



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Improving Pancasila Education Learning Outcomes through Fun Learning Based on Wordwall at SDN 1 Pabedilankaler

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ARTICLE INFO

Article history:

Received: 17 Sept 2025

Revised: 24 Oct 2025

Accepted: 25 Oct 2025

Published online: 05 Nov 2025

Keywords:

Fun Learning,
Wordwall,
Learning Outcomes,
Pancasila Education,
Elementary school

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Article Doi:

<https://doi.org/10.31258/jes.9.6.p.5090-5101>

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ABSTRACT

This study was conducted due to the low learning outcomes of Pancasila Education among fifth-grade students at SDN 1 Pabedilankaler. The purpose of this study was to improve student learning outcomes through the application of the Fun Learning method with the assistance of Wordwall media. The study used Kurt Lewin's Classroom Action model, which includes the stages of planning, implementation, observation, and reflection, and was conducted in two cycles. Data collection techniques included observation, student response questionnaires, documentation, and learning achievement tests. The results of the study showed that the application of the Fun Learning method with the assistance of Wordwall media was effective in improving student learning outcomes. There was an increase in the number of students achieving mastery, increased active participation in learning activities, and many students gave positive feedback on the use of Wordwall media. Therefore, this method is recommended as an alternative for teachers to create a more enjoyable and meaningful learning environment.

1. Introduction

One important topic is Pancasila education, which has a strategic function in shaping students' character, morals, and identity (Widianita, 2023). From elementary school level, students are introduced to honesty, tolerance, justice, and mutual cooperation. The instillation of these values is expected to serve as a foundation for both the personal and social lives of students (Marjuni, 2020). Pancasila education plays an important role in shaping the character and national values of students from an early age (Arifin, 2023). However, in practice, Pancasila education is often considered monotonous and uninteresting, resulting in low student learning outcomes (Setiawan et al., 2025). To overcome this, an innovative and enjoyable learning approach is needed.

In practice, Pancasila education often fails to produce enjoyable and meaningful learning experiences (Damayanti & Suryadi, 2024). The learning process tends to be one-sided, dominated by lectures, and lacks interaction that facilitates student engagement (Solihin et al., 2024). This results in low learning enthusiasm and insufficient active participation from students during the learning process (Sholihah & Maulida, 2020). This condition was also found in grade V of SDN 1 Pabedilankaler, Cirebon Regency, where out of a total of 31 students, only about 26% achieved scores above the minimum passing grade for Pancasila Education. This indicates the need for improvements in teaching methods in order to reach the full potential of all students.

Changes in behavior or abilities experienced by students as a result of the learning process (Artama et al., 2023). These changes reflect improvements in understanding, skills, and positive attitudes toward the material being studied (Hidayat & Bedi, 2024). There are many ways to measure learning outcomes, such as written tests, observations, and assignments, which are tailored to the competencies to be achieved (Pariama et al., 2025). Factors influencing learning outcomes include the teaching methods and media used (Yandi et al., 2023). This issue highlights the importance of innovation in the teaching approaches used by teachers. Fun learning emphasizes a pleasant, interactive, and participatory learning environment (Setiawati et al., 2024). This can be achieved by involving students in activities such as educational games, group discussions, and simulations (Irsan & Nurmaya, 2024).

Previous research (Wijayanti & Yanto, 2023) found that a fun learning approach has a positive effect on students' attention and learning achievement. (Jaya et al., 2025) also emphasized that a comfortable and interactive learning environment can strengthen students' emotional attachment to the learning process, thereby encouraging their active involvement in class. However, the application of fun learning methods in Pancasila education has not been widely combined with the use of digital technology. Most previous studies have focused on conventional methods without integrating technology-based media (Rahmani et al., 2025). In fact, digital media can provide a more engaging and relevant learning experience tailored to the characteristics of today's students.

Wordwall is a digital-based learning platform that provides various interactive games such as quizzes, anagrams, and word matching (Purnamasari et al., 2020). This media is designed to increase student engagement in the learning process through simple and interesting educational games (Aeni et al., 2022). Several studies have shown that the use of Wordwall can improve students' conceptual understanding and critical thinking skills (Nadia & Desyandri, 2022). Based on the above description, this study presents a novelty by integrating the fun learning method and Wordwall media in Pancasila Education learning, particularly in the material on norms and rules. This combination has not been extensively researched specifically in the context of elementary schools.

2. Methodology

This study uses a qualitative approach and Classroom Action Research (CAR). The aim is to improve student learning outcomes by using a fun learning method based on Wordwall media. Kurt Lewin's cycle model, which consists of four stages: planning, implementation, observation, and reflection, is used in this study (Norlaila, 2025). This model was chosen because it allows teachers, as researchers, to directly identify and address learning issues that arise in the classroom (Oktaviani et al., 2023).

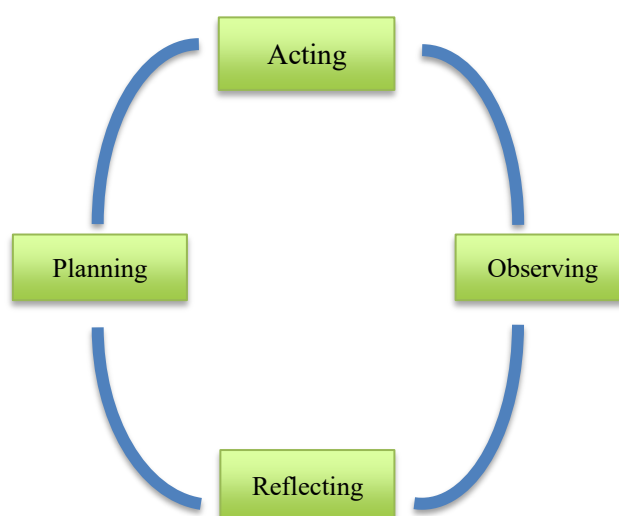


Figure 1. Kurt Lewin Model Classroom Action Research Design

This study was conducted at SDN 1 Pabedilankaler, Pabedilan District, Cirebon Regency, during the second semester of the 2024/2025 academic year, with 31 fifth-grade students as subjects. The researcher acted as the teacher, while the classroom teacher served as an observer. Data collection was conducted through tests, observations, interviews, documentation, and field notes. Test data were analyzed quantitatively by comparing the average scores of each cycle, while qualitative data were obtained from observations, questionnaires, and field notes. This study was conducted in two cycles through the stages of planning, action, observation, and reflection, with success indicators being that 85% of students achieved the minimum competency standard (KKM) of 65 and showed increased activity and positive responses.

3. Results and Discussion

Class VB at SDN 1 Pabedilankaler consists of 31 students, with 15 male and 16 female students. The classroom has adequate lighting and ventilation, and students are seated in pairs according to a seating chart arranged by the teacher. Based on observations before the implementation of the Fun Learning approach, students generally showed moderate enthusiasm toward the Pancasila subject. However, their learning outcomes were still below expectations. The teacher primarily used

the lecture and question–answer method, accompanied by textbook references. Consequently, classroom interaction tended to be teacher-centered, with only a few students actively participating in discussions. This conventional method caused some students to feel less motivated, especially those who needed more engaging and interactive learning experiences.

In addition, during initial classroom observation, it was found that the majority of students had difficulty recalling and explaining examples of norms and rules in daily life. The lack of learning media and monotonous teaching activities contributed to students' limited understanding. Their participation was often dominated by the same few students, while others tended to remain passive. These findings indicate the need for innovative teaching strategies that are more attractive, encourage student engagement, and facilitate better comprehension of Pancasila concepts. Therefore, the implementation of the Fun Learning approach using Wordwall-based media was considered suitable to overcome these challenges.

During the research, the learning process was carried out using the Fun Learning Based on Wordwall model. The teacher began the lesson by motivating students through short storytelling and linking the topic of norms and rules to their daily experiences. Then, interactive learning media created with Wordwall including quizzes, matching games, and spin wheel activities were used to deliver the material. Students were grouped into small teams and competed to answer questions displayed via a projector. The learning atmosphere became more dynamic, and students' enthusiasm significantly increased. Through these engaging activities, students were more active in expressing opinions, collaborating with peers, and understanding abstract concepts through concrete examples.

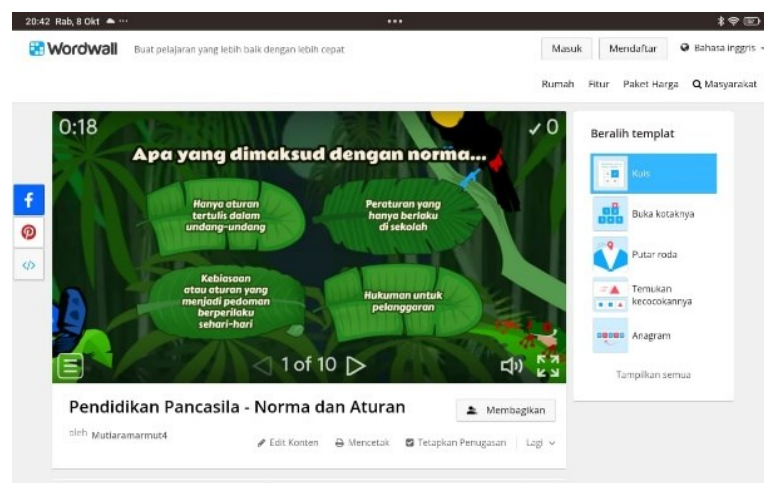


Figure 2. Wordwall Learning Media on “Pancasila Education – Norms and Rules”

The image illustrates an interactive quiz designed with Wordwall entitled “Pancasila Education – Norms and Rules.” The activity presents a multiple-choice question asking, “What is meant by norms?” Students are prompted to select the correct answer from several given options. This digital quiz format promotes

student engagement and supports the comprehension of social norms through active learning and interactive participation.

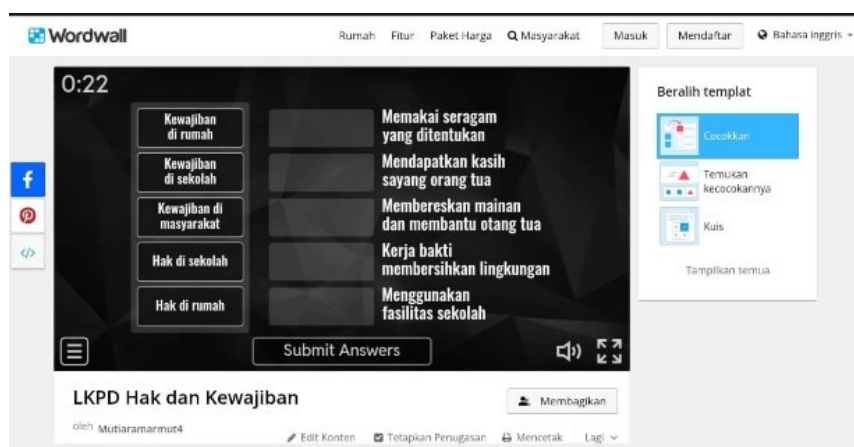


Figure 3. Wordwall Learning Media on “Worksheet of Rights and Responsibilities”

The image shows another Wordwall-based learning activity titled “*Worksheet of Rights and Responsibilities*.” This activity applies a matching format in which students pair statements such as “Wearing the designated uniform” or “Cleaning the environment” with corresponding categories like “Duties at school” or “Duties in the community.” The interactive nature of the task assists students in differentiating between rights and obligations in various contexts, enhancing their critical thinking and civic awareness.

The initial observation activity began with the teacher delivering material about norms and rules in daily life. This was followed by a discussion and Q&A session to observe students' active participation. Afterwards, students were given an evaluation test as a tool to assess their initial abilities before the implementation of the fun learning method using Wordwall media. The results of this test served as a baseline reference for the next cycle.

Results

Pre-Cycle Learning Outcomes

The initial observation activity began with the teacher delivering material about norms and rules in daily life. This was followed by a discussion and Q&A session to observe students' active participation. Afterwards, students were given an evaluation test as a tool to assess their initial abilities before the implementation of the fun learning method using Wordwall media. The results of this test served as a baseline reference for the next cycle. From the initial test results of class VB students, only 23% or 7 students achieved scores above the minimum mastery criteria (KKTP), while 77% or 24 students had not yet met the criteria. If this issue is not addressed promptly, low learning outcomes will likely persist. Therefore, the next cycle will be conducted to significantly improve student learning outcomes.

The summary of pre-cycle learning outcomes can be seen in table 1 and Picture 3 offers a visual representation of these results.

Table 1. Recapitulation of Pre-Cycle Learning Outcomes

No	Data Analyzed	Pre-Cycle
1	Total number of students	31
2	Number of students who look the test	31
3	Number of students who completed	7
4	Number of students who have not completed	24
5	The highest score	80
6	Lowes value	20
7	Total scores obtained	1560
8	Average value	50
9	Clasical Completion Criteria	23%
	Clasical Completion Criteria	Not Finished

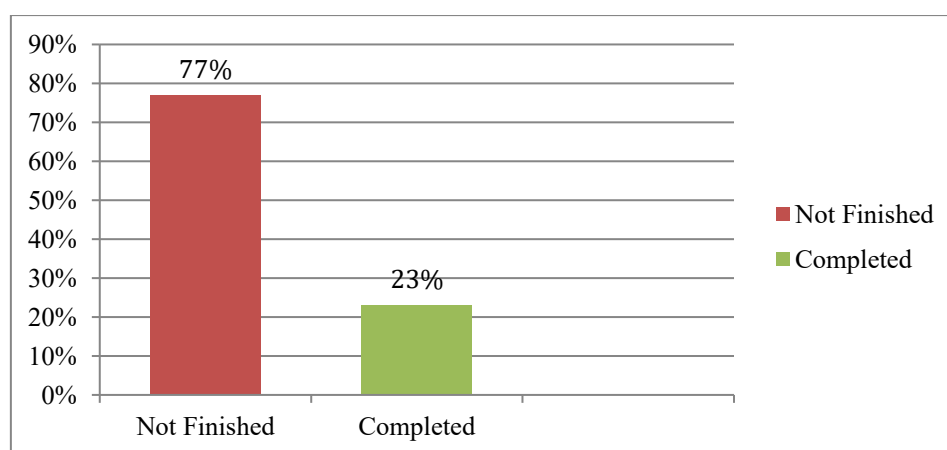


Figure 4. Learning Outcomes in Cycle I

Based on Table 1 and Figure 4, this condition occurred before the implementation of the fun learning method using Wordwall media. At that time, many students had not yet met the KKTP; out of 31 students, only 23% achieved scores above the threshold. The rest were generally below the minimum criteria. This low learning outcome was due to students having difficulty understanding the Pancasila education material on norms and rules. Given the low results, the researcher will conduct a study in two cycles, with two meetings per cycle, to observe improvements in student learning outcomes through the application of the fun learning method using Wordwall media.

Student Learning Outcomes in Cycle I

Before implementing the fun learning method assisted by Wordwall media in Cycle I, students were given a pretest consisting of 20 multiple-choice questions. Each correct answer was awarded 5 points, with a maximum possible score of 100. The test results are presented in table 2 and Picture 5.

Table 2. Recapitulation of Student Learning Outcomes in Cycle 1

No	Data Analyzed	Cycle 1
1	Total number of students	31
2	Number of students who look the test	31
3	Number of students who completed	12
4	Number of students who have not completed	19
5	The highest score	90
6	Lowes value	30
7	Total scores obtained	1840
8	Average value	60
9	Clasical Completion Criteria	39%
Clasical Completion Criteria		Not Finished

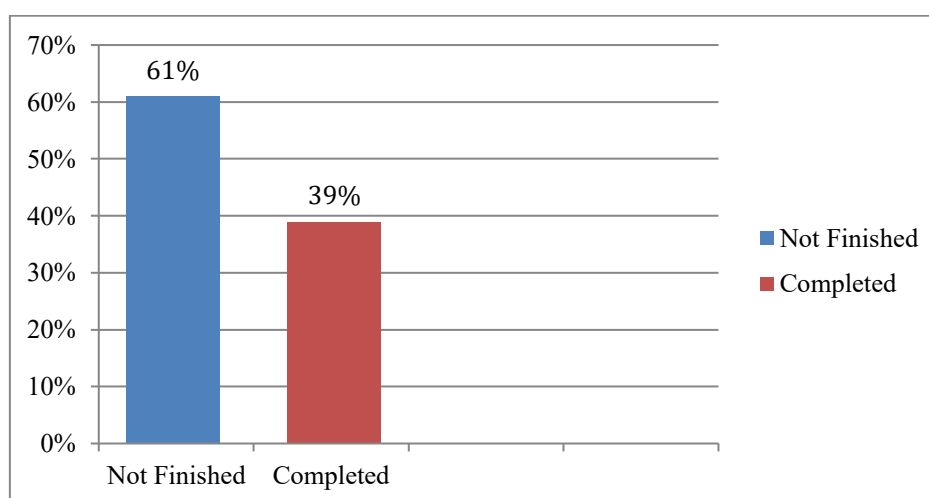


Figure 5. Learning Results of Cycle 1

Based on Table 1 and Figure 5, the learning outcomes of 31 students were evaluated after the enjoyable learning method using Wordwall media was implemented in Cycle I. The analysis results showed that out of the total number of students, only 12 students (39%) achieved the minimum competency standard (KKM) of 65, while 19 students (61%) did not achieve it. These results indicate that the learning outcomes in Cycle I were not ideal and improvements are needed. Researchers used the results of this test as a basis for making improvements for the next learning cycle.

Student Learning Outcomes in Cycle 2

Based on the learning activities carried out in Cycle II, students' learning outcomes showed a significant improvement compared to those in Cycle I. This increase is evident from the enhanced ability of students to understand and master the material taught during the Cycle II intervention. Students appeared more enthusiastic, active, and directly engaged in the learning process. The implementation of the fun learning method using Wordwall media, supported by practical activities, proved effective in improving students' understanding of the material. The test results are presented in table 3 and Figure 6.

Table 3. Recapitulation of Student Learning Outcomes in Cycle 2

No	Data Analyzed	Cycle 2
1	Total number of students	31
2	Number of students who look the test	31
3	Number of students who completed	27
4	Number of students who have not completed	4
5	The highest score	100
6	Lowes value	60
7	Total scores obtained	2540
8	Average value	80
9	Clasical Completion Criteria	87%
Clasical Completion Criteria		Finished

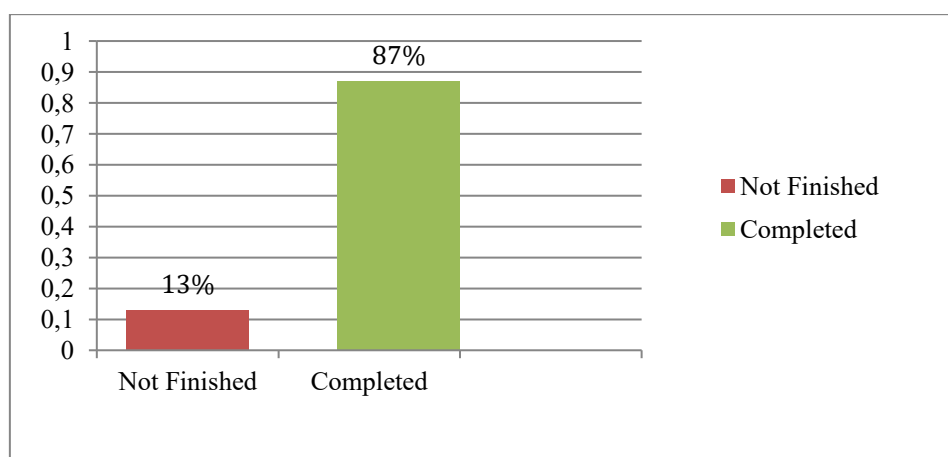


Figure 6. Learning Results of Cycle II

After reflection and improvement, learning continued to Cycle II with better guidance and optimization of Wordwall usage. The test results showed a significant improvement, with only 4 students (13%) still below the minimum passing grade and 27 students (87%) achieving a score of ≥ 65 . After completing two cycles and observing an improvement in learning outcomes that met the criteria for classical completeness, the study was considered sufficient and was concluded in Cycle II, as the research objectives had been achieved.

Student Responses

Student responses to learning using the fun learning method with Wordwall media were obtained through questionnaires in each cycle. The questionnaires were given to all 31 students. In cycle I, the questionnaire results showed that 22 students (71%) responded positively to the learning. Meanwhile, the other 9 students still showed moderate responses or were not yet fully enthusiastic about the learning activities. These results indicate that in Cycle I, the implementation of the learning method and media had not yet fully stimulated the optimal involvement of all students. After reflection and refinement of the learning strategy, student responses showed a significant improvement in Cycle II. A total of 30 out of 31 students (98%) gave positive responses to the learning process that had been implemented. Most students stated that learning had become more enjoyable, interactive, and helped them understand the material on norms and rules (Sayuti et al., 2025). The Wordwall

media used in the form of educational games such as quizzes and word matching considered capable of making them more active and focused while learning (Latifah et al., 2024).

This increase in response indicates that the application of fun learning methods combined with interactive digital learning media can create a more conducive and engaging learning environment. The positive response from students also reflects that an enjoyable learning approach can enhance student engagement both emotionally and cognitively. This aligns with the opinion of (Andriyani et al., 2024), who state that technology-based interactive media can enhance student participation and learning experiences. Additionally, (Ali et al., 2025) emphasize that enjoyable learning has a positive impact on students' motivation and academic achievement.

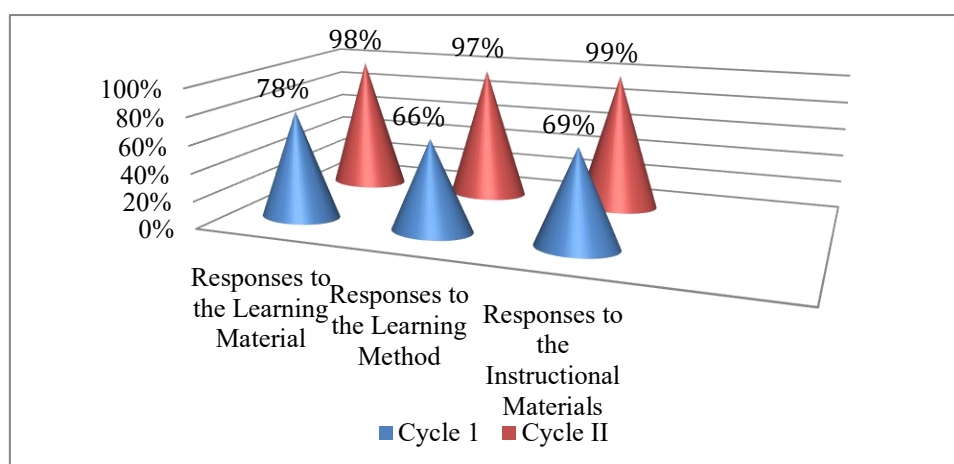


Figure 7. Results in Cycles I and II

Discussion

The results of the study indicate that the implementation of the Fun Learning method assisted by Wordwall media has a significant impact on improving the learning outcomes of fifth-grade students at SDN 1 Pabedilankaler. This is demonstrated by an increase in the number of students who achieved learning completeness, from 39% in cycle I to 87% in cycle II. This improvement indicates that an enjoyable learning approach can create a more interactive classroom environment while facilitating students' cognitive and emotional engagement. In Cycle I, student learning outcomes were still relatively low, with most students not yet meeting the minimum competency standard (KKM). This was likely due to initial adaptation to the new method and suboptimal use of digital media. However, after reflection and adjustments to the strategy in Cycle II such as strengthening the teacher's role in guiding students and maximizing the use of Wordwall features there was a significant improvement in both academic achievement and student responses.

Student responses to learning also showed a positive trend. While only 71% of students responded positively in Cycle I, this increased to 98% in Cycle II. This

reinforces the finding that educational game-based learning through digital platforms can foster learning interest and increase student participation. Engaging visuals, healthy competition, and an approach that is not boring are key factors in the success of this method. These findings align with previous theories and studies emphasizing the importance of a pleasant and interactive learning environment to improve learning outcomes (Wijayanti & Yanto, 2023). Wordwall, as a digital-based learning tool, has proven effective in presenting material in an engaging manner, improving student focus, and accelerating understanding of the taught material, particularly on the topic of norms and rules in Pancasila Education. Thus, the combination of the Fun Learning method and Wordwall media offers an innovative solution capable of addressing 21st-century learning challenges, particularly in overcoming learning fatigue and improving learning outcomes for elementary school students.

4. Conclusion

The implementation of classroom action research using the Fun Learning method assisted by Wordwall media succeeded in improving fifth-grade students' understanding of the topic of norms and rules in Pancasila Education at SDN 1 Pabedilankaler. The findings indicate that the integration of interactive digital media can transform conventional, teacher-centered learning into a more engaging and student-centered process. Through the use of Wordwall, students became more motivated, actively participated in class discussions, and demonstrated better comprehension of abstract concepts through practical and enjoyable activities. The research also confirmed that learning becomes more meaningful when students are involved directly in interactive activities that connect the material to real-life experiences. This supports the notion that learning outcomes are not solely determined by the teacher's explanation but also by how learning experiences are designed to stimulate curiosity and creativity. Although technical readiness and internet stability remain challenges, these limitations did not hinder the overall success of the study. In conclusion, the Fun Learning approach assisted by Wordwall media is effective in enhancing students' learning engagement and achievement in Pancasila Education. This method can serve as an alternative instructional model that aligns with the characteristics of 21st-century learning, fostering active, enjoyable, and meaningful educational experiences in the elementary school context.

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How to cite this article:

Dewi, M. S., Dianasari., & Nurkholis. (2025). Improving Pancasila Education Learning Outcomes through Fun Learning Based on Wordwall at SDN 1 Pabedilankaler. *Journal of Educational Sciences*, 9(6), 5090-5101.