlakuan. Dengan demikian, dapat disimpulkan bahwa penggunaan gim edukasi Wordwall berpengaruh positif dan signifikan dalam meningkatkan motivasi belajar peserta didik pada mata pelajaran pendidikan Pancasila.

**Kata Kunci:** gim edukasi; motivasi belajar; sekolah dasar; Wordwall

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## INTRODUCTION

Education is a comprehensive process encompassing instruction and training designed to cultivate attitudes and behaviors while providing opportunities for individual development. Beyond the mere acquisition of knowledge, education constitutes a continuous endeavor aimed at refining perspectives and behavioral patterns toward improvement. This process may occur through formal schooling, specialized training, or daily life experiences. From these interactions, individuals learn to internalize fundamental life values, discern between right and wrong, and refine their capacity for critical and original thought (Dotutinggi *et al.*, 2023).

Teaching and learning constitute a dynamic process in which educators and students interact to exchange knowledge and experience. The primary objective of this engagement is to ensure that students attain a comprehensive understanding of the material and ultimately reach the predetermined learning objectives (Nugraheni & Rahmi, 2023). Educators maintain a pivotal role as the primary catalysts for the success of the instructional process. Student learning outcomes are heavily contingent upon the seamlessness of pedagogical interaction, the efficacy of communication, and the proficiency of the educator in delivering the subject matter (Khaira *et al.*, 2023). Beyond serving as a moral exemplar, educators bear the primary responsibility for instructing, guiding, mentoring, training, assessing, and evaluating students. Through these multifaceted roles, teachers facilitate the development of student potential, encompassing both cognitive advancement and character formation (Farhiza *et al.*, 2023).

In general terms, motivation impels students to undertake a variety of actions aimed at achieving specific objectives. This impetus may emerge consciously or unconsciously, yet it significantly influences an individual's capacity to internalize learning. Students characterized by high levels of motivation generally exhibit greater enthusiasm, persistence, and resilience when confronted with various challenges within the learning process (Nisa & Susanto, 2022). With strong motivation, students are impelled to exert maximum effort, confront various challenges, and achieve success within the learning process. Motivation originating from internal impulses is recognized as intrinsic motivation, whereas motivation influenced by external factors is referred to as extrinsic motivation. Both play a vital role in supporting the learning process, particularly in the subject of Pancasila. Overall, learning motivation constitutes one of the key factors influencing the academic achievement of students (Ahsaniyyah & Fanny, 2024). Student learning motivation constitutes a primary supporting factor for success in comprehending instructional material. In the absence of such motivational impetus, the learning process and academic achievement levels tend to undergo a significant decline (Amalia *et al.*, 2024).

achievement of learning objectives by students are classified within the category of learning media. Learning media functions as an auxiliary tool for educators in delivering instructional material or pedagogical messages that cannot be presented directly or concretely within the classroom environment (Febrillaa *et al.*, 2023). The Wordwall educational game was selected as the learning media for this service. Through features such as interactive quizzes, matching pairs, word scrambles, and anagrams, Wordwall functions as an effective online platform utilized to support the instructional process. Furthermore, Wordwall offers additional features that can enhance the learning experience.

Wordwall offers a diverse array of games and activities, including matching pairs, quizzes, box creation, labeled diagrams, flashcards, random wheels, grouping, word searches, missing word searches, game show style quizzes, crosswords, and whack-a-mole. The utilization of Wordwall as interactive learning media is expected to render the learning process more efficient, communicative, and engaging. Such innovation represents a significant step in addressing instructional challenges in the digital era, while simultaneously providing a more meaningful and rewarding educational experience for students (Marhaeni *et al.*, 2023).

Based on observations conducted by the researcher at SDN 49 Mandau, Bengkalis Regency, as well as interviews with the Class IV A teacher on February 17, 2025, several obstacles were identified in the instructional process of Pancasila Education. Field conditions indicate that a portion of students still experiences difficulty in comprehending the fundamental concepts of the material being taught. This is evident in their responses, which are often inaccurate when presented with simple questions or practice exercises. During instruction, several students appear unable to maintain focus; they are easily distracted by immediate classroom surroundings, such as engaging in conversation with seatmates or becoming preoccupied with activities unrelated to the material.

Participation in learning activities is also low, characterized by a lack of active engagement in asking questions, providing answers, or expressing opinions when the teacher initiates class discussions. This situation indicates the necessity for instructional strategies that are more engaging, interactive, and capable of motivating students to become actively involved. Furthermore, a portion of educators seldom utilize learning media, particularly technology-based platforms such as Wordwall. Consistent with the research, several obstacles impede the teaching of Pancasila Education at the elementary school level, including low student interest in the material and limited use of innovative learning media. Many students perceive this subject as tedious, which results in diminished motivation to learn.

Considering the issues previously delineated, the researcher contends that the utilization of interactive learning media such as Wordwall can serve as an innovative strategy to enhance student interest and learning motivation. Wordwall is a digital game designed to support the teaching and learning process between students and educators (Atika & Amelia, 2024). Furthermore, Wordwall provides a variety of interactive and enjoyable quiz features, facilitating the efforts of educators in constructing assessment items related to the material on hak dan kewajiban to be taught. Through this gaming medium, students are enabled to engage in learning more actively and enthusiastically without experiencing boredom.

This study is consistent with prior research, which utilizes Wordwall technology-based educational game media to provide a significant impact on increasing student learning motivation (Renata *et al.*, 2024). In another study, Wordwall was demonstrated to successfully increase student learning motivation in the instruction of Pancasila Education (Khoirunnisa & Dianti, 2025). Wordwall as an instructional medium contributes significantly to the creation of a more enjoyable learning environment, thereby influencing student interest and facilitating an improvement in student learning outcomes within the instruction of Pancasila Education (Fahsa *et al.*, 2025). The distinction between this study and prior research lies in the specific focus and application of learning media. Previous studies utilized Wordwall in a general capacity to enhance student learning motivation within the subject of Pancasila Education, whereas this research specifically implements the Wordwall educational game on the material regarding hak dan kewajiban within Grade IV Pancasila Education at an elementary school in Bengkalis Regency. Consequently, this study emphasizes contextual aspects in terms of both instructional material and research location, thereby establishing a research novelty that differs from preceding investigations.

The urgency of this research lies in the significance of Pancasila Education as a vehicle for character formation, the instilling of national values, and the reinforcement of understanding regarding hak dan kewajiban from the elementary school age. Optimizing the instructional process in this subject is crucial because low levels of student comprehension may lead to a lack of awareness of the values of responsibility, discipline, and civic participation. Therefore, instructional strategies are required that are not only informative but also enjoyable and capable of fostering active student engagement. The novelty of this research lies in the specific application of the Wordwall educational game in the instruction of Pancasila Education, particularly for the material on *hak dan kewajiban* in Grade IV of elementary school in the Bengkalis Regency. This approach introduces a digital instructional innovation that integrates aspects of national values with interactive media, thereby enhancing both the motivation and the quality of student comprehension regarding the material taught.

## LITERATURE REVIEW

### Educational Games

The development of interactive learning media has rendered games effective for student learning. Games that incorporate elements of education and instruction are categorized as educational games. Content within these games, consisting of instructional materials and evaluations organized systematically and sequentially with appealing visuals, can captivate students during the study of mathematics. The games contained therein serve not only as entertainment; rather, they can currently be utilized as a medium to accelerate the absorption of instructional material (Adrillian *et al.*, 2024). Furthermore, educational games are tools utilized to stimulate the human brain to improve concentration in problem-solving activities. Constructing instructional materials based on educational games can assist students in becoming more deeply engaged in the learning process (Saputra *et al.*, 2022). Students are able to revisit the provided content outside of classroom hours due to the accessibility of the media. Utilizing educational games as instructional tools can facilitate the cognitive development of children; research indicates that approximately 86% of educational games are highly ideal for implementation as teaching aids (Badriah *et al.*, 2024).

There are several advantages of educational games compared with conventional educational methods; one primary benefit is their ability to visualize real-world problems. Based on the patterns inherent within the game, the user is required to learn in order to resolve existing problems, such as those found in calculation games (Kalaka *et al.*, 2023). An educational game must account for various factors to ensure that it genuinely educates, increases knowledge, and enhances the skills of learners, thereby avoiding the unproductive expenditure of time. Educational game applications are highly necessary for elementary school students to facilitate a more comprehensive understanding of academic material. Furthermore, educational games have been demonstrated to serve effectively as an alternative medium for instruction (Kurniawan & Rivaldi, 2021).

### Wordwall

Wordwall-based educational media represents an alternative selection among various website-based interactive learning media that can render the learning process enjoyable and engaging for students. During the instructional process, this platform aims to enhance student participation alongside their peers through competitive engagement with the learning material (Kusuma & Mashari, 2024). The Wordwall quiz game, which requires active student engagement, has been shown to improve academic achievement and students' attitudes toward Science and Mathematics. The Wordwall quiz game not only enhances student understanding of scientific concepts but also fosters a scientific disposition within the learners (Arimbawa, 2021).

There are several advantages to utilizing Wordwall as a supportive tool in learning media, specifically that it constitutes a flexible and varied technology-based medium, is user-friendly and customizable, offers free features, and possesses an aesthetically appealing interface (Zulfah, 2023). Educators can develop a range of instructional activities tailored to specific learning materials. These activity types are diverse, including flashcards, word games, quizzes, or interactive board games designed to reinforce student comprehension. Furthermore, students maintain flexibility in accessing Wordwall media, as it is compatible with smartphones, laptops, and tablets. Wordwall provides templates and project examples from other users, which facilitates the creation of similar learning media by educators. Furthermore, Wordwall allows teachers to modify existing templates to meet specific requirements, such as integrating images, audio,

and video into learning activities. The platform includes a free feature tier that permits the creation of five games per account, ensuring that Wordwall remains accessible without financial cost.

Furthermore, a primary advantage of Wordwall is that it is free for basic features. Numerous educational game features are available, and notably, students are not required to download an application to access them; learners simply need to access the link distributed by the educator (Hidayaty *et al.*, 2022). Wordwall media is characterized by its flexibility, as it is suitable for both face-to-face instruction and online learning environments. The platform enables students to engage in competition, thereby increasing their motivation to learn. Fundamentally, Wordwall assists educators in monitoring student achievement and progress, providing immediate feedback to learners, and serving as an effective tool for formative assessment (Widhiatama & Brameswari, 2024).

## **Learning Motivation**

Learning motivation is a primary factor that determines the effectiveness of the instructional process. A student will engage in learning more proficiently when a driving factor is present, namely learning motivation. Students will study with greater diligence if they possess a high degree of learning motivation (Novianti *et al.*, 2020). In instructional activities, motivation constitutes the entirety of the internal driving force that initiates and ensures the continuity of learning processes. Learning motivation is regarded as a psychological factor of a non-intellectual nature (Sudirman *et al.*, 2024).

Learning motivation comprises both internal and external impulses within students engaged in the learning process to manifest specific behaviors, which are generally characterized by several supporting indicators or elements (Nuryasana & Desiningrum, 2020). These indicators include the desire and ambition for success, the drive and necessity for learning, aspirations and future goals, academic recognition, and a conducive learning environment. The learning motivation possessed by students during each instructional activity plays a critical role in enhancing student learning outcomes within specific subjects. Students with high learning motivation are likely to achieve superior academic outcomes; specifically, higher motivation correlates with greater effort intensity, which in turn leads to higher academic achievement. Consequently, the presence of motivation is essential within the instructional process (Fernando *et al.*, 2024).

## **METHODS**

This research utilizes a pre-experimental design, specifically the one-group pretest-posttest design, which involves an experiment conducted exclusively on a single group without a control group for comparison. The population for this study consists of all fourth-grade students at SDN 49 Mandau, Bengkalis Regency, for the 2024-2025 academic year. The research sample consists of 31 students, comprising 11 male and 20 female students. The sampling technique employed is total sampling. The data collection technique and instrument utilized in this study involve test questionnaires. Prior to the administration of the instrument for research purposes, each test item underwent several assessments, specifically validity and reliability testing. Based on the results of these tests, 20 multiple-choice items were deemed valid and reliable for use in research conducted with fourth-grade students at SDN 49 Mandau, Bengkalis Regency.

To analyze the data, the researcher employed prerequisite analysis tests and hypothesis testing. The prerequisite analysis consisted of normality and homogeneity tests. Hypothesis testing was conducted using the paired sample t-test. The paired sample t-test is an analytical method used to measure the significant difference in learning motivation resulting from the use of Wordwall by comparing scores before (pretest) and after (posttest) the intervention. This test is used to evaluate the effectiveness of a treatment, as evidenced by a statistically significant difference between the mean scores before and after the experimental treatment. The hypothesis serves as a provisional conclusion or assumption that

necessitates empirical verification. The hypotheses formulated for this study are as follows: H0 states that there is no significant influence of the Wordwall educational game on learning motivation in Pancasila Education, specifically concerning the topic of rights and obligations among fourth-grade students at SDN 49 Mandau, Bengkalis Regency; conversely, H1 posits that there is a significant influence of the Wordwall educational game on learning motivation in Pancasila Education regarding the rights and obligations of the fourth-grade students at SDN 49 Mandau, Bengkalis Regency.

## RESULTS AND DISCUSSION

### Results

This section presents the research findings obtained through the processing and analysis of data collected throughout the research period. The data presented include the pretest and posttest results on the use of Wordwall and learning motivation, the results of the normality test, and the hypothesis testing conducted using a paired-samples t-test. The researcher presents the following findings, which have undergone several statistical evaluations:

### Normality Test

The normality test is used to assess whether the research data are normally distributed. This testing constitutes a critical prerequisite prior to conducting parametric statistical analysis, such as the paired sample t-test. In this study, the normality test was applied to the pretest and posttest data obtained from students following the implementation of the learning media. The Shapiro-Wilk method was employed due to the sample size being less than 50, facilitated by the SPSS version 22 software. **Table 1** below presents the results of the normality test.

**Table 1.** Results of the Normality Test

|          | Shapiro-Wilk |    |      |
|----------|--------------|----|------|
|          | Statistic    | df | Sig. |
| Pretest  | ,942         | 31 | ,096 |
| Posttest | ,956         | 31 | ,229 |

*Source: Research 2025*

Based on the results of the Shapiro-Wilk normality test, the significance values (Sig.) obtained were 0.096 for the pretest data and 0.229 for the posttest data. As both values exceed the 0.05 threshold, it can be concluded that the pretest and posttest data are normally distributed. Consequently, the assumption of normality is satisfied, and the data analysis may proceed using parametric statistical tests, such as the paired sample t-test.

### Homogeneity Test

The homogeneity test was conducted following the execution of the normality test to ensure the uniformity of data variance across variables X and Y. This assessment was calculated utilizing Levene's Test method.

**Table 2.** Results of the Homogeneity Test

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 3,088            | 1   | 60  | ,084 |

Source: Research 2025

Based on the results of the homogeneity of variance test using Levene's Test presented in **Table 2**, a significance value (Sig.) of 0.084 was obtained. This value exceeds the 0.05 threshold, leading to the conclusion that the variance of the data across groups is homogeneous or equal. Consequently, the assumption of homogeneity of variance is satisfied, and the parametric statistical analysis, such as the t-test, may proceed.

### Paired Sample T-test

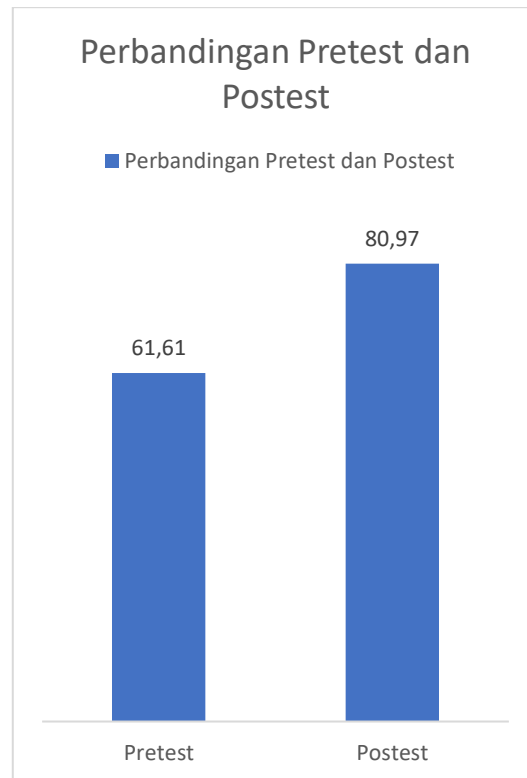
The paired sample t-test was employed to determine the significant difference between the pretest and posttest results following the implementation of the treatment. This specific test was selected because the data were derived from the same sample, namely students who participated in testing both before and after the intervention, and because the data satisfied the prerequisite assumption of normality.

**Table 3.** Hypothesis Testing

| Paired Samples Test |                    |                    |                |                 |                                           |         |        |    |                 |
|---------------------|--------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|--------|----|-----------------|
|                     |                    | Paired Differences |                |                 |                                           |         | t      | df | Sig. (2-tailed) |
|                     |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |        |    |                 |
|                     |                    |                    |                |                 | Lower                                     | Upper   |        |    |                 |
| Pair 1              | Pretest – Posttest | -19,355            | 14,818         | 2,661           | -24,790                                   | -13,920 | -7,273 | 30 | ,000            |

Source: Research Data Processing Results (2025)

Based on the results of the paired samples statistics and paired samples test analysis presented in **Table 3**, the mean pretest score was 61.61, which increased to 80.97 in the posttest among the 31 student respondents (see **Figure 1**). The mean difference between the pretest and posttest scores is -19.355, which indicates an increase in learning outcomes following the administration of the treatment. The results of the paired sample t-test demonstrate a significance value of 0.000 ( $p < 0.05$ ), signifying that a statistically significant difference exists between the pretest and posttest scores. Consequently, it can be concluded that H1 is accepted and H0 is rejected, which implies that the administered treatment or intervention is effective in enhancing student learning motivation. The researcher presents the following diagram illustrating the increase in learning motivation as observed from the pretest and posttest results.



**Figure 1.** Graph of Pretest and Posttest  
*Source: Research 2025*

The implementation of Wordwall learning media in delivering material on Hak, Kewajiban, dan Aturan (Rights, Obligations, and Rules) is expected to assist students in achieving a more profound understanding of the content presented by the teacher. In the context of fourth-grade elementary education, this subject matter encompasses hak and kewajiban, which may vary depending on the specific environment, such as at home, at school, or within the broader community. These contextual differences frequently cause confusion among students in distinguishing the specific rules applicable to each unique situation (Zuliana *et al.*, 2025). The findings of this study are consistent with previous research, indicating that students who participate in learning activities utilizing Wordwall-based interactive media demonstrate a superior conceptual understanding and achieve higher learning outcomes (Khoiriyah *et al.*, 2025).

## Discussion

The use of the Wordwall educational game in Pancasila Education, specifically on the subject of *hak and kewajiban*, has a tangible impact on improving student learning outcomes. This effect is evidenced by the acquisition of post-test mean scores that are higher than the scores obtained prior to the treatment, as well as an increase in the percentage of classroom learning mastery. Furthermore, the learning atmosphere became more interactive and engaging, characterized by increased student participation in answering questions and heightened enthusiasm throughout the session. From the perspective of the students, a majority expressed that learning with Wordwall felt more challenging yet facilitated a clearer understanding of the concepts of hak and kewajiban. They exhibited greater motivation to engage in healthy competition while solving problems because the content was presented in a gamified format. This condition demonstrates that the utilization of Wordwall provides not only added value to the learning media aspect but also has implications for the emotional and cognitive engagement of the students. These results align with Keller's theory of learning motivation, which emphasizes the importance of attention, relevance (the connection between material and real life), confidence, and satisfaction (Kurniasih & Suryana, 2022).

Wordwall supports these aspects by presenting interactive and challenging material, thereby increasing students' engagement in the learning process.

The findings of this study also support previous research, which found that the utilization of game-based digital media can enhance active student participation and intrinsic motivation in learning (Handina *et al.*, 2025). Consequently, the advantages of Wordwall demonstrated in this study are not merely practical findings; they also reinforce constructivist learning theory, which emphasizes the significance of direct experience, interaction, and the active involvement of students in the construction of knowledge.

In alignment with this study, Wordwall interactive games exert an influence on the motivation and learning achievement of students (Awalyah & Quraisy, 2024). Learning media constitutes a factor capable of motivating students to engage actively in learning activities and encouraging them to achieve optimal learning outcomes (Rosyiddin *et al.*, 2023). In the context of learning in the digital era, teachers are required to guide students toward greater activity, assist them in resolving learning difficulties, and direct the use of technology in an appropriate and wise manner. One form of this implementation is through the utilization of the Wordwall application (Marhaeni *et al.*, 2023).

Wordwall is an interactive application used to create creative and innovative learning in the current era. This educational application is designed by combining questions and games, allowing students to focus more on practicing while simultaneously engaging in interactions with both the teacher and other group members. Furthermore, Wordwall is equipped with features that facilitate the teacher in conducting learning evaluations (Zalillah & Alfurqan, 2022). Through Wordwall, teachers can design various forms of interactive learning activities, such as crossword puzzles, word puzzles, word cards, and numerous other types of activities (Nafian *et al.*, 2024).

Wordwall learning media serves not only as an effective and interactive learning tool but also as a resource for designing and reviewing assessments within the learning process (Nabilah & Warmi, 2023). The implementation of Wordwall is relatively straightforward, as it is equipped with features that facilitate the teacher's role while introducing innovation into learning assessments. Wordwall assists students in comprehending the presented material through games and is easily utilized as an instructional medium to ascertain their learning outcomes (Qomaria *et al.*, 2024).

The advantages of this educational game include its accessibility from any location, its capacity to support the cognitive development of students, and its ability to mitigate boredom during the completion of assignments (Kurnia *et al.*, 2023). Furthermore, the advantages of Wordwall games include their ability to provide a more meaningful learning experience that is easily accessible to students. Assignments can also be administered through the Wordwall software, enabling students to access them independently via their smartphones at home (Walidah *et al.*, 2022).

The implications of this research suggest that the use of digital learning media, such as Wordwall, can be an effective strategy for teachers to enhance students' motivation to learn, particularly in Pancasila Education. The implementation of Wordwall is not only relevant to the topics of rights and obligations but also possesses the potential to be adapted across various other subjects in elementary education. This encourages teachers to be more creative in utilizing interactive technology capable of delivering enjoyable learning experiences, increasing participation, and optimizing the achievement of instructional objectives.

## CONCLUSION

The utilization of Wordwall educational games is proven to enhance student learning motivation in the subject of Pancasila Education, specifically regarding the material on rights and obligations in Grade IV at SDN 49 Mandau, Bengkalis Regency. This medium facilitates an enjoyable and interactive learning atmosphere, fostering active student engagement throughout the instructional process. Therefore,

Wordwall is a suitable alternative digital learning strategy for enhancing both motivation and learning quality at the elementary school level. It is recommended that teachers utilize Wordwall consistently, incorporating content variations tailored to the specific requirements of the curriculum, while school authorities can provide support through professional development training in digital media usage. Furthermore, future research could be conducted across different subjects and educational levels to substantiate the findings regarding the effectiveness of Wordwall in improving instructional quality.

## AUTHOR'S NOTE

The author declares that there are no conflicts of interest regarding the publication of this article. Furthermore, the author confirms that the data and content of the manuscript are free from plagiarism.

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