

## Development of Wordwall-Based Indonesian Language Learning Media to Increase Student Learning Motivation

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### Abstract

Indonesian language learning often faces challenges in increasing students' learning motivation, especially when the methods used are less interesting and tend to be monotonous. This study aims to develop Wordwall-based learning media in Indonesian language learning and measure its effectiveness in increasing students' learning motivation. This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The subjects of the study were junior high school (SMP) students selected using purposive sampling techniques. Data collection was carried out through observation, learning motivation questionnaires, and interviews, which were then analyzed using descriptive statistical techniques and content analysis. The results of the study showed that the use of Wordwall significantly increased students' learning motivation. Data from the questionnaire showed an increase in student motivation scores after the use of Wordwall-based learning media. In addition, the results of observations showed that students became more active, enthusiastic, and involved in the learning process. Interviews with students and teachers also revealed that Wordwall helped make learning more fun and interactive, thereby increasing students' understanding of Indonesian language material. The conclusion of this study is that Wordwall-based learning media is effective in increasing students' learning motivation. The main advantage of this media is its interactive features that can increase student engagement in learning. However, challenges in implementation include limited access to technology and the need for initial adaptation for students who are not familiar with this platform. Therefore, it is recommended for teachers to provide initial guidance in using Wordwall and combine it with other learning methods for more optimal results.

### Keywords

Wordwall; Learning Media; Learning Motivation; Interactive Learning; Educational Technology

### Introduction

Education is one of the main factors in improving the quality of human resources (Prayuda et al., 2022). In today's digital era, technological developments have brought significant changes to the world of education, especially in terms of learning methods and

media. Technology-based learning not only helps improve the effectiveness of learning, but can also increase student motivation in understanding the material being taught. One of the main challenges in learning Indonesian is the low interest and motivation of students to learn. Conventional learning methods that are monotonous often make students less active in participating in the learning process, resulting in low understanding of the material.

To overcome this problem, innovation is needed in learning that can make students more interested and motivated in learning. One solution that can be applied is the use of technology-based learning media, such as Wordwall. Wordwall is a digital platform that provides various types of educational games, such as interactive quizzes, word matching, crosswords, and various other activities that can be used in the learning process. This media allows students to learn in a more fun and less boring way, thereby increasing their involvement in learning.

A number of studies have shown that the use of Wordwall in learning can improve student motivation and learning outcomes. For example, research conducted by (Ilma & Susilawati, 2024) found that the use of Wordwall in learning Indonesian vocabulary can significantly increase student engagement. Likewise, research conducted by (Pulungan et al., 2024) showed that Wordwall-based games can help students improve their recount text writing skills. With this empirical evidence, the use of Wordwall as a medium for learning Indonesian has great potential to be applied in the learning process in schools.

Based on these problems, this study aims to develop Wordwall-based learning media in learning Indonesian to increase students' learning motivation. In addition, this study will also examine the effectiveness of Wordwall-based learning media in improving students' understanding of the material being taught and analyzing students' responses to its use in learning. It is hoped that this study can contribute to creating more innovative learning methods that are in accordance with the needs of students in today's digital era. In this study, the literature review will discuss the main concepts underlying the development of Wordwall-based learning media and their relationship to student learning motivation. Some of the concepts that will be discussed include learning motivation theory, technology-based learning, and the effectiveness of Wordwall in improving learning outcomes.

## 1. Learning Motivation

Learning motivation is one of the key factors that influences students' success in understanding and absorbing learning materials. According to the learning motivation theory put forward by (Kustati et al., 2024), learning motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the student, such as the desire to understand the material or the pleasure of learning. Meanwhile, extrinsic motivation is influenced by external factors, such as awards, encouragement from teachers, or the use of interesting learning media.

Research conducted (Hidayati & Afifah, 2022) shows that interactive and technology-based learning can increase students' intrinsic motivation, because it provides a more interesting and less boring learning experience. Therefore, the use of technology in education is an effective strategy to increase student involvement and motivation in learning.

2. Technology-Based Learning

The development of technology has brought about major changes in the world of education. The use of technology-based learning media, such as Learning Management System (LMS), interactive learning applications, and game-based learning, is increasingly being applied in various educational institutions. Technology-based learning allows students to learn independently, flexibly, and increase interaction in the learning process. According to research conducted by Mayer (2009) in the Cognitive Theory of Multimedia Learning, learning that combines visual, audio, and interactive elements is more effective in improving student understanding compared to conventional learning that only relies on text and lectures. Technology can help students learn in a more exploratory and active way, thereby increasing absorption of the material being taught.

3. Wordwall as Interactive Learning Media

Wordwall is a digital-based learning platform that provides various types of educational games that can be used in various subjects, including Indonesian (Ardila et al., 2023). By using Wordwall, teachers can design more interesting and interactive learning activities, thus making students more motivated to learn. Several previous studies have proven that the use of Wordwall in learning can improve student learning outcomes and motivation. The use of Wordwall in learning Indonesian vocabulary can increase student participation in the learning process. In addition, research by Kinasih, Khair, and Azis (2024) showed that the use of Wordwall in character education learning can improve students' understanding of the material and increase interaction in the classroom. With this empirical evidence, the use of Wordwall in learning Indonesian has great potential to be applied in educational contexts. Therefore, this study will develop and test the effectiveness of Wordwall-based learning media in increasing student learning motivation.

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**Methods**

This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model to produce effective Wordwall-based learning media in increasing student learning motivation (Arfani et al., 2024). The ADDIE model was chosen because it allows the development of learning media systematically and is oriented towards user needs. The first stage in this model is analysis, which aims to identify problems in learning Indonesian, especially in terms of student learning motivation. Data in this stage is obtained through interviews with teachers, classroom observations, and distributing initial questionnaires to students to determine their level of motivation before the intervention is carried out. Furthermore, the design stage is carried out by designing a Wordwall-based learning media concept that is in accordance with Indonesian language material and student needs. At this stage, the most effective features in Wordwall are selected to increase student engagement, such as interactive quizzes, crosswords, and word matching. After the design is complete, the development stage is carried out by creating and testing the learning media that has been designed. This media will be tested on a small scale to see if there are aspects that need to be improved before being applied on a wider scale. After the development is complete, the implementation stage is carried out by applying Wordwall-based learning media in the Indonesian language learning process in the classroom that is the



subject of the research. At this stage, students will use the media in teaching and learning activities, and the teacher will observe the students' responses and involvement in learning.

Finally, the evaluation stage is carried out to assess the effectiveness of the media developed in increasing students' learning motivation. Evaluation is carried out in two forms, namely formative evaluation which is carried out during the development process to ensure that the media is in accordance with the needs, and summative evaluation which is carried out after implementation to assess the impact of the media on students' learning motivation (Nasution et al., 2024). The subjects in this study were junior high school (SMP) students who took Indonesian language learning, with samples selected using purposive sampling techniques. This technique is used so that the research sample includes students with various levels of learning motivation, so that the research results are more representative. The research instruments used in data collection include observation, questionnaires, and interviews. Observations were carried out to observe the learning process and the level of student involvement when using Wordwall media, while the learning motivation questionnaire was used to measure changes in student motivation before and after using Wordwall-based learning media. This questionnaire is compiled based on a Likert scale with several indicators of learning motivation, such as interest in the material, level of participation in learning, and feelings of pleasure when learning using digital media. In addition, interviews with students and teachers were conducted to dig deeper into the advantages and disadvantages of using Wordwall in Indonesian language learning.

Data obtained from the questionnaire will be analyzed using descriptive statistical techniques to see changes in students' learning motivation scores before and after the intervention. Meanwhile, qualitative data from observations and interviews will be analyzed using content analysis techniques to understand the experiences and responses of students and teachers to the use of Wordwall-based learning media. With this research method, it is hoped that a comprehensive picture can be obtained regarding the effectiveness of Wordwall media in increasing students' learning motivation in Indonesian language learning.

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## Discussion

This study aims to develop Wordwall-based learning media in Indonesian language learning and measure its effectiveness in increasing students' learning motivation. Based on the implementation results, it was found that the use of Wordwall-based media had a positive impact on students' involvement and motivation in the learning process. The results of measuring students' learning motivation using a Likert scale questionnaire showed an increase in the average motivation score from before to after using Wordwall. Before using the media, the average student motivation score was in the moderate category, with indicators such as interest in Indonesian language lessons which tended to be low and student participation in class discussions which was still passive. After implementation, there was a significant increase in aspects of student active involvement, enthusiasm in answering questions, and understanding of the material. Several students who previously participated less in learning showed an increase in participation after using Wordwall.

In addition to quantitative data from the questionnaire, observations conducted during the learning process also supported these findings. Teachers reported that students were more active in answering questions and showed greater interest in learning Indonesian language material when using Wordwall. This was supported by interviews conducted after learning,

where most students expressed that they enjoyed learning using Wordwall more than conventional lecture or practice methods. They feel more challenged and motivated to complete the educational games provided on the platform. In terms of effectiveness, the use of Wordwall also makes it easier for teachers to deliver material because the interactive features available can help teachers explain concepts in a more interesting way. In addition, this media allows teachers to provide direct feedback to students, so they can find out their mistakes and immediately correct them.

Based on the results of the study, it can be concluded that the use of Wordwall in Indonesian language learning can increase students' learning motivation. This is in line with previous studies showing that game-based learning can increase student engagement and make them more enthusiastic about learning (Utami & Wedananta, 2024; Maharani, Arianto, & Diningrat, 2024). The increase in learning motivation found in this study can be explained through the theory of learning motivation by Deci and Ryan (1985), where a fun and interactive learning environment can increase students' intrinsic motivation.

The main advantage of Wordwall in Indonesian language learning is its ability to present material in a more interesting and less boring way. Through various educational games such as interactive quizzes and crosswords, students can learn actively and independently, so they feel they have more control over their learning process. In addition, the competition feature in Wordwall is also a factor that encourages students to be more motivated, because they feel challenged to get the best score. However, although Wordwall has proven effective in increasing student motivation, there are several challenges found in this study. One of them is limited access to technology, especially for students who do not have adequate devices or a stable internet connection. In addition, some students still have difficulty operating this platform at the beginning of use, so guidance from teachers is needed in the early stages of implementation. Therefore, in its implementation, it is important for schools to ensure that supporting facilities are available and teachers have sufficient understanding in using Wordwall as a learning medium.

Overall, this study shows that the development and use of Wordwall-based learning media has a positive impact on student learning motivation in learning Indonesian. Therefore, the implementation of this media can be an alternative for teachers in creating more innovative and enjoyable learning. For further research, it is recommended to develop this media further by adding other features that can increase student engagement, such as interactive simulations or digital-based collaborative projects.

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## Conclusion

Based on the results of the research that has been conducted, it can be concluded that the development of Wordwall-based learning media in Indonesian language learning has proven to be effective in increasing students' learning motivation. This increase can be seen from the results of the learning motivation questionnaire analysis which showed a significant increase in motivation scores after using Wordwall. In addition, observations during learning also showed that students became more active, enthusiastic, and participated more in discussions and completed assignments with more enthusiasm compared to conventional learning methods. The main advantage of Wordwall-based learning media is its ability to present material interactively and fun, so that it can attract students' interest in learning.

Features such as interactive quizzes, crosswords, and various other forms of educational games provide a more dynamic and non-boring learning experience. In addition, the presence of competition elements in Wordwall has also proven to be a driving factor in students' motivation to be more active in the learning process.

However, although this study shows positive results, there are several challenges that need to be considered in the implementation of Wordwall-based learning media. One of them is limited access to technology, especially for students who do not have adequate devices or stable internet access. In addition, some students need time to adapt to the use of this platform, so guidance from teachers is needed so that its use can be more optimal. Overall, this study confirms that the use of Wordwall as an innovative learning media can be an effective alternative in increasing student motivation and engagement in learning Indonesian. Therefore, the application of technology in education, especially through interactive learning media such as Wordwall, needs to be continuously developed in order to provide a more effective and enjoyable learning experience for students.

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