

## WORDWALL AS AN INTERACTIVE MEDIA TO INCREASE SOCIAL STUDIES LEARNING MOTIVATION

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### ABSTRACT

Social Studies (IPS) learning in elementary schools faces significant challenges due to low student motivation, stemming from the theoretical nature of the subject matter and conventional teaching approaches. Observations at SDN Balekambang 03 Pagi reveal minimal student enthusiasm, lack of active participation, and suboptimal learning outcomes in fifth-grade Social Studies classes. This study aims to analyze the effectiveness of implementing the interactive learning media Wordwall in enhancing the motivation to learn Social Studies among fifth-grade students at SDN Balekambang 03 Pagi. The research employs a qualitative approach with a descriptive design. The subjects were 28 students from class VB selected through purposive sampling. Data collection was conducted using method triangulation: participatory observation, in-depth interviews with teachers and students, and documentation of the learning process. Data analysis followed a model of data reduction, data presentation, and conclusion drawing, with source triangulation used for validation. The implementation of Wordwall demonstrated a significant transformation in the dynamics of Social Studies learning. Students showed increased enthusiasm, active participation, and engagement in learning activities. The use of various educational game formats such as interactive quizzes, spin wheels, and matching games successfully shifted students' perceptions of Social Studies from boring to fun and engaging. Teachers reported positive changes in student attitudes, with a reduction in disruptive behavior and an increase in learning focus. This study contributes to the development of innovative Social Studies learning strategies through the integration of digital technology. The findings support the implementation of game-based learning as an effective solution to address motivational issues in primary education.

**Keywords:** *Wordwall, learning motivation, Social Studies learning*

### ABSTRAK

*Pembelajaran Ilmu Pengetahuan Sosial (IPS) di sekolah dasar menghadapi tantangan signifikan berupa rendahnya motivasi belajar siswa akibat karakteristik materi yang teoretis dan pendekatan pembelajaran konvensional. Observasi di SDN Balekambang 03 Pagi menunjukkan minimnya antusiasme siswa, kurangnya partisipasi aktif, dan hasil belajar yang belum optimal dalam pembelajaran IPS kelas V. Penelitian ini bertujuan menganalisis efektivitas implementasi media pembelajaran interaktif Wordwall dalam meningkatkan motivasi belajar IPS siswa kelas V SDN Balekambang 03 Pagi. Penelitian menggunakan*

*pendekatan kualitatif dengan desain deskriptif. Subjek penelitian adalah 28 siswa kelas VB yang dipilih melalui purposive sampling. Pengumpulan data dilakukan melalui triangulasi metode: observasi partisipatif, wawancara mendalam dengan guru dan siswa, serta dokumentasi pembelajaran. Analisis data menggunakan model reduksi data, penyajian data, dan penarikan kesimpulan dengan validasi triangulasi sumber. Implementasi Wordwall menunjukkan transformasi signifikan dalam dinamika pembelajaran IPS. Siswa menunjukkan peningkatan antusiasme, partisipasi aktif, dan keterlibatan dalam aktivitas pembelajaran. Variasi format permainan edukatif seperti kuis interaktif, spin wheel, dan matching games berhasil mengubah persepsi siswa terhadap pembelajaran IPS dari membosankan menjadi menyenangkan dan engaging. Guru melaporkan perubahan positif dalam attitude siswa dengan reduksi perilaku mengganggu dan peningkatan fokus pembelajaran. Penelitian ini memberikan kontribusi pada pengembangan strategi pembelajaran IPS yang inovatif melalui integrasi teknologi digital. Temuan mendukung implementasi game-based learning sebagai solusi efektif untuk mengatasi problematika motivasi belajar dalam pendidikan dasar.*

**Kata Kunci:** *Wordwall, motivasi belajar, pembelajaran IPS*

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## A. INTRODUCTION

Education has a fundamental role in preparing individuals to face complex challenges in the contemporary era. An effective education system focuses not only on the transfer of theoretical knowledge, but also on the development of essential skills necessary to deal with the dynamics of life in the 21st century. The transformation of the modern education paradigm requires the integration of 4C skills that include creative thinking, critical thinking, communication, and collaboration, which are the main foundations in the meaningful learning process (Martatiyana et al., 2022). Basic education holds a strategic position as the foundation for the formation of students' character and competencies in developing academic and non-academic potential. Social Sciences (IPS) as one of the integral fields of study in the basic education curriculum has a significant contribution in shaping national insights, social understanding, and cultural appreciation of students. However, empirical reality shows that social studies learning still faces various challenges, especially related to the perception of students who find this subject less interesting due to the characteristics of the material that tend to be theoretical and conventional delivery methods (Susilowati, 2022).

Social studies learning problems at the elementary school level show complexity that requires innovative solutions (Ratnavati & Nasehudin, 2024). The low motivation of students to learn social studies subjects is a crucial issue that has implications for the achievement of learning objectives. This phenomenon can be observed through indicators such as students' lack of enthusiasm in following the learning process, lack of active participation in class discussions, and suboptimal learning outcomes (Nabila et al., 2024).

Factors that contribute to this condition include monotonous learning approaches, limited variety of teaching methods, and lack of use of technology in the learning process (Cahyono, 2019). Social studies learning has the unique characteristics of being an interdisciplinary field that integrates various aspects of social sciences to provide a comprehensive understanding of human interaction with its social environment. The substance of social studies learning includes historical, geographical, economic, and sociological dimensions that aim to help students develop knowledge, skills, attitudes, and sensitivity to the dynamics of community life (Rahmawati & Zidni, 2019). National education regulations through Law Number 20 of 2003 concerning the National Education System affirm the strategic position of social studies as a compulsory subject that must be integrated into the educational curriculum from elementary to tertiary level, with a coverage of material that includes history, economics, geography, and other social science disciplines (Nasution et al., 2023).

The implementation of social studies learning in grade V of SDN Balekambang 03 Morning faces specific challenges that require in-depth analysis. Initial observations show that students have difficulty in understanding abstract concepts presented in social studies subjects. The complexity of learning materials, the limitations of interactive learning media, and less varied pedagogical approaches are factors that contribute to low student understanding and motivation to learn (A. D. Pratiwi et al., 2023). This condition demands innovation in learning strategies that can accommodate the characteristics of elementary school students who have a preference for learning that is visual, interactive, and fun. The theoretical perspective of social studies learning emphasizes a holistic approach that integrates various disciplines to provide a comprehensive understanding of social phenomena. Social studies as an interdisciplinary field of study adopts theories from educational psychology, educational philosophy, and state ideology to create a meaningful learning framework (Basri, 2018). The main objective of social studies learning is to help students develop the ability to analyze facts, events, ideas, and generalizations about human behavior in the context of the development of society, nation, and the environment based on historical experiences and future projections (Scott, 2020).

The effectiveness of social studies learning in the fifth grade of elementary school is highly dependent on the ability of teachers to design and implement innovative learning strategies. Teachers have a crucial role as facilitators who are able to create a conducive and attractive learning environment for students (Azzahra, 2023). Research shows that the use of engaging and interactive learning media can significantly increase students' motivation to learn and support the achievement of optimal learning goals (Azhar, 2018). The context of social studies learning in grade V of SDN Balekambang 03 Morning shows the need for the implementation of innovative learning media to overcome the problem of student learning motivation (Jainiyah et al., 2023). Observations show that many students lack focus during the learning process, characterized by talking behavior with classmates, lack of participation in class discussions, and lack of enthusiasm in doing the assigned tasks.

This condition indicates the need to transform the learning approach through the use of more interesting and interactive learning media (Sadiyah et al., 2023).

The development of educational technology provides a great opportunity to improve the quality of social studies learning through the implementation of game-based learning. Digital educational games like Wordwall have proven effective in creating an interactive and fun learning environment for elementary school students. Wordwall as a digital learning platform provides various educational game formats that can be adapted to social studies learning materials, allowing students to learn while playing in a more engaging and memorable way (Arifah et al., 2023). The results of previous research show that the implementation of interactive game media Wordwall in social studies learning can have a significant positive impact on student learning outcomes. The study conducted using a classroom action research design on 31 elementary school students showed a consistent improvement in social studies learning outcomes through three research cycles. These findings indicate that Wordwall interactive game media not only improves students' cognitive aspects, but can also assist teachers in improving the quality of education and developing competencies in designing innovative learning media (Fidya et al., 2021).

Another study that examined the influence of Wordwall learning media on Indonesian learning motivation in grade V of elementary school showed promising results. An experimental study involving 22 students as a sample demonstrated that the application of Wordwall media can significantly improve students' motivation and learning outcomes. This increase is reflected through the comparison of pre-test and post-test scores which show a significant increase, as well as positive student responses to the use of digital learning media (Sijabat et al., 2024). Social studies learning innovations through digital technology have also been implemented in the form of mobile applications that integrate local wisdom. Research on the application of Lebak UNIQUE in social studies learning in elementary schools shows that technology can be an effective means to increase students' understanding and love for local wisdom. The results of the statistical test showed a significant difference between the class using the application and the control class, with a difference of -10.86861 and a significance value of 0.05, which confirmed the effectiveness of the use of technology in social studies learning (Sutiawa & Ginanjar, 2021).

The academic perspective on success in social studies learning is also related to the formation of key variables that support students' academic achievement. The advancement of science and technology demands adaptation in learning systems, including the transition from analog to digital systems that provide advantages in terms of data accuracy and minimization of human error. This transformation reflects the need to integrate technology in various aspects of learning to increase the effectiveness and efficiency of the educational process (Nurizzati & Suniti, 2021). Students' critical thinking skills in social studies learning are also an important focus that can be improved through the right learning approach. Research on the level of critical thinking skills based on self-regulated learning through the guided discovery learning method shows that there is a significant positive correlation between the level of self-regulated learning and students'

critical thinking skills. These findings indicate that learning media that can increase students' motivation and learning independence will have a positive impact on the development of critical thinking skills (Wayudi et al., 2020).

The professional competence of social studies teachers in developing students' reading interests through integrated literacy programs also shows relevance to the use of digital learning media. Research at SMP N 1 Merakurak shows that social studies teachers with the right professional competencies can act as educators, administrators, facilitators, and effective models in encouraging students' interest in reading. Integrated literacy programs that combine intracurricular activities with school culture have been proven to maximize the role of teachers in increasing students' interest in learning (Murobby & Azharotunnafi, 2023). Based on a comprehensive analysis of various relevant studies and theories, it can be concluded that the implementation of digital learning media such as Wordwall has great potential in overcoming the problem of social studies learning motivation in elementary schools. The specific context in grade V of SDN Balekambang 03 Pagi that faces the challenge of social studies learning motivation requires innovative solutions that can accommodate the characteristics of students and the demands of modern learning. Therefore, research on the effectiveness of Wordwall games in increasing social studies learning motivation is very relevant and needed to contribute to the development of more effective and meaningful learning practices.

## **B. RESEARCH METHODS**

This study uses a qualitative approach with a descriptive design to analyze the effectiveness of the implementation of the Wordwall game in increasing social studies learning motivation in grade V of SDN Balekambang 03 Pagi. The selection of qualitative methods is based on the characteristics of the research that emphasizes in-depth analysis of learning phenomena through the interpretation of data in the form of narratives, arguments, and verbal descriptions obtained from the results of data collection in the field (Alfansyur & Mariyani, 2020). This approach allows researchers to understand the complexity of learning interactions holistically and contextually, so as to provide a comprehensive picture of the impact of digital learning media use on students' learning motivation. The population in this study is all students of grade V of SDN Balekambang 03 Pag, with a sample selected by purposive sampling in class VB consisting of 28 students. The selection of the VB class as the research subject was based on the consideration that the class had implemented the use of Wordwall in social studies learning, thus allowing the researcher to observe and analyze the effectiveness of the learning media directly. The sample selection criteria included active involvement in social studies learning using Wordwall and willingness to participate in the research process.

The data collection technique in this study uses data triangulation consisting of three main methods: participatory observation, in-depth interviews, and documentation. Participatory observation is carried out through direct observation of the social studies learning process that integrates Wordwall games as learning media. The researcher

conducted structured observations to observe student behavior, learning interactions, and students' responses to the use of Wordwall during the learning process. This observation was carried out to obtain primary data on learning dynamics and the effectiveness of digital media implementation in a real context (Dwiyanto, 2021). In-depth interviews were conducted using the open-ended interview technique to three categories of purposively selected resource persons. The main resource persons consisted of a class V teacher who was directly responsible for the implementation of Wordwall, the vice principal as a representative of school management, and one student of class VB as a direct subject of the implementation of learning media. The selection of speakers aims to obtain a multidimensional perspective on the effectiveness of Wordwall from the perspective of education practitioners and direct users. Interviews are conducted using pre-prepared interview guidelines, but still provide flexibility for the interviewees to convey additional relevant information.

Documentation as a third data collection technique is carried out to obtain supporting data that can strengthen the findings from observations and interviews. The researcher collected various documents related to the implementation of Wordwall, including the learning implementation plan (RPP), the results of student evaluations, screenshots of learning activities using Wordwall, and visual recordings of the learning process. This documentation serves as evidence that can support the validity and reliability of data obtained through other methods (Somantri, 2005). The research instruments used in data collection include structured observation sheets that contain indicators of student learning motivation, interview guidelines tailored to the characteristics of each source, and documentation checklists that include the types of documents needed to support the research analysis. The observation sheet is designed based on the theory of learning motivation which includes aspects of attention, confidence, satisfaction, and relevance in learning.

The data analysis in this study uses a qualitative data analysis model that refers to the concept put forward by Kirk & Miller, which emphasizes the tradition of qualitative research in the social sciences through systematic observation of phenomena in the context of the natural environment (Anggito & Setiawan, 2018). The data analysis process is carried out through the stages of data reduction, data presentation, and conclusion drawn. Data reduction involves the process of selecting, focusing, and simplifying raw data obtained from the field. The presentation of data is carried out in the form of a systematic descriptive narrative to facilitate understanding and interpretation. Conclusions are drawn based on patterns that emerge from the analyzed data. The validity of the data in this study is guaranteed through triangulation of data sources and triangulation of data collection methods. Source triangulation is carried out by comparing information obtained from various sources to ensure data consistency and accuracy. The triangulation method was carried out by comparing the results of observations, interviews, and documentation to obtain a comprehensive picture of the effectiveness of Wordwall in social studies learning.

The data sources in this study are divided into two main categories. The primary data source is information obtained directly by the researcher through learning observation and interviews with classroom teachers and vice principals at SDN Balekambang 03 Pagi. Secondary data sources are information obtained through documentation studies, including relevant literature, school policies, and learning documents that support the analysis of the effectiveness of Wordwall implementation (Susanto et al., 2023). The combination of these two data sources allows researchers to gain an in-depth and comprehensive understanding of the phenomenon being studied in a broader context.

## C. RESULTS AND DISCUSSION

### Results

#### *Research Implementation Procedure*

The implementation of the research is carried out through six systematic stages that are structured to ensure the validity and reliability of the data. The first stage includes the identification of the research location at SDN Balekambang 03 Pagi with a focus on class V as the main subject of the research. The initial survey was conducted to ensure the feasibility of the research location in supporting the implementation of Wordwall learning media. The second stage includes the process of applying for a formal research permit to the school through an official application letter. The third stage involves an initial approach to the research subject through communication with the class teacher, vice principal, and student representatives to build rapport and gain an initial understanding of the social studies learning conditions in the classroom.

The fourth stage is a comprehensive explanation of the goals and benefits of the research to all relevant stakeholders, especially in relation to the implementation of Wordwall game media in social studies learning. The fifth stage includes initial observation to observe social studies learning conditions using Wordwall media directly in a natural setting. The sixth stage includes the application of research ethics through the implementation of structured interviews and a comprehensive documentation process to obtain the necessary primary and secondary data.

#### *Early Conditions of Student Learning Motivation*

Analysis of the initial conditions showed that the learning motivation of grade V students of SDN Balekambang 03 Morning in social studies subjects experienced significant challenges before the implementation of Wordwall media. Initial observations identified several indicators of low motivation to learn, including students' lack of enthusiasm in participating in learning, lack of active participation in class discussions, and students' tendency to engage in activities outside the learning context such as talking to classmates.

The findings of interviews with grade V teachers revealed that conventional learning without interactive media caused students to experience confusion and lose focus during the learning process. The teacher stated:

*"To build students' motivation to learn in class, I usually always use learning media to build students' enthusiasm in learning in class, of course I use Wordwall game media in class to motivate students to learn, of course in social studies lessons."*

*When I don't use educational aids, usually students are very confused and not focused on the learning process, but by using learning media, students are very enthusiastic about learning."*

Observation data showed that the characteristics of social studies subjects that have high theoretical content and require the ability to memorize abstract concepts are the main factors in low student motivation. This condition is exacerbated by traditional learning approaches that do not accommodate the characteristics of elementary school students who have a preference for visual and interactive learning.

### ***Implementation of Wordwall Media in Social Studies Learning***

The process of implementing Wordwall media in social studies learning in class V shows a significant transformation in learning dynamics. This media is used with a variety of educational game formats, including interactive quizzes, spin wheels, word search, and matching games that are adapted to social studies learning materials. Teachers integrate Wordwall as a flexible learning tool that can be accessed through digital platforms.

Implementation is carried out through systematic stages which include the preparation of learning materials in digital format, content adjustment with the social studies curriculum in class V, and the integration of interactive games as part of the formative evaluation process. Teachers use Wordwall's features to create a gamified learning experience, where students can participate in educational competitions that increase engagement and motivation to learn.

### ***Students' Responses to Social Studies Learning Using Wordwall***

Analysis of student responses showed significant positive changes after the implementation of Wordwall media. Observations showed an increase in student enthusiasm, especially when teachers used interactive quiz formats. The classroom atmosphere became more dynamic and interactive, with many students actively scrambling to answer questions and engage in learning activities.

Interviews with classroom teachers reveal a positive perspective on the effectiveness of Wordwall:

*"Wordwall certainly has great potential as an effective learning resource to increase student engagement, understanding, and encouragement in the classroom. With proper planning and implementation, Wordwall can be a valuable tool for teachers in creating a more dynamic and interactive learning experience."*

The data shows that students say learning becomes more fun and easier to understand because the content is presented in the form of interactive games. The variety of game types available in Wordwall provides a diverse stimulus and prevents boredom in the learning process.

### ***Changes in Student Learning Motivation***

The evaluation of changes in students' learning motivation showed a substantial transformation of learning behavior. Teachers reported positive changes in students' attitudes towards social studies learning:

*"Yes, what I feel based on experience, there is a positive change in student learning with the existence of Wordwall learning media such as students can improve motivation to make it easier for students to learn to understand the topics that the teacher explains."*



Observation data confirmed that students who previously did not pay attention to the teacher's explanation became more focused and engaged. Disruptive behaviors such as chatting with classmates have experienced a significant reduction. Students show increased active participation in answering questions and doing assigned tasks through the Wordwall platform.

#### ***Multi-Stakeholder Perspectives on the Effectiveness of Wordwall***

Interviews with multiple stakeholders produced comprehensive data on the effectiveness of Wordwall. The first respondent (the classroom teacher) stated:

*"Wordwall is an innovative learning tool that can arouse students' enthusiasm for learning, especially for materials that require repeated practice such as memorization of facts or basic concepts such as social studies subjects. This Wordwall game medium that I see can motivate students in the learning process by increasing student engagement, encouraging student collaboration in the classroom and being able to provide a direct response."*

The second respondent (student) provided a perspective from the learner's point of view:

*"The use of Wordwall in class is very useful and fun, and makes me and my friends excited to learn in class. Wordwall is very interesting, with this Wordwall I am motivated to learn compared to learning without learning media, I get bored easily in class, but with this Wordwall I am also very enthusiastic about learning, and it makes it easier for me to remember the material."*

#### **Discussion**

##### ***The Effectiveness of Wordwall in the Context of Social Studies Learning***

The findings of the study show that the implementation of Wordwall media has made a significant contribution to increasing social studies learning motivation in grade V of SDN Balekambang 03 Morning. This effectiveness is in line with the concept that learning effectiveness is defined as the ability to achieve pre-set goals through optimal use of data, resources, and time (Maskuroh, 2023). In the context of this research, Wordwall has been proven to be able to optimize the use of digital technology to achieve the goal of increasing student learning motivation.

The success of the implementation of Wordwall in social studies learning can be explained through the characteristics of this media as a digital learning platform that provides various interactive educational game formats. This is consistent with the findings (Putra et al., 2024) which states that Wordwall is digital learning through a website that has interesting types of questions such as quizzes, spins, word searches, and matchmaking to help teachers and students learn. This variety of formats provides a diverse stimulus and prevents monotony in social studies learning that has traditionally been dominated by theoretical material.

##### ***Transformation of Learning Motivation through Gamification***

Increasing student learning motivation through Wordwall can be analyzed within the framework of learning motivation theory that emphasizes the importance of internal driving forces that drive learning activities. The findings of the study show that gamification through Wordwall has succeeded in transforming students' perception of social studies learning from what was previously considered boring to fun and engaging. This is in line

with the principle that learning motivation will encourage students to strive to learn and provide direction for learning activities so that learning goals can be achieved (Sardiman, 2014).

This transformation is supported by the characteristics of Wordwall which is able to create an interactive and competitive learning environment. Students show high enthusiasm in participating in quiz activities and educational games, which indicates a change from extrinsic motivation to intrinsic motivation. This phenomenon is consistent with the findings (Tanthowi et al., 2023) which states that students become more motivated and effective in the learning process when using Wordwall game media.

### ***Integration of Technology in Contemporary Social Studies Learning***

The implementation of Wordwall in social studies learning reflects the trend of integrating technology in education that is responsive to the characteristics of digital natives. Research findings show that technology can be an effective means to increase student engagement and comprehension in social studies learning. This is in line with research (Nadziru & Wiradimadja, 2023) who developed motion graphics as a social studies learning medium and found that technology-based media can increase students' interest and motivation in learning social studies, especially history materials.

The success of technology integration through Wordwall is also consistent with the findings (Sutiawa & Ginanjar, 2021) about mobile applications in social studies learning that show significant differences between classes that use technology and control classes. In the context of this study, the difference in learning motivation between learning with and without Wordwall shows the effectiveness of technology in supporting the achievement of social studies learning objectives.

### ***Learning Based on Diversity of Learning Styles***

The effectiveness of Wordwall in increasing learning motivation can be explained through its ability to accommodate different learning styles of students. This platform provides multiple learning modalities through visual, auditory, and kinesthetic elements that are integrated in an interactive game format. This is in line with research (Zahrawati & Aras, 2024) which explores strategies to facilitate diverse student learning styles in social studies education and finds that teachers need to use a variety of methods, group learning, varied assessments, and technology to accommodate a diversity of learning styles.

The variety of game formats in Wordwall, from visual quizzes to matching games, provides opportunities for students with different learning preferences to engage optimally. Visual students benefit from an attractive graphical interface, auditory students get stimulus from sound effects and verbal instructions, while kinesthetic students can participate through interactive clicking and competitive gaming.

### ***Problem-Based Learning through Interactive Media***

The implementation of Wordwall in social studies learning can also be analyzed in the context of problem-based learning that encourages students to actively solve educational challenges through gaming formats. The findings of the study show that students have become more proactive in answering questions and solving problems

presented through Wordwall. This is consistent with research (P. Pratiwi et al., 2024) which investigated the influence of learning motivation interactions on problem-solving skills in social studies learning and found that motivation-enhanced learning environments can significantly improve students' problem-solving skills.

Wordwall provides immediate feedback that allows students to learn from mistakes and improve performance in real-time. This mechanism supports the development of critical thinking skills and self-regulation in learning, which are essential components in problem-solving competence.

#### ***Character Building through Collaborative Learning***

The use of Wordwall in social studies learning also contributes to character building through the promotion of collaborative learning and healthy competition. The findings of the study showed that students showed improved social interaction and teamwork skills when participating in group activities using Wordwall. This is in line with research (Aris & Wijaya, 2023) about the internalization of local wisdom values in social studies learning to shape the character of students, who found that character values such as cooperation and nationalism can be developed through innovative learning approaches.

The implementation of Wordwall creates opportunities for students to practice respectful competition, collaborative problem-solving, and peer learning, which are important elements in character development. A positive and supportive gaming environment helps students develop confidence, resilience, and social skills that are essential for their overall development.

#### ***Implications for Social Studies Curriculum Development***

The successful implementation of Wordwall provides important insights for curriculum development in social studies learning in elementary schools. The findings of the study show the need for the integration of technology-based learning tools that can support diverse learning needs and enhance student motivation. This is in line with research (Yuliani et al., 2024) which explores social learning needs based on SWOT analysis and finds that teachers need adequate digital skills to effectively support environment-based social learning.

The integration of digital tools such as Wordwall in the social studies curriculum can help address the challenges identified in traditional social studies learning, including low student engagement, limited interactive resources, and monotonous teaching approaches. Development of a comprehensive framework for technology integration in the social studies curriculum can provide guidance for teachers and schools in implementing innovative learning approaches that are evidence-based and effective.

### **D. CONCLUSION**

Based on the results of previous research and discussions, as well as current issues, it can be concluded that through the use of wordwall learning media in grade V SDN Balekambang 03 Pagi, students can be inspired by the presence of wordwall teaching media in the IPS classroom. Consequently, the presence of wordwall media allows students to

learn while playing in different ways. They can also learn explicitly, which means that their learning will be more enjoyable. With the help of this wordwall learning resource, it is hoped that students and teachers would collaborate effectively since it will help them understand the material more thoroughly. Regarding the IPS curriculum in grade V, as well as intrinsic motivation so that students experience growth, such as a sudden increase in tahu because a teacher uses this wordwall game in the classroom to make it better, and students become more motivated and eager to learn. Additionally, during the learning process, the instructor should have a teaching strategy that is engaging for the students so that they are not bosan for the entire learning process in the classroom. This media offers a variety of engaging educational games, such as kuis, teka-teki, and roda keberuntungan, that can help create engaging and participatory learning environments. Wordwall's interactive and user-friendly design encourages students to be more engaged, attentive, and attentive during the learning process. In addition, high student satisfaction also has a positive impact on their motivation to learn and their increased understanding of the material. Because of this, Wordwall is an effective alternative learning tool that teachers can use to raise IPS students' motivation and academic standards at the highest levels of the school.

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