

APPLICATION OF WORDWALL-ASSISTED *GAME BASED LEARNING* MODEL TO IMPROVE INDONESIAN LANGUAGE LEARNING OUTCOMES GRADE III SD NEGERI 227/VIII TIRTA KENCANA

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ABSTRACT

This classroom action research aims to improve Indonesian learning outcomes in grade III students of SDN 227/VIII Tirta Kencana through the application of the Game Based Learning (GBL) model assisted by Wordwall media. The research was carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The research subjects amounted to 16 students, consisting of 10 males and 6 females. The learning process utilizes Wordwall as an interactive digital media in the form of quizzes and educational games to support the achievement of learning goals. Data was collected through observation sheets, learning outcome tests, and documentation, then analyzed quantitatively and qualitatively. The results of the study showed a significant increase in educator performance, from an average of 82.5% in the first cycle to 92.5% in the second cycle. Student learning activities also increased from an average of 68.5% in the first cycle to 90.6% in the second cycle. Meanwhile, the results of the student learning test increased from 62.5% of students who completed in the first cycle to 93.75% in the second cycle. Qualitative analysis shows that students become more motivated, enthusiastic, and dare to actively participate in learning. In addition, there are positive behavioral changes, such as increased cooperation between students, the courage to express opinions, and independence in completing assignments. This improvement proves that the implementation of GBL assisted by Wordwall is able to increase student motivation, participation, and understanding of learning materials. Thus, the integration of the GBL model and Wordwall media has proven to be effective in improving the quality of the process and learning outcomes of Indonesian. This model can be an alternative to innovative learning strategies that are fun, interactive, and relevant to the demands of 21st century education, especially in elementary school learning

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INTRODUCTIONS

Education is the main foundation in the development of quality and competitive human resources (Taufiqurrohman et al., 2025). Through education, students are expected not only to master knowledge, but also to develop skills, attitudes, and social values that support life success and positive contributions to society. Law Number 20 of 2003 affirms education as a conscious and planned effort to create a conducive and systematic learning atmosphere so that students can achieve their maximum potential holistically, including cognitive, affective, and psychomotor aspects. Thus, the education system needs to continue to be updated according to the times to produce graduates who are relevant and able to face global challenges.

In this context, the education curriculum in Indonesia has undergone various important changes to improve the quality of learning. The Independent Learning Curriculum is one of the biggest innovations, which provides flexibility to teachers and students in the learning process, as well as emphasizing the development of creativity, independence, and competence in the 21st century (Syafriani et al., 2025). This curriculum also adapts learning to local and global needs through two main activities, namely intracurricular learning and the Pancasila Student Profile Strengthening project. One of the leading subjects in this curriculum is Indonesian which not only functions as a communication tool, but also as a medium for students' character and intellectual development.

Indonesian has a vital role in the educational process, where good and correct language mastery is the basis for the success of students in various fields of study and social life (Widyastuti & Kardono, 2025). Therefore, Indonesian learning at the elementary school level is designed to develop listening, speaking, reading, and writing skills in an integrated and systematic manner. However, learning that relies on conventional methods still dominates in many schools, so it often leads to a lack of motivation to learn and active involvement of students in the classroom.

The results of observations at SDN 227/VIII Tirta Kencana show that the results of Indonesian learning are still far from the expected target. The less varied classroom conditions and the inappropriate use of media make most students have difficulty understanding the material. In addition, the lack of variety in teaching methods causes students to tend to be passive and less focused when the learning process takes place, so that the learning process becomes less effective and learning outcomes are low.

To overcome these problems, innovative and fun learning approaches are needed so that students are more motivated and active. One of the learning models that is widely known to be effective is *Game Based Learning* (GBL). This model integrates game elements such as challenges, scores, interactions, and rules in the learning process, so that students learn actively and passionately without feeling overwhelmed. GBL offers a fun and effective way to learn to improve student learning outcomes and motivation. In addition to learning methods, the use of digital media is increasingly important as a support for learning strategies in the era of the industrial revolution 4.0. (Wati et al., 2025) Media Wordwall is one of the interactive game-based learning platforms that provides a variety of quiz, puzzle, and gamhow templates that are easily accessible and can be adapted to the learning material. (Viona Sari Utami et al., 2024) The use of Wordwall as a GBL auxiliary media can increase teachers' creativity in designing more interactive learning and increase student involvement during the teaching and learning process in elementary grades. The implementation of GBL with Wordwall media is expected to create a more interesting and effective Indonesian learning process at SDN 227/VIII Tirta Kencana. This media helps students to be more active in the learning process, improve memory, and encourage collaboration between students. In addition, this model is expected to improve Indonesian learning outcomes in terms of understanding the material and the ability to communicate properly and correctly.

This research is motivated by the urgent need to improve the quality of Indonesian learning in elementary schools through a more innovative and adaptive approach to the development of educational technology. (Noviyanti, 2025) The GBL learning model assisted by Wordwall was chosen because its members are considered to be able to bring positive changes by providing a pleasant learning impression while still focusing on the material, which will support the cognitive, affective, and psychomotor development of students optimally. The importance of this research is also based on the limitations of the use of technology in Indonesian language learning in elementary schools, especially in areas where there are still few resources. With this strategic discovery, it is hoped that teachers can more

easily and effectively deliver material while building a conducive learning atmosphere, encouraging students to actively participate, and improving the quality of learning outcomes.

Furthermore, innovative learning models like this are very relevant to the demands of the Independent Learning Curriculum, which requires teachers to develop learning that adapts to the characteristics of students and the needs of the times. It is also hoped that the results of this research can be a reference and source of inspiration for schools and educators to innovate more in effective and fun language teaching techniques. Thus, this study aims to provide an empirical overview of how the application of *the Game Based Learning* model assisted by Wordwall media can improve Indonesian learning outcomes in third grade students of SDN 227/VIII Tirta Kencana. This research is expected to contribute to the development of learning innovations in elementary schools and improve the quality of education. In addition, this research also fills the existing research gap, because the application of the GBL model assisted by Wordwall media is still rarely explored specifically in Indonesian learning at the elementary school level. In fact, the study of the integration of the two is very important to determine its effectiveness in increasing student motivation, participation, and learning outcomes.

METHOD

This research uses the Classroom Action Research (PTK) method which is a reflective approach carried out by educators to systematically improve and improve the quality of learning through a repetitive cycle consisting of planning, implementation, observation, and reflection (Gusmaningsih et al., 2023). PTK is very appropriate to be used to solve learning problems in the classroom while improving student learning outcomes in a sustainable manner. The subjects of the study were 16 students in grade III of SDN 227/VIII Tirta Kencana, consisting of 6 female students and 10 male students. The research location was chosen based on the results of initial observations that showed low Indonesian learning outcomes and lack of motivation and focus of students during the learning process. The research was carried out in the odd semester of the 2025/2026 school year.

The research was conducted in two cycles. Each cycle includes four main stages. The first stage is planning, which includes the preparation of teaching modules, "Let's Play!" learning materials, observation sheets for educators and students, evaluation test questions, and preparation of Wordwall digital media. At this stage, learning steps based on *the Game Based Learning* (GBL) model assisted by Wordwall media were also prepared according to the characteristics of the material and the needs of the students.

The second stage is the implementation of learning actions that implement the GBL model. Learning steps following procedures (Tri Supanti & Mulyono, 2022) Namely choosing games that are in accordance with the material, explaining the learning concept, conveying the rules of playing the game, implementing the game in groups, summarizing the learning results from game activities, and reflecting with students to strengthen understanding. Wordwall media is used as an interactive media in the form of a "Quiz Open The Box" quiz that can increase student engagement and motivation.

The third stage is observation carried out collaboratively by researchers, homeroom teachers, and peers to observe the process of implementing teacher learning and student activities. The instrument is in the form of an observation sheet that uses the Guttman scale to assess the implementation of learning, student activity, and the implementation of the use of Wordwall media. Observations were also carried out to identify obstacles and potential improvements.

The fourth stage is reflection, where observation data, learning outcome tests, and documentation are analyzed qualitatively and quantitatively. Quantitative analysis was carried out by calculating the percentage of achievement of learning process and outcome indicators, especially the calculation of learning completeness based on the ≥ 70 score criteria in accordance with the KKTP. Qualitative analysis focuses on describing the development of students' attitudes, motivations, and involvement as well as the effectiveness of the use of learning models and media.

The research instruments include educator observation sheets to measure the implementation and quality of the methods applied, student observation sheets to assess student activities and interactions during learning, and learning evaluation tests in the form of 10 multiple-choice questions and descriptions to measure mastery of Indonesian

materials. Documentation in the form of photos and videos was also taken as evidence and data to support the implementation of the research. This study determined success indicators in the form of a minimum of 70% of students achieving a KKTP score (≥ 70) and a minimum of 80% of the implementation of learning by teachers and the active involvement of students during the learning process. If the results in the first cycle have not reached the indicators, learning improvements are made and continued to the next cycle as evaluation and improvement.

RESULT AND DISCUSSIONS

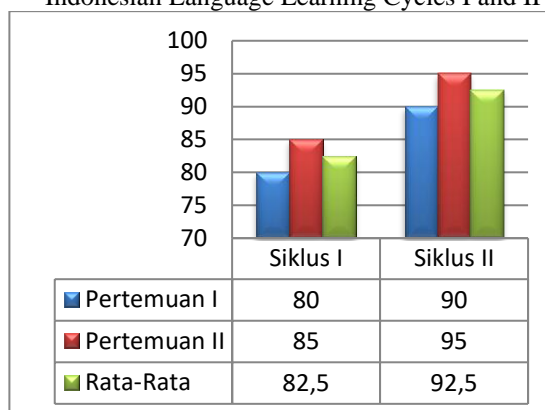
This class action research was carried out in two cycles, each consisting of two meetings with stages of planning, implementation, observation, and reflection. The implementation of cycle II is a follow-up as well as a refinement of cycle I through optimizing the application of *the Game Based Learning* (GBL) model assisted by Wordwall media.

Results of Educator Observation Sheets in Cycles I and II

Table 1 Recapitulation of the Percentage of Educators' Observation Sheets in the Process of Implementing Indonesian Language Learning Cycle I and Cycle II.

Cycle	Percentage Value of Teacher's Observation Sheet		Average Score
	Meeting I	Meeting II	
Cycle I	80%	85%	82.5%
Cycle II	90%	95%	92.5%

Diagram 1 Recapitulation of the Percentage of Educator Observation Sheets in the Results of the Implementation of Indonesian Language Learning Cycles I and II



Based on the data in the tables and diagrams, the percentage of learning implementation showed an increase, namely in the first cycle of the first meeting of 80%, the first cycle of the second meeting reached 85%, while in the second cycle of the first meeting it increased to 90% and the second meeting reached 95%. Thus, it can be concluded that there has been an increase in the implementation of learning from cycle I to cycle II, from an average of 82.5% to 92.5%. This increase occurred because the application of *the Wordwall-assisted Game Based Learning* model helped students better understand the material and focus on the teacher's explanations. Indonesian learning with this model also makes it easier for teachers to develop students' cognitive aspects and improve teachers' ability to apply the method appropriately. In addition, the existence of routine evaluations carried out by observers at each meeting also supports teachers in recognizing shortcomings and making improvements in the next learning process. However,

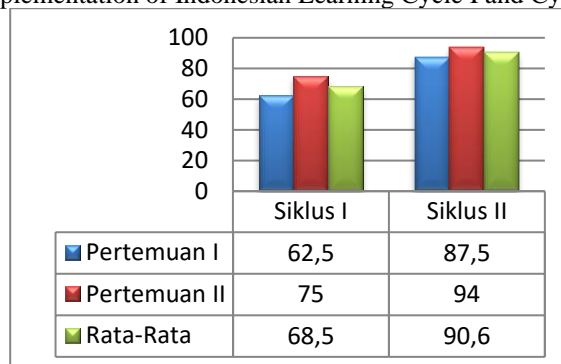
this research also faces several obstacles, such as the limitation of supporting facilities such as the availability of digital devices and internet networks, as well as the difficulty of teachers in managing the time so that each stage of game-based learning can be carried out effectively without reducing the depth of the material presented.

Results of Student Observation Sheets in Cycles I and II

Table 2 Average Recapitulation of Students' Learning Observation Sheets in Grade III Indonesian Learning

Cycle	Student Observation Value		Average Score
	Meeting I	Meeting II	
Cycle I	62,5%	75%	68,5%
Cycle II	87,5%	94%	90,6%

Diagram 2 Recapitulation of the Percentage of Students' Observation Sheets in the Results of the Implementation of Indonesian Learning Cycle I and Cycle II



Based on the data in the tables and diagrams, it can be seen that in the first cycle of the first meeting the student achievement was 62.5%, then increased to 75% in the second meeting. In the second cycle, there was a higher increase, namely 87.5% at the first meeting and reached 94% at the second meeting. The increase was influenced by the increase in students' enthusiasm in participating in learning activities and a better understanding of reading materials with the guidance of teachers. These results are in line with previous research, one of which is by (Fauzi et al., 2024) entitled "Improving Indonesian Learning Outcomes Through Learning Models *Game Based Learning*", which also showed an increase in learning outcomes from 28% in the first cycle to 86% in the second cycle.

Based on the analysis and reflection of each cycle, it can be concluded that the application of the *Wordwall-assisted Game Based Learning* model is effective in improving the quality of the learning process, especially in grade III Indonesian subjects. Student activities also experienced significant development, from an average of 68.5% in the first cycle to 90.6% in the second cycle. This proves that the use of GBL with the support of Wordwall is able to foster student motivation, concentration, and active participation, so that learning activities are more meaningful and fun.

Results of Learning Test for Cycle I and II Students

Table 3 Results of the Indonesian Learning Test for Cycle I and Cycle II Students

Execution of Actions	Completeness		Percentage (%)	
	Conclusion	Not yet Conclusion	Conclusion	Not yet Conclusion
Cycle I	10	6	62,5%	37,5%

Cycle II	15	1	93,75%	6,25%
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Based on the test results in the first cycle, it is known that 62.5% of students have achieved the indicators of completeness, while the other 6 students or 37.5% have not met the set standards. This shows that the learning outcomes of grade III students of SDN 227/VIII Tirta Kencana in the first cycle have not reached the expected target, so there needs to be improvement in the next cycle. In cycle II, the test results showed a significant increase, where 15 students or 93.75% had completed, and only 1 student or 6.25% had not reached the indicator. Thus, there is an increase from cycle I to cycle II, so that student learning outcomes can be categorized as successful and even very good.

However, there is still 1 student who has not reached completion in cycle II. Factors that affect the failure of the students include lack of concentration when participating in the game, difficulty understanding the instructions given, and low learning habits outside the classroom. This condition shows that in addition to the use of learning models and media, special attention is needed in the form of individual guidance, additional motivation, and remedial strategies so that each student is able to achieve learning completeness in accordance with the Completeness Criteria that have been set.

CONCLUSION

Based on the results of the classroom action research conducted over two cycles, it can be concluded that the application of *the Game Based Learning model* assisted by Wordwall media has proven to be effective in improving the quality of Indonesian learning in grade III of SDN 227/VIII Tirta Kencana. The increase can be seen from the implementation of learning by teachers which was originally 82.5% in the first cycle to 92.5% in the second cycle, student activity which increased from an average of 68.5% in the first cycle to 90.6% in the second cycle, and the student learning outcomes which jumped from 62.5% completeness in the first cycle to 93.75% in the second cycle. These findings show that the use of GBL assisted by Wordwall not only improves academic outcomes, but also fosters student motivation, active participation, and enthusiasm, while creating a learning atmosphere that is interactive, fun, and relevant to the demands of the Independent Learning Curriculum. Thus, this model can be recommended as an alternative learning strategy for elementary school teachers to improve the quality of learning Indonesian and other subjects that require innovation and technological integration.

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