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The influence of Wordwall educational game on students' learning interest in elementary school

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ABSTRACT

Learning media is one of the most essential elements in implementing learning activities, as it can convey messages to students through teaching resources and tools. This study aims to investigate the impact of using Wordwall media on the learning interest of fifth-grade elementary school students in the Water Cycle topic. The research employed a quantitative, quasi-experimental design. The study was conducted at SD IP YLPI Pekanbaru, involving 63 fifth-grade students divided into three classes: VA (21 students), VB (20 students), and VC (23 students). The sample consisted of an experimental class and a control class, each with 21 students. Data analysis techniques included tests, normality tests, t-tests, and hypothesis testing. The results indicate that Wordwall use significantly influences students' learning interest. This is evidenced by a notable difference between pretest and posttest scores in the experimental group. The findings suggest that Wordwall is an effective alternative medium for improving student interest in learning and assisting both teachers and students in overcoming learning challenges.

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ABSTRAK

Media pembelajaran merupakan salah satu unsur terpenting dalam pelaksanaan kegiatan pembelajaran yang dapat menyampaikan pesan kepada siswa dalam bentuk sumber pembelajaran dan alat peraga. Penelitian ini bertujuan untuk mengetahui dampak penggunaan media Wordwall terhadap minat belajar siswa kelas V SD pada materi Siklus Air. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi-experimental. Subjek penelitian adalah siswa kelas V SD IP YLPI Pekanbaru yang berjumlah 63 siswa, terdiri dari tiga kelas: VA (21 siswa), VB (20 siswa), dan VC (23 siswa). Sampel penelitian dibagi menjadi kelas eksperimen dan kelas kontrol, masing-masing terdiri dari 21 dan 20 siswa. Teknik analisis data meliputi tes, uji normalitas, uji-t, dan uji hipotesis. Hasil penelitian menunjukkan bahwa penggunaan media Wordwall berpengaruh positif terhadap peningkatan minat belajar siswa. Hal ini terlihat dari adanya perbedaan signifikan antara nilai pretest dan posttest pada kelas eksperimen. Temuan ini menunjukkan bahwa Wordwall dapat menjadi media alternatif yang efektif dalam meningkatkan minat belajar siswa serta membantu guru dan siswa dalam mengatasi tantangan pembelajaran.

Keywords: *media pembelajaran; minat belajar; murid sekolah dasar; pembelajaran sains; Wordwall*

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INTRODUCTION

Learning activities can be used to achieve progress, quality, and educational development in Indonesia. In accordance with the Indonesian curriculum, which focuses on the development of psychomotor skills, noble values, and students' cognitive understanding, it requires students to be inventive, productive, and creative during the learning process. Students' knowledge, attitudes, and talents are developed primarily through the learning process. One of the essential elements that affects how well the learning process goes is the teacher. To increase students' enthusiasm for learning, teachers must be able to innovate and be creative in creating active, collaborative, and exploratory learning methodologies (Zulfah, 2023). However, in reality, teachers still often teach through boring assignments, lectures, and debates without using specific learning resources or methodologies.

Students become easily bored when learning techniques, models, and media are used repeatedly, which significantly lowers their interest in learning. When learning becomes less enjoyable, students lose interest and become lethargic (Malewa & Muh, 2023). Schools are educational institutions with the duty and the right to educate students and support their development. Therefore, a teacher must possess specific abilities to create a more engaging and productive learning environment. Learning media is one of the most important elements in implementing learning activities, as it can convey messages to students through teaching resources and tools. The ability to refer to students makes this learning tool more effective. As a result, these tools can inspire and motivate students to learn, as motivated students are more likely to achieve their learning goals (Lazuarni et al., 2024). One of the most important factors students must attend to to achieve quality learning outcomes is their interest in learning.

One study found a strong correlation between student learning outcomes and learning enthusiasm (Fakhriyah & Baalwi, 2025). Good learning outcomes will likely be achieved when students are highly motivated to learn. The use of learning media can increase students' interest in learning and make the learning process more interesting and successful. The use of media in the teaching and learning process can arouse students' interest and encourage them to support it. To foster students' interest in learning, the use of learning media is needed. In general, learning media serve to clarify abstract or difficult-to-understand topics (Ali et al., 2025). Based on observations made during the learning process at SD IP YLPI Pekanbaru, some students show low interest. This can be seen in students' behavior during the learning process and in learning outcomes that do not meet the minimum standards. Not feeling interested like students who tend to be passive and only listen to what the teacher says.

Furthermore, some students do not participate in delivering information by talking to their peers or engaging in other time-consuming activities that distract them. Instructors often use lecture-style instruction and memorization-based learning strategies, which bore students. Low learning outcomes result in less diverse use of learning media and challenges in understanding the material. Based on interviews with grade V teachers at SD IP YPLI Pekanbaru, teachers use textbooks and focus on the application of learning materials. The teacher also played the YouTube video and then repeated the explanation because some students did not understand. The teacher explained that replicating the water cycle is complicated and involves many steps, making it difficult for students to understand. Poor learning outcomes make it difficult for students to understand the material and limit the use of varied learning media. This is evident from the low Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) score. Only 50% of students meet the KKTP score of 75 for water cycle material. The teacher stated that the lack of relevant media to teach water cycle material is the root of this problem.

It is hoped that using Wordwall Media will help students better understand the subject matter without relying solely on textbooks or instructor explanations. Additionally, Wordwall can be used to track students' skill development. Therefore, it will be very beneficial for instructors to use innovations to enhance

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expected learning outcomes and student interest. Students' attention and learning outcomes in the required disciplines can be further enhanced by using Wordwall-based interactive learning materials to encourage bold or engaging learning. It is hoped that educational games will increase students' understanding and knowledge because they are made to teach (Larasati et al., 2023). Educational games are intended to improve users' ability to think and focus (Hardiningrum et al., 2024). The study's results show that Android-based games are highly effective in improving elementary school students' learning outcomes. Wordwall was chosen to increase students' interest in learning because previous research has shown that this can be done.

Wordwall has been shown to increase students' interest in learning, as evidenced by a 6.35-point increase in a questionnaire on the use of online gaming media (Launin et al., 2022). In line with that, research also found that the Wordwall program can increase students' interest in learning, especially in zakat content at UPTD SD Negeri 65 Barru (Malewa & Muh, 2023). Similar findings have been reported in other studies, showing that using Wordwall media in the classroom can increase students' interest in learning (Nissa & Retnoningtyas, 2021; Pradani, 2022; Setyorini et al., 2023). This research is critical to ensure that social studies learning, especially on water cycle materials, in class V of SD IP YLPI Pekanbaru is more meaningful, science learning becomes more interesting, and student learning outcomes increase.

LITERATURE REVIEW

Learning Media

The Association of Educational Technology and Communication defines media as all means used to transmit information or messages from sources to the intended audience (Sapriyah, 2019). Everything used to transmit information from the sender to the receiver, ensuring it is appropriately received, is considered a learning medium (Zahwa & Syafi'i, 2022). The statement that learning media includes a physical means of delivering open-source content is implied. The definitions of "media" and "learning" are based on the idea that the former refers to a literal method. At the same time, the latter is a situation designed to compel a person to engage in learning activities. Learning media emphasizes the role of the media as a medium for disseminating knowledge and conditioning people to learn. According to the various viewpoints presented, learning media are channels or means that support the teaching and learning process by conveying information from the informant (teacher) to the recipient (students). Learning media is a tool instructors can use to provide instructional information to students, thereby increasing their motivation to learn (Mu'minah & Gaffar, 2020).

Learning media can also help improve educational standards. Accessibility, assessment type, media design, budget, and platform characteristics are all important factors to consider when choosing a medium for the educational process. Students' interactions with the media demonstrate how the media guide their learning experience (Nasution et al., 2022). Learning media is one way to deliver educational materials that can motivate students to engage in learning. Learning media is a type of teaching aid that helps teachers convey knowledge, involve students in the learning process, and encourage student creativity (Aini, 2024). Students' motivation and interest in learning in the classroom can be increased by choosing high-quality, appropriate teaching materials (Nalevska & Kuzmanovska, 2020). Learning media are concrete instruments carefully designed to communicate knowledge and encourage engagement, so that learning goals and objectives can be achieved more easily and learning can be implemented more effectively. These concrete resources can include conventional educational materials such as whiteboards, charts, presentations, OHP/OHT, and real objects. Learning media can also include interactive movies, computers, DVDs, CD-ROMs, the internet, and learning game applications such as Wordwall, Kahoot, Quizizz, Hoop, EdApp, and so on (Ashari et al., 2023; Haq & Irawati, 2022).

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Wordwall

Wordwall Media is a type of learning media that includes educational games. Wordwall Media is a website that offers a variety of exciting games and quizzes that let students learn while having fun. Whether at home or in the classroom, it is the perfect platform for assessing learning (Tambunan & Tambunan, 2023). Some social networks can be accessed via Wordwall, including embed codes (Nisa & Susanto, 2022). Here are some of the benefits of Wordwall: the basic version of the app is free, has many educational features, teachers do not need to download it to ask students to use it, and Wordwall media can be printed in PDF format, which makes it easier for teachers and students who have limited networks (Sari & Yarza, 2021). Wordwall works well as a media, learning resource, and evaluation tool (Oktaviani & Yanti, 2022). Wordwall is an online platform that provides a variety of interactive quiz games. Wordwall is an application that teachers and students can use as an evaluation tool, learning resource, and learning aid (Zulfah, 2023).

Wordwall media is expected to improve students' understanding of the subject matter without relying on textbooks or teacher explanations. In addition, Wordwall makes it easy to monitor students' skill development. Thus, increasing students' motivation to learn will be highly beneficial and affect their learning outcomes (Turohmah et al., 2020). Wordwall is an interactive learning platform that features various games that use technology, such as computers or smartphones, to support students during classroom activities (Purnamasari et al., 2022). Wordwall is an interesting browser application. The program is specifically designed to be a fun learning tool, learning resource, and evaluation tool for students. Wordwall offers teacher-made examples that novice users can use to get an idea of what creativity looks like. Wordwall is an online educational tool that takes the form of a simple game. Students are asked to follow the instructions and click the appropriate object to select the correct answer, which makes it easy for children and teachers to use the program (Minarta & Pamungkas, 2022).

Features of Wordwall

Many functions are available in this web application, such as crossword puzzles, random cards, quizzes, and more. The characteristics of Wordwall are shown as follows.

1. *Match Up*, Drag and drop each term adjacent to its definition, students are instructed.
2. *Quiz*, To complete the question within the allotted time, students must choose the correct answer before moving on to the next question.
3. *Random Wheel*, A wheel that displays an image rotated by the student. This wheel will display an image. Students then describe a picture or answer a question chosen from a previously rotated wheel.
4. *In* a sentence or paragraph, students are instructed to write the correct answer in a blank section to fill it in.
5. *Group Sort*, Students are asked to drag and drop each object into the appropriate group in this game.
6. *In* order for all the answers to be lost, students are instructed to choose one answer that best matches the statement or question that appears in the picture by touching the correct response and then proceeding to discard it.
7. *Unjumble*, As part of the selection process, students are required to compose sentences in word boxes or phrases into appropriate sentences or sections.
8. *Random Cards*, Students are instructed to focus on the game by paying attention to the solution of the questions that arise from the asymmetrical cards that are visible.
9. *Find the Match*, To choose the answer that best matches the statement or question, students must keep pressing the correct answer to delete it until all the answers are gone.

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10. *Open the Box*, By opening the boxes one by one and choosing the correct answer based on the contents of the container, students are asked to choose the answer that best matches the statement presented as a picture or question.
11. *Anagrams*, Students are required to arrange the letters correctly to produce the right words.
12. *Labelled Diagram*, Students are asked to identify the name of an image or graph. It is usually used to identify a photo by moving the answer, name, or pin component to the right of the image.
13. *Gameshow Quiz*, Students are expected to complete the questions within the allotted time.
14. *Wach-a-mole*, By hitting many mice that showed the correct response as they emerged from the hole, students were encouraged to respond to questions.
15. *True or False*, Students are required to choose one of two options for the provided sentence, clearly indicating whether the articulation is correct or not.
16. *Balloon Pop,* Based on their resolution, students are required to pop a balloon for each keyword.
17. *Maze Chase*, To answer the question, students must avoid the maze and head straight to the appropriate answer zone, while avoiding opponents.
18. *Airplane*, The goal is for students to direct the jet to the correct answer key while avoiding the wrong answer.

Interest in Learning

Various psychological factors, including interest in learning, influence individual learning. This is due to human interest, which fosters empathy and supports action or things without coercion. Since one of the keys to a student's actions is their desire to learn, an interest in learning becomes very important. Learners who have high motivation will be more independent. Students' interest in learning can be interpreted as their ability to foster a sense of love and enthusiasm in completing an activity (Solehah et al., 2022). This can be measured through attention, liking, and feelings, as well as students' interest and involvement in the learning process. The most effective motivational strategy to arouse students' interest in learning over a specific period of time is interest. Interest in learning is the psychological motivation that drives students to learn with focus, calmness, and complete discipline, encouraging them to do so actively and joyfully (Kurniasari et al., 2021). Interest is simply a very strong or intense desire and excitement for something. From the description above, it can be concluded that interest can elicit pleasure, excitement, and passion in learning by attracting attention and focusing on a topic or several topics under discussion. A strong interest in the learning process can increase students' pleasure and motivation to participate in learning activities.

Learning Interest Indicators

Learning is an action that helps students develop attitudes, acquire new information, and master specific skills. Changes in student behavior and learning outcomes are indicators of learning success. If students are motivated to learn, learning activities will run more easily. Learning is a process that results in the renewal of behaviors and skills. The list below summarizes indicators of student interest in learning.

1. **Sense of Interest:** Interest is the beginning of a person's interest, so that an interested person will be attracted to something first. The interest in question is interest in the lessons in the classroom.
2. **Feeling Happy:** Students' emotions play an equally important role in the lessons taught by their teachers. Students who enjoy a subject or feel satisfied will continue to teach it. Students do not feel compelled to study the topic.
3. **Attention:** Increased activity of the soul, the soul is only interested in an object (object/thing) or a set of objects. To ensure good learning outcomes, students must pay attention to the material they learn.

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If the material does not capture their attention, boredom can set in, and they may no longer enjoy learning.

4. **Participation:** Involving students in the learning process is known as participation. When a lesson grabs students' attention, they will engage and actively participate in the learning activity. Students' interactive attitudes indicate their involvement in the learning process. Students are active in voicing their thoughts and asking questions. Students also strive consistently to participate in all activities.

Research emphasized that curiosity is a source of attention, namely the concentration of mental energy, or thoughts and feelings, towards an object. Students who are interested in an object tend to pay more attention to the content they are learning (Nasrullah et al., 2021). Students' lives are heavily influenced by their interests, which also significantly shape their attitudes and behaviors. Students who are motivated to complete a study assignment will work harder than those who are not. Because students will not learn well if the subjects they are studying do not match their interests, interests significantly impact learning outcomes. According to this definition, the following characteristics indicate an interest in learning: a sense of liking or appreciating learning activities; learning awareness without being told; participation in learning activities; and giving full attention to learning.

Social Science Learning

IPAS is a curriculum development program that integrates social science and science content into a single subject. Of course, the science that studies nature is also strongly influenced by social and environmental factors, thereby enabling integrated teaching. In general, science encompasses three basic disciplines, namely chemistry, physics, and biology. One of the disciplines is physics, which emerges and develops through observation, problem-solving, hypothesis testing, conclusion-making, and the discovery of ideas and concepts (Harahap et al., 2024). Furthermore, science is a method of working, thinking, and solving problems, as well as a collection of information about the world and living things. Based on the perspective of social studies understanding above, social studies is an integrated study of the social sciences incorporated into school learning to help students develop positive values as community citizens. This is done by providing opportunities for students to learn from past experiences that may persist in the present and to anticipate the future, because human activities can be viewed through the dimension of time, which includes the past, present, and future.

METHODS

This study uses a quantitative approach. By using data in the form of quantitative numbers, quantitative research allows the generalization of findings, which will then be quantified and analyzed statistically, as stated by Mukhid in a book titled "*Quantitative approach research methodology".* The research method used in this study is a quasi-experimental design. The research was conducted at SD IP YLPI Pekanbaru. The research was conducted during the January-May 2025 time frame. Wordwall Class V as a Learning Media is the subject of the research. As an alternative medium to improve class V learning and improve student learning outcomes, the results of this research can be utilized. The population in this study comprises all students in class V at SD IP YLPI Pekanbaru, divided into three classes: class VA (21 students), class VB (20 students), and class VC (23 students), for a total of 63 students. The sample in this study consisted of an experimental class and a control class. Class A consists of 12 male students and nine female students, while Class B consists of 11 male students and nine female students from the entire Class V population. Data analysis techniques include tests such as normality tests, t-tests, and hypothesis tests.

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RESULTS AND DISCUSSION

Observation Results of Observation of the Use of Wordwall Media on Students' Learning Interests

Before applying the survey instrument to the research sample, the data's validity was analyzed using the product-moment correlation formula and SPSS 25.0 to estimate the relationship between the use of the Wordwall online game database and students' academic interests. A reliability analysis was then conducted using Cronbach's alpha to assess the tool's reliability. The following is a summary of the results of the Student Interest Survey on Water Cycle Materials. In addition, there is an increase in interest in learning, as evidenced by higher grades and learning outcomes in children. The researcher also distributed a questionnaire to teachers to assess children's interest in using this word wall as an educational resource. After the assessment is obtained, the researcher calculates the questionnaire results in SPSS and presents them in the table below.

Table 1. SPSS Survey Results for Learning Interest Questionnaire

Observation		Valuation	
Indicators	**Number of Items**	**Teacher 1**	**Teacher 2**
Mindfulness in Learning	8	29	29
Participation in Learning	5	20	18
Feeling Happy	5	19	20
Sum		**68**	**67**
Maximum Score		**75**	**75**
Percentage		**90,7%**	**89,3%**
Average		**90,0%**	
Qualification		**Excellent**	

Source: Processed Researcher (2025)

Based on the results in **Table 1**, the number of assessments for each teacher is 68 and 67, with a maximum score of 75. The percentages for teacher one and teacher 2 are 90.7% and 89.3%, respectively, with an average of 90.0%. Based on this fact, Wordwall Media affects student interest at 90.0% and with outstanding qualifications.

Normality Test

Furthermore, the results of testing the reliability of students' learning interest instruments using the Cronbach's alpha formula are presented in **Table 2** below.

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Table 2. Tests of Normality

		Kolmogorov-Smirnova			Shapiro-Wilk		
	Class	Statistics	Df	Sig.	Statistics	Df	Sig.
Pretest_Minat	Experiment	.218	21	.010	.926	21	.113
	Control	.139	20	.200*	.928	20	.142
Posttest_Minat	Experiment	.159	21	.176	.927	21	.118
	Control	.133	20	.200*	.946	20	.309

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Research Data (2025)

Obtained sig. > 0.05, all learning-interest data are typically distributed. The results of the normality test in **Table 2** showed a significant difference between the educational materials group and the comparison group (0.688 vs. 0.133). After using the online game Wordwall in the experiment, the success rate was 0.142, whereas in the control group using educational materials, it was 0.309. The results show that the student interest data are normally distributed, with a mean>0.05. The next step is to test homogeneity using the Levene test in SPSS 25.0, with the following condition: when the value is obtained, the significance value is> 0.05. Below is a table of data homogeneity.

Homogeneity Test

Table 3. Test of Homogeneity of Variance

		Living Statistic	df1	df2	Sig.
Pretest_Minat	Based on Mean	3.963	1	39	.054
	Based on Median	2.997	1	39	.091
	Based on Median and with adjusted df	2.997	1	38.914	.091
	Based on the trimmed mean	4.071	1	39	.051
Posttest_Minat	Based on Mean	1.552	1	39	.220
	Based on Median	1.563	1	39	.219
	Based on Median and with adjusted df	1.563	1	38.925	.219
	Based on the trimmed mean	1.545	1	39	.221

Source: Research Data (2025)

The value of sig. The results of the homogeneity test in **Table 3** present the pretest and posttest data for the two homogeneous classes. The data on students' academic interest scores showed a homogeneous distribution, as indicated by a significant mean difference (p = 0.735 > 0.05). It can be concluded that the variation in students' educational interests is constant in the study group. Then, the Independent Samples T-test was used to determine whether the Wardwall online game environment increased students' interest in learning at MI Iaa Bunaiia Fatkhul Khair. If the condition is significant (p < 0.05), Wordwall media influences students' learning interest.

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Independent Test t

The independent-samples t-test is a statistical hypothesis test used to determine whether the means of two independent populations differ.

Pretest

Table 4. Independent Samples Test (Pretest)

		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
Pretest_Minat	Equal variances assumed	3.963	.054	.359	39	.722	1.493	4.162	-6.926	9.912
	Equal variances not assumed.			.356	34.329	.724	1.493	4.196	-7.031	10.017

Source: Research Data (2025)

In the pretest data (see **Table 4**) of the two classes, sig. 0.722 > 0.05 indicates no average difference, which means that both classes have the same initial interest.

Posttest

Table 5. Independent Samples Test (Posttest)

		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
Posttest_Minat	Equal variances assumed	1.552	.220	7.054	39	.000	18.495	2.622	13.192	23.799
	Equal variances not assumed.			7.019	36.713	.000	18.495	2.635	13.154	23.836

Source: Research data (2025)

In the posttest data of the second class (see **Table 5**), sig. 0.00 < 0.05 indicates there is a difference in the mean, which means that the two classes have different interests after being given the treatment. To determine whether there is an increase in interest in learning, the paired t-test will be used as follows.

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Independent Test t

Experimental classes

Table 6. Paired Samples Test (Experimental Class)

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Experimental Interest Pretest - Control Interest Posttest	-21.952	16.791	3.664	-29.596	-14.309	-5.991	20	.000

Source: Research Data (2025)

In the experimental class (see **Table 6**), sig. 000 < 0.05 indicates a difference in learning interest before and after the provision of learning media.

Control Class

Table 7. Paired Samples Test (Control class)

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Control Interest Pretest - Experimental Interest Posttest	-4.950	17.813	3.983	-13.287	3.387	-1.243	19	.229

Source: Research Data (2025)

In the experimental class (see **Table 7**), sig. 0.229 > 0.05 indicates no difference in learning interest before and after learning.

Discussion

Teachers must play a significant role. Teachers should choose the most effective method for delivering the material to their students so that students do not get bored and can absorb it easily. Supported by research on teaching students various subjects, teachers must prioritize approaches, strategies, methods, and frameworks to achieve specific learning objectives (Safitri, 2020). The selection of learning materials depends on the learning objectives, the usefulness of the materials, the level of student development, the optimization of learning resources, and the teacher's ability to manage learning. Thematic learning is an integrated learning model. One subject becomes a unit combining various subjects to achieve thematic learning (Setiawan et al., 2023). The main factor that affects students' learning activities is their interest in learning. In other words, the factor for the success of teaching and education is interest in learning. Teachers must be able to support and increase students' interest in learning (Hadiapurwa et al., 2021; Sarah et al., 2021).

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Another researcher explained that learning interests are strong and that students gain knowledge, understanding, and good academic results. Educators need to care about students' learning atmosphere because this is very meaningful (Rusticus et al., 2023). The level of students' interest in learning is significant from the atmosphere/condition of the students. Interested students will be more attentive and curious about the subjects they are studying. A strong interest will lead to persistent, tireless efforts to overcome challenges (Muliani & Arusman, 2022). If a student has a strong interest in learning, he will have a passion that comes from within. Therefore, interest in learning affects learning outcomes and processes. Thus, students with a strong interest in learning will exhibit behaviors and attention consistent with the subjects and objects studied.

On the other hand, students who lack interest in learning may exhibit unexpected behaviors, such as not paying attention in class, not doing homework, or not completing the lectures. Therefore, it is necessary to comprehensively understand the factors that affect students' interest in learning. Learning requires educators to innovate when preparing for the learning process, providing opportunities to develop skills to make learning meaningful, fun, not dull, and comprehensive. Teachers can use tools to support the process of implementing learning activities. This means that learning media involves students so that they are not bored. Communication technology learning that involves students in learning activities is one of them. Technology-based learning media is a learning process supported by technology, an innovation in the fourth industrial revolution era (Firmadani, 2020).

The learning process is supported by technology-based tools, namely audio, visual, and audiovisual media, and should be interactive (Haq & Irawati, 2022; Rosyiddin et al., 2023). This learning support can be applied to all existing supports and at all school levels. Of course, teachers must continue to innovate the learning aids they use. Wordwall learning materials have a positive impact on students' interest in classroom learning. The use of media can make the learning process exciting (Kurniasari et al., 2021). Furthermore, the media helps teachers teach and also reduces misconceptions in learning. Multimedia helps to simplify the difficulties in the learning material. This method makes it easier for students to absorb and understand the material the teacher delivers. Learning through media can make things easier, especially for communicating new ideas. Teachers need to incorporate media into learning because it is significant for conveying messages to recipients. The media can assist teachers in developing instructional materials for students.

Therefore, when learning takes place, teachers are advised to use media. The learning process is more efficient, fun, and less monotonous when delivered through the media. Learning is no longer boring, and students are more enthusiastic. The influence of teaching materials on text walls is also supported by previous research, which found that Wordwall, as an efficient applied learning medium, is used at the elementary school level, especially in science learning (Agusti & Aslam, 2022). Then, when working on the wordwall quizzes, they can stimulate students' interest, thereby increasing student learning outcomes. Wordwalls are an interactive medium that is easy to use and highly engaging for students in mathematics (Imanulhaq & Pratowo, 2022). In addition, another study found that Wordwall media influenced learning outcomes in grade IV. From the t-test results, the p-value was less than 0.05 (p=0.000931751). It can be concluded that Ha was accepted, Ho was rejected, and that the learning material influenced the learning outcomes of class IV. According to several studies, Wordwall media can help teachers significantly in designing lessons aligned with students' learning interests. In addition, this media can be used in other ways, such as for learning outcomes.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of Wordwall media affects the interest in the learning topic of grade V students at SD IP YLPI Pekanbaru. The effect of

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increased students' interest in learning is reflected in the difference between the pretest and posttest results. The posttest scores after the application of WordWall learning media in class V increased from the pretest scores. The results of the research support the research hypothesis. In addition, the benefits of Wordwall media can help teachers and students overcome learning challenges.

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